

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 9-11, 2017**

Contents

REGENTS WORKSHOP

Capital University Center Review	1112-1114; 1271-1378
Student Recruitment and Success	1114-1118; 1379-1410

BOARD WORK

Approval of the agenda	1118
Declaration of Conflicts	1118-1119
Approval of the Minutes – Meeting on March 28-30, 2017, April 27, 2017	1119
Rolling Calendar	1119; 1411-1415

CONSENT AGENDA

Academic and Student Affairs

Graduation Lists	1119; 1416
Agreement on Academic Cooperation – NSU	1119; 1417-1421
Agreement on Academic Cooperation – SDSM&T	1119; 1422-1428
Agreement on Academic Cooperation – SDSU	1120; 1429-1443
Articulation Agreement – DSU & NCS-NSA	1120; 1444-1449
Memorandum of Understanding – NSU & Roncalli High School	1120; 1450-1456
Inactive Status and Program Termination Requests – BHSU, SDSU & USD	1120; 1457-1469
Naming Request – SDSU	1120; 1470-1479
New Certificate Request – SDSU – Unmanned Aircraft Systems (UAS) Certificate (Undergrad)	1120; 1480-1485
SDSBVI Membership in South Dakota High School Activities Association	1121; 1486-1487
Academic Calendar – Special Schools	1121; 1488-1494

Budget and Finance

M&R Projects	1121; 1495-1496
FY18 Fee M&R Projects	1121; 1497-1498
FY18 Auxiliary M&R Projects	1121; 1499-1503
FY18 AES M&R Projects	1121; 1504-1505
FY18 Special Schools M&R Projects	1122; 1506-1507

PLANNING AND RESOURCE DEVELOPMENT

Welcome and Presentation by SDSU President Barry Dunn	
Student Organization Awards – SDSU (Presented by Michaela Willis, Vice President for Student Affairs)	1122; 1508
Reports on Individual Regent Activities	1122-1123

Reports from Individual Presidents and Superintendents	1123
Report and Actions of the Executive Session	1123-1126
Tenure and Promotion	1123-1125; 1145-1147
Resolutions of Recognition	1125-1126; 1148-1161
FY18 Annualized Salaries	1126; 1162-1222
Personnel Actions	1126; 1223-1270
Report of the Executive Director	1126;1509-1515
SDSU Foundation Report (Steve Erpenbach, President & CEO, SDSU Foundation)	1127; 1516-1519
Title IX Green Dot Training	1127-1128; 1520-1521
Regental Civil Service Advisory Council Update	1128; 1522
COHE Special Schools Agreement – Modification L	1128-1129; 1523-1526
Research Park Reports	1129; 1527-1556

ACADEMIC AND STUDENT AFFAIRS

Student Federation Report (Paige Dexter)	1130
Institutional Items of Information	1130; 1557-1623
BOR Policies 2:7 and 2:26 Revisions – Gen Ed Credit Distribution (Second Reading)	1130;1624-1630
BOR Policy 4:10 Revisions – Tenure on Appointment (First Reading)	1130-1131; 1631-1642
BOR Policy 1:7:2 Revisions – Academic Affairs Council (First Reading)	1131;1643-1644
New Program Requests – NSU – AA in Criminal Justice	1131; 1645-1657
New Program Requests – NSU – Minor in Human Resource Management	1131-1132; 1658-1665
New Program Requests – SDSU – Minor in Applied Statistics	1132; 1666-1673
New Program Requests – SDSU – MS in Human Biology	1132; 1674-1704
Intent to Plan Requests - BHSU – Master of Arts in Teaching (MAT) in English	1132-1133; 1705-1716
Intent to Plan Requests - BHSU – Master of Arts in Teaching (MAT) in Mathematics	1133; 1717-1732
Intent to Plan Requests - NSU – MS in Mathematics for Teachers	1133-1134; 1733-1750
Intent to Plan Requests - USD – PhD in Sustainability	1134; 1751-1764
Intent to Plan Requests - USD – Bachelor of Applied Science in Technical Leadership	1134-1135; 1765-1772
FAFSA Completion Initiative	1136; 1773-1794
Wokini Initiative	1136-1137; 1795-1801

BUDGET AND FINANCE

Building Committee Report	1138; 1802
Capital Project List	1138; 1803-1806
Capital Asset Purchases Greater than \$500,000	1138-1139;1807-1808
Fall 2016 Facility Utilization Report	1139; 1809-1851
FY19 Informal Budget Hearing Format	1139; 1852
USD Law School Discipline Fee	1139-1140; 1853-1854

DSU Madison Cyber Labs (MadLabs) Facility Program Plan	1140; 1855-1869
NSU Football Practice Field Construction and Athletic Field Renovations Preliminary Facility Statement	1140; 1870-1872
SDSU Harding Hall Renovation and Addition Facility Design Plan	1141; 1873-1883
SDSU Stanley J. Marshall Center Addition and Renovation Facility Design Plan	1141; 1884-1895
SDSU Utility Tunnel Steam Condensate Infrastructure Repairs and Modernization – Phase II Revised Facility Design Plan	1141-1142;1896-1900
Self-Support Public Service Activities Annual Report	1142;1901-1920
NSU NCAA Division II Agreed Upon Procedures Audit Report	1142; 1921-1924
South Dakota Soybean Research and Promotion Council Sponsorship Agreement – SDSU Center of Excellence in Soybean Research	1142-1143; 1925-1932
ADJOURN	1143

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 9-11, 2017**

The South Dakota Board of Regents met on May 9-11, 2017 at South Dakota State University in Brookings, South Dakota, with the following members present:

Bob Sutton, President
Kevin Schieffer, Vice President
John Bastian, Secretary
Randy Schaefer, Regent
Harvey Jewett, Regent
Joan Wink, Regent*
Jim Morgan, Regent
Pam Roberts, Regent
Conrad Adam, Regent

*Participated in parts of the meeting via teleconference.

Also present during all or part of the meeting were Mike Rush, Executive Director and CEO; Paul Turman, System Vice President for Academic Affairs; Jay Perry, System Assistant Vice President for Academic Affairs; Guilherme Costa, General Counsel; Nathan Lukkes, System Assistant Vice President for Research and Economic Development; Kayla Bastian, System Director of Human Resources; Monte Kramer, System Vice President of Finance and Administration; Dave Hansen, System Chief Information Officer; Molly Hall-Martin, System Director of Student Preparation & Success; Molly Weisgram, System Director of Student Affairs and Executive Assistant to the CEO and Board; Janelle Toman, System Director of Communications; Mary Ellen Garrett, System Accounting Director; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Tom Jackson Jr., BHSU President; Tim Downs, NSU President; Marjorie Kaiser, SDSD/SDSBVI Superintendent; James Abbott, USD President; Kim Grieve, Sheila Gestring, Jim Moran, USD; Michaela Willis, Dean Kattelman, Allyson Helms, Dennis Hedge, Mary Kay Helling, Wesley Tschetter, Tracy Greene, Susan Smith, Addie Borah, Kimberly Fischer, Taylin Albrecht, Mike Adelaine, Teresa Seefeldt, Jane Mort, Andi Fouberg, Karyn Weber, Kinchel Doerner, SDSU; Kathy Johnson, Rob Houdek, Chris Crawford, Mike Isaacson, Jane Klug, BHSU; Checka Leinwall, Alan LaFave, Veronica Paulson, NSU; Steve Malott, Heather Forney, Jan Puszynski, Pat Mahon, Demitris Kouris, Anne Langdell, SDSM&T; Claudean Hluchy, SDSBVI/SDSD; Marcus Garstecki, Stacy Krusemark, Mark Johnston, Dick Hanson, DSU; Craig Johnson, UC-SF; Paige Dexter, Robert McLean, Student Federation; Jill Fier, Brookings Register; Brittini Skipper, Bureau of Finance & Management; and other members of the Regental system and public and media.

TUESDAY, May 9, 2017

The Board of Regents convened at 2:30 p.m. with the following members in attendance:

ROLL CALL:

Conrad Adam – PRESENT
John Bastian – PRESENT
Harvey Jewett – PRESENT
Jim Morgan – PRESENT
Pam Roberts – PRESENT
Randy Schaefer – PRESENT
Joan Wink - ABSENT
Kevin Schieffer – ABSENT*
Bob Sutton – PRESENT

Regents' President Bob Sutton declared a quorum present and called the meeting to order. *Regent Schieffer was not present for the roll call vote but joined the meeting shortly thereafter.

REGENTS' WORKSHOP

Capital University Center Review

Dr. Mike Rush, Board of Regents' Executive Director, introduced the item, explaining that when he started in his position the Board of Regents was in the middle of a three-year period during which efforts were underway to make the Capital University Center (CUC) self-sustaining. As part of this effort, the Board office engaged the services of an expert to examine the operations of the CUC and to consider strategies to reinvent its activities. He said the consultant, Dr. Robert T. Tad Perry, has done significant background research, including hundreds of interviews, which has informed the proposal provided to the Board.

Dr. Perry explained that the CUC has been a community-driven operation from its beginning. He said as he approached the work it became clear that a couple of things were important. First, the CUC should reflect the many changes since its inception, including changes in education and technology. Second, the community is very much interested in educational opportunities for central South Dakota. He said there is much education going on in the community but it is currently disjointed. There is a great deal of interest in having a more comprehensive and cohesive approach to postsecondary education in the area. To be successful, he said CUC needs to be more comprehensive and therefore needs to broaden its mission. This would create a student-centered approach and allow the CUC to serve as a broker or liaison for those looking for educational programs. Additionally, he emphasized that partnerships would be key to this effort. Conversations with The Right Turn and SDSU Extension are already underway, and he noted potential interest in space leases with these entities. He said the cities of Pierre and Fort Pierre are also interested in partnership perhaps through workforce development grant funds and activities.

Regents' President Sutton asked about the services that CUC is providing for technology-based students. Referring to information from the report, he inquired into how incentives for providing these types of student services would work. In response to the types of support services being provided, Dr. Janelle Toman, System Director of Communications/Executive Director of the

Capital University Center, said that CUC currently offers proctoring and test support as well as basic-level support on applications and financial aid.

Regent Schieffer asked about the revenue analysis, expressing profound concern about the recommendation that student fees be used to support student services at CUC.

Regent Jewett said that when CUC was in the development stage with the Board of Regents, the supply of students from state government alone was a major part of the conversation. At the time, the demand from state government seemed vigorous. Shortly after, however, incentives and encouragement waned. This also aligned with the growing popularity of online courses.

Regent Roberts provided background about how state government has worked to use CUC in the past. She said the educational silos in Pierre are difficult to get past, noting that departments of state government often have their own trainers as the training is very specific. She also cautioned that funds from the Workforce Investment Act are shrinking and she is concerned about CUC relying on these funds.

Regent Schieffer asked how a mission shift would affect Regental participation. He said the constitutional mission of the Board of Regents must be considered. Dr. Perry said that if CUC offered a community education service, a portion of the students served would eventually go to the Regental system, which would contribute to the degree attainment mission. Dr. Rush said that because this model would heavily rely on partnerships, the broader approach would be shared amongst other entities.

The Regents engaged in conversation about dual credit and concurrent credit. Dr. Perry said that school districts are willing to partner with CUC more closely regarding dual credit.

Regents' President Sutton asked about partnerships to provide technical education to central South Dakota. Dr. Perry said there is certainly interest in this and conversations have begun.

President Dunn said a lot of services that have been targeted to rural counties are done via mobile agents. He feels that CUC could benefit from this type of model as well.

Dr. Rush agreed and said that if CUC is going to be successful, the concept needs to go beyond a location. He said CUC needs to be the educational broker, setting up logistics to accommodate the educational needs of the community. For instance, if the community needs welding education, CUC should be working with businesses to lease space where a class can be taught.

NSU President Downs noted that although CUC was originally designed to create degree opportunities, using a continuing education model might be fit better. He mentioned fee-based programming to teach skills such as project management.

Regents' President Sutton asked for Board direction regarding next steps for this effort. Regent Schieffer said the work to redefine CUC should continue. He felt there were many good ideas within the report, although he again expressed concern about the student fee suggestion.

In response to a question, Dr. Rush said the Board office would move away from the administration of CUC; however, he said the question about who the CUC Director should report to remains

unanswered. He described the dilemma of assigning the most appropriate supervisory entity considering the many partnerships.

A copy of the item entitled Regents' Workshop – Capital University Center Review can be found on pages 1271 to 1378 of the official minutes.

Student Recruitment and Success

Regents' President Sutton introduced the Student Recruitment and Success item. He explained that Dr. Paul Turman, System Vice President of Academic Affairs, would provide information about a degree-attainment grant the Board office recently received from the Lumina Foundation. Additionally, he pointed to the questions posed in the Board agenda item that are meant to initiate discussion with the university presidents.

Dr. Turman said that the Board discussed a number of initiatives linked with the SDBOR Strategic Plan and the 65% attainment goal at its August 2016 retreat. At that time, representatives from the Lumina Foundation participated in a portion of the discussion, and after formal adoption by the Board, the Governor signed a proclamation supporting the strategic direction for the state.

The anticipated grant activities as a result of the Lumina Foundation funds were described. Molly Hall-Martin, System Director of Student Preparation and Success, discussed the proactive admission effort. Dr. Jay Perry, System Assistant Vice President of Academic Affairs, provided information about the assessment of prior learning, another key tactic to increase degree attainment. He explained that BOR Policy 2:5 creates a framework for assessing prior learning, but there are still barriers that the system needs to breakdown to refine this process. Dr. Turman discussed the Ready Adult efforts, explaining that there are many adults in the state who have considerable college credits but do not yet have credentials. He provided information about past efforts in this regard and noted that with the anticipation of a more robust degree-audit system there is great potential for a larger effort.

Regents' President Sutton asked if there are time limits to when students can come back to university to finish their degree. Dr. Turman said that there are no limits to undergraduate degrees. The critical aspects are whether or not the academic program is still viable and if the course catalog has changed dramatically.

NSU President Downs said he appreciates the effort of finding new pathways for adults to get their degrees. He noted the importance of academic amnesty, which allows students the ability to drop failing grades from their transcripts after a certain amount of time.

SDSU President Dunn explained that SDSU undertook a large Ready Adult effort a few years past. He said that until the degree-audit software is available, they would not try it again because the effort to reach out to students was tedious and did not yield a high return on investment.

In response to a question, Dr. Turman clarified that there would not be confidentiality issues by reaching out to past students.

Regent Jewett explained past Ready Adult efforts, saying that research showed that there are many adults who have credits but no degree. However, without incentive (such as one free course) it is

difficult to get these students back into the system. He challenged the Regents to find a way to create a legislative request to fund the one free course idea.

SDSU President Dunn said it was very difficult to reach out to these past students, saying that even finding their contact information posed a considerable challenge.

USD President Abbott explained that previously USD went back to see who would qualify for a general studies associates degree. He said that they found some who qualified for this degree. Additionally, they reached out to other students who only needed a few more credits to earn the degree. Unfortunately, they found it very difficult to convince these students to come back.

Regent Roberts asked if there is any research suggesting that certain populations of people would be more likely to return to finish their degree if contacted (for instance, those who would be at a point in their career where they would really appreciate the value of a degree).

President Jackson said that financial aid is another component to consider when working to get students back to the system.

When it comes to degree attainment, Regents' President Sutton said one of the key areas of focus needs to be on the increasing population of students of color. He said the changing demographics is easily demonstrated in Sioux Falls where trends indicate that 40% of graduates in Sioux Falls will be racially diverse and first-generation in coming years.

Presidents' Panel questions:

1. What are the key challenges the system/institutions are facing relating to enrollment management, recruitment, and retention?
 - What competitive advantages/disadvantages do you face in comparison to your peers and key competitors in the region?
 - How does the existing tuition and fee structure limit and enhance the ability to be competitive in attracting students?

BHSU President Jackson said that universities need to sell prospective students on the value of higher education. They often view college as a debt rather than an investment. He said if we can convince individuals that education is a good investment, they will most likely consider higher education.

He also said that allowing universities to use institutional funds for modest scholarships is very useful.

NSU President Downs said promoting all the Regental system and higher education is important. He said if there was a campaign it should be about "investment in self".

SDSM&T Vice President of Student Development/Dean of Students Pat Mahon said more flexibility in what the institution could do with tuition and fees, i.e. discounting, would be helpful. When looking at peers and key competitors in the region, she said that our low tuition and fees

used to be an advantage. However, we are losing that advantage. She noted that other states and institutions have been very aggressive in recruiting our students.

Regent Harvey Jewett said that the system's enrollment was trending at a steady increase for roughly 10 years. Then in 2010 enrollment leveled off. He said something happened but it is difficult to identify. Although he is unsure, he fears the system had reached its price elasticity point. This was about the time that the state started to defund higher education and the Regents continued to increase tuition to cover shortfalls.

Regent Randy Schaefer referred back to comments about the flexibility of using institutional funds for student scholarships. He asked Dr. Kramer to comment. Dr. Kramer said the Board made changes to Board policy in 2016 that gave institutions additional flexibility for student scholarships. At that time additional fund sources were included in the category that could have some discretionary use. He said the fund source that was not included at that time was tuition. He said tuition was not included because the Board office had worked (and is working) very hard to create a state-funded needs based scholarship.

SDSU President Dunn said that much recruitment effort has gone into international students. He said they have been effective in this arena and it enriches the campus. He noted that President Trump's executive order has created some upset to applications so it will be interesting to see whether or not international enrollment numbers decrease next fall.

Regent Schieffer asked about the additional need for flexibility and discretionary use of funds for scholarships. Pat Mahon noted that reciprocal programs have been effective in other states. She said SDSM&T would consider a reciprocal program with Colorado.

DSU President Griffiths described the target markets of students they have worked to recruit.

BHSU President Jackson said there is a fixed number of high school graduates in South Dakota. For these students it is more about which South Dakota university they will attend. Therefore, out-of-state and international students could be considered new revenue.

Regent Jewett agreed that international students are important and expressed disappointment about central office decisions made in the past that affected NSU's international population.

2. What innovative recruitment and retention strategies are being implemented at your institutions?
 - Which new populations are you targeting for recruitment and retention efforts?
 - What student populations are proving to be the most difficult to recruit and retain?
 - What strategies are being implemented/explored to translate increased access to increased success?

Did not discuss.

3. Are there strategies/initiatives that the Board of Regents can advance to assist in facilitating improvements for recruitment and retention?
 - What statutes or policy barriers serve as challenges for improving performance in these areas?

- What strategies/initiatives have proven successful at an institutional level that could have broader application across the system?

BHSU President Jackson provided four related concepts: (1) Fast Track option to approve associate degrees is fantastic. It would be nice to expand this to all degrees. (2) Some degree programs should be free game if there is a market. (3) The focus on headcount versus focus on graduates. (4) The institution is considering open enrollment for specific programs at BHSU-RC.

NSU President Downs said first-generation students are harder to retain. Programs that have been started such as the Jump Start program are good, but when the funds go away it is harmful to take away the infrastructure.

SDSM&T Vice President of Student Development Pat Mahon said flexibility to waive application fees on case-by-case basis would be helpful. She also said maintaining emphasis on the K-12 Math Sparks program is really important.

4. What initiatives currently exist to engage outside partners such as the technical institutes, tribal colleges, or community colleges in neighboring states?
 - How do transfer students factor into campus level completion goals, and where can improvements be made?
 - What barriers/challenges remain for improving partnerships with these institutions within the state/region?

USD President Abbott asked if there is any group/entity that tracks what other institutions accept for transfer credits.

SDSU President Dunn said SDSU recently signed an agreement with a technical school in Nebraska establishing a partnership where the technical institute will bring students to the university to study dairy for a semester. He also commented on the 2+2 program SDSU worked to establish with the tribal colleges. He said this effort did not work because the courses that the tribal schools were teaching could not be used without risking SDSU's accreditation. Therefore, SDSU has been helping tribal colleges by advising on HLC accreditation as well as faculty credentialing. Additionally, President Dunn and SDSU has been working to improve their relationship with Lake Area Tech by creating an "open doors" effort. He said President Cartney is willing to co-brand with SDSU to add creditability to their program and help with articulation to university.

In response to a question about whether partnerships are best done at a system level or institution-to-institution level, Dr. Turman said that when there are institutions with similar degree programs and pathways it makes sense for them to work together. When there is duplication or overlap on mission that is when the system level is best positioned to participate.

DSU President Griffiths said that their agreements/partnership with the National Security Agency have worked very well.

Regent Jewett said that the University Centers in both Sioux Falls and Rapid City were started in order to meet an educational need; however, those two cities need to identify as public university cities. Their growing population will mean much to the composition of the legislature in coming years.

NSU President Downs said sometimes it is easier to build an articulation agreement campus-to-campus because building and sustaining these programs really take a true partnership. System-wide efforts can sometimes lose the relationship element, which is critical.

5. What recruitment and retention strategies are proving most successful for promoting enrollments in off-campus locations and online?
 - How do campus strategies differ for off-campus vs. on-campus students?
 - How does the existing tuition and fee structure affect efforts with off-campus and online students?

Recognizing the limited time, Dr. Turman expressed his appreciation for the dialog and said that a future workshop could focus on retention efforts. He talked about how concepts such as the time to degree and banded tuition are types of efforts that may be worthy of discussion as they could impact retention efforts.

IT WAS MOVED by Regent Bastian, seconded by Regent Schieffer, to dissolve into executive session at 6:00 p.m. on Tuesday, May 9, 2017, to discuss personnel matters and marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business; that it rise from executive session at 7:30 p.m.; that it dissolve into executive session at 8:00 a.m. on Wednesday, May 10, 2017, to discuss marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business, collective bargaining, personnel matters, pending and prospective litigation, contractual matters, and to consult with legal counsel; that it rise from executive session at 12:30 p.m. to resume the regular order of business; and that it report its deliberations while in executive session. Motion Passed.

A copy of the item entitled Regents' Workshop – Student Recruitment and Success can be found on pages 1379 to 1380 of the official minutes.

WEDNESDAY, May 10, 2017

Regents' President Sutton declared a quorum present and resumed the business meeting at 1:10 p.m.

BOARD WORK

3-A Approval of the Agenda

The Board approved the agenda as published with three changes: (1) addition of the appointment of an interim president as South Dakota Schools of Mines & Technology to be addressed as 5-F.1; (2) a special recognition for past SDSU President David Chicoine at or around 3 p.m.; and (3) move Items 4-C and 4-H off the consent agenda instead address them after 6-I.

3-B Declaration of Conflicts

Regent Sutton stated that he will abstain from agenda item 5-K – Research Park Reports because of his previously disclosed conflict pertaining to his service on the Board of Directors of the USD

Discovery District. During that agenda item, he will pass the gavel to Regent Schieffer and will abstain from discussion and the vote.

3-C Approval of the Minutes – Meetings on March 28-30, 2017; April 27, 2017

IT WAS MOVED by Regent Schaefer, seconded by Regent Schieffer, to approve the minutes of the meetings for the March 28-30, 2017 and April 27, 2017. Motion Passed.

3-D Rolling Calendar

The Board approved next year's Board of Regents meeting to be held on May 8-10, 2018 at South Dakota State University in Brookings.

A copy of the Rolling Calendar can be found on pages **1411** to **1415** of the official minutes.

CONSENT AGENDA

IT WAS MOVED by Regent Schieffer, seconded by Regent Adam, to approve items 4-A through 4-N with the exceptions of 4-C and 4-H. Motion Passed.

4-A Graduation Lists

Approve the Spring 2017 graduation lists for BHSU, DSU, NSU, SDSM&T, SDSU, and USD contingent upon the students' completion of all degree requirements.

A copy of the Graduations Lists can be found on page **1416** of the official minutes.

4-B(1) Agreements on Academic Cooperation – Northern State University

Approve the renewal of the agreement on academic cooperation between Northern State University and Dankook University, Korea.

A copy of NSU's Agreement on Academic Cooperation can be found on pages **1417** to **1421** of the official minutes.

4-B(2) Agreements on Academic Cooperation – South Dakota School of Mines and Technology

Approve the renewal of the agreement on academic cooperation between South Dakota School of Mines and Technology and China University of Mining and Technology, Beijing; and renewal of the Memorandum of Understanding with Østfold University College of Halden, Norway.

A copy of SDSM&T's Agreements on Academic Cooperation can be found on pages **1422** to **1428** of the official minutes.

4-B(3) Agreements on Academic Cooperation – South Dakota State University

Approve the Agreement on Academic Cooperation between South Dakota State University and the Kyungpook National University; and the agreement on academic cooperation with Kwame Nkrumah University of Science and Technology of Kumasi, Ghana.

A copy of SDSU's Agreements on Academic Cooperation can be found on pages **1429** to **1443** of the official minutes.

4-C Articulation Agreement – DSU & NCS-NSA

Moved to the Academic and Student Affairs Committee

4-D Memorandum of Understanding – NSU & Roncalli High School

Approve the Memorandum of Understanding between Northern State University and the Aberdeen Catholic School System/Roncalli Catholic School (ACSS/RCS).

A copy of Memorandum of Understanding – NSU & Roncalli High School can be found on pages **1450** to **1456** of the official minutes.

4-E Inactive Status and Program Termination Requests – BHSU, SDSU & USD

Approve the requests to terminate the BA & BS in Art (BHSU); BS in Graphic Design & Communication (BHSU); Bioenergy & Sustainable Technology Certificate (SDSU); MS in Engineering (SDSU); BA in Sociology – Teaching Specialization (SDSU); and MA in Biology (USD).

A copy of the Inactive Status and Program Termination Requests can be found on pages **1457** to **1469** of the official minutes.

4-F Naming Request – SDSU

Approve SDSU's request to create a new interim academic unit – the Division of Communication & Journalism, effective July 1, 2017.

A copy of the SDSU's Naming Request can be found on pages **1470** to **1479** of the official minutes.

4-G New Certificate Request – SDSU – Unmanned Aircraft Systems (UAS) Certificate (Undergrad)

Approve the New Certificate Request – SDSU – Unmanned Aircraft Systems (UAS) Certificate (Undergrad) as described in Attachment I.

A copy of the SDSU's New Certificate Request can be found on pages **1480** to **1485** of the official minutes.

4-H SDSBVI Membership in South Dakota High School Activities Association

Moved to the Academic and Student Affairs Committee

4-I Academic Calendar – Special Schools

Approve the proposed calendars for the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired.

A copy of the Academic Calendars for the Special Schools can be found on pages **1488** to **1494** of the official minutes.

4-J M&R Projects

Approve SDSM&T's requests to replace Boiler #2 that supports the whole campus and to change out the piping and equipment for the chiller plant. The Boiler #2 replacement is estimated to cost \$400,000 and will be paid using FY17 General Funds M&R. FY18 HEFF funds will be used to replace SDSM&T's Physical Plant chiller condenser water piping and building metering estimated to cost \$349,317.

Approve SDSU's request for a new dish machine in Larson Commons at an estimated cost of \$335,000. Food service revenues will be used to pay for this new machine.

A copy of the M&R projects can be found on pages **1495** to **1496** of the official minutes.

4-K FY18 Fee M&R Projects

Approve the FY18 Fee M&R Projects as submitted by each campus.

A copy of the FY18 Fee M&R Projects can be found on pages **1497** to **1498** of the official minutes.

4-L FY18 Auxiliary M&R Projects

Approve the FY18 Auxiliary M&R Projects as submitted by each campus.

A copy of the FY 18 Auxiliary M&R Projects can be found on pages **1499** to **1503** of the official minutes.

4-M FY18 AES M&R Projects

Approve the FY18 AES M&R Projects as submitted by SDSU.

A copy of the FY18 AES M&R Projects can be found on pages **1504** to **1505** of the official minutes.

4-N FY18 Special Schools M&R Projects

Approve the FY18 Special Schools M&R Projects as submitted by the School for the Deaf and the School for the Blind and Visually Impaired.

A copy of the FY18 Special Schools M&R Projects can be found on pages **1506** to **1507** of the official minutes.

PLANNING AND RESOURCE DEVELOPMENT

5-A Welcome and Presentation by SDSU President Barry Dunn

President Barry Dunn welcomed the Board and audience to South Dakota State University. He expressed appreciation for the dedication and support of each member of the Board of Regents. He described the demographics of the student body, recognizing that more than 40% are first generation students. He noted that the ethnicity and demographics of the student population are changing, and student support remains a core part of the university's mission.

President Dunn described the recent investments in the campus. Renovations and additions projects include the Performing Arts Center, Wellness Center, Harding Hall, and the Animal Diagnostic Research and Diagnostic Laboratory (ADRDL). He provided an update to the Board, explaining that the institution is moving away from the private-public partnership proposal they had been considering on the east side of campus. President Dunn explained that the multiple investments to the institution are paying off in student success metrics and other ways.

Lastly, he said he is proud that SDSU prepares students for careers and these students are the faces of tomorrow's economic development. He said experiential learning is the backbone of academic programs and the institution has been expanding this type of learning with co-curricular experiences.

5-B Student Organization Awards – SDSU

Dr. Michaela Willis, Vice President for Student Affairs, presented the Student Organization Awards for SDSU. The Award for Academic Excellence for 2016 was presented to Sigma Alpha. The Award for Community Service for 2016 was presented to SDSU Love Your Melon Campus Crew. The Award for Organizational Leadership for 2016 was presented to the American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP).

A copy of the 2016 Student Organization Awards for SDSU can be found on page **1508** of the official minutes.

5-C Reports on Individual Regent Activities

Regent Schieffer reported that he recently attended the Association of Governing Board's (AGB) conference with fellow Regents Morgan and Roberts. He said it was a useful activity. He commended Dr. Rush for encouraging them to attend the conference.

As the South Dakota School for the Deaf (SDSD) sub-committee chair, Regent Schieffer explained that the group has met twice. At these meetings, the group met with the end users of the school and toured the facility. He said the group is going through a process of engaging professional help with the real estate appraisal. He felt the group is on task and hopes to have something more concrete to report in the coming months.

Regents' President Sutton recognized the leadership of past Regents' President Randy Schaefer.

Regent Morgan echoed Regent Schieffer's comments about the AGB conference. He noted that it is really important for the Regents to take opportunities to immerse themselves into the higher education discussion at that level.

Additionally, Regent Morgan clarified that the result of the SDSD sub-committee will not necessarily result in the sale of the facility. Regent Schieffer agreed and thanked Regent Morgan for the clarification.

5-D Reports from Individual Presidents and Superintendents

There were no reports.

5-E Report and Actions of Executive Session

Upon convening at 6:00 p.m. on Tuesday May 9, 2017, the Board dissolved into executive session to discuss personnel matters and marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business before adjourning at 7:30 p.m. At 8:00 a.m. on Wednesday, May 10, 2017, the Board dissolved into executive session in order to discuss marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business, collective bargaining, personnel matters, pending and prospective litigation, contractual matters, and to consult with legal counsel. The Board rose from executive session at 12:30 p.m.

Regent Bastian reported that while in executive session, the Board discussed the items just described, which are also shown on the published agenda, and gave directions to its executive director and general counsel concerning these matters.

IT WAS MOVED by Regent Bastian, seconded by Regent Morgan, that the Board approve directions given to the executive director and the general counsel with respect to matters discussed in executive session, that it:

1. Award the 2017-2018 Annis Irene Fowler/Kaden Scholarship to Morgan Hoffman and Angela Hupf; award the 2017-2018 Ardell Bjugstad Scholarship to Chloe Bartels and Emily Knutson; and award the 2017-18 Marlin R. Scarborough Memorial Scholarship to Joel Pribyl.
2. Approve the promotion and tenure requests of the universities:

The BHSU promotion and tenure requests were approved for the following faculty members: Eric Clapman was granted tenure and promoted to Associate Professor; Nathan Deichert was granted tenure and promoted to Associate Professor; Martin Fashbaugh was granted tenure and promoted to Associate Professor; Coutney Huse-Wika was granted

tenure and promoted to Associate Professor; Katrina Jensen was granted tenure and promoted to Associate Professor; and Faye LaDuke-Pelster was granted tenure and promoted to Associate Professor.

The DSU promotion and tenure requests were approved for the following faculty members: Yen-Ling Chang was granted tenure and promoted to Associate Professor; Mary Francis was granted tenure and promoted to Associate Professor; Daniel Mortenson was granted tenure and promoted to Associate Professor; Christopher Olson was granted tenure and promoted to Associate Professor; Deb Tech was granted tenure and promoted to Associate Professor; and Yong Wang was granted tenure and promoted to Associate Professor.

The NSU promotion and tenure requests were approved for the following faculty members: Joshua Frachisuer was granted tenure and promoted to Associate Professor; Gregory Francom was granted tenure and promoted to Associate Professor; Sara Schmidt was granted tenure and promoted to Associate Professor; Wendy Van Gent was granted tenure and promoted to Associate Professor; Courtney Waid-Lindberg was granted tenure and promoted to Associate Professor; Sara Christensen-Blair was promoted to Professor; and Kelly Duncan was promoted to Professor.

The SDSM&T promotion and tenure requests were approved for the following faculty members: Matthew Adkins was granted tenure and promoted to Associate Professor; Kyle Caudle was granted tenure and promoted to Associate Professor; Grant Crawford was granted tenure and promoted to Associate Professor; Adam French was granted tenure and promoted to Associate Professor; Venkataramana Gadhamshetty was granted tenure and promoted to Associate Professor; Kurt Katzenstein was granted tenure and promoted to Associate Professor; Mengyu Qiao was granted tenure and promoted to Associate Professor; Khosro Shahbazi was granted tenure and promoted to Associate Professor; Alevtina Smirnova was granted tenure and promoted to Associate Professor; Scott Ahrenkiel was promoted to Professor; William Cross was promoted to Professor; and Donna Kliche was granted tenure.

The SDSU promotion and tenure requests were approved for the following faculty members: Linda Burdette was granted tenure; Heidi Mennenga was granted tenure; Cedric Neumann was granted tenure; Christine Garst-Santos was granted tenure; Bradley Bowser was granted tenure; Rebecca Kuehl was granted tenure; Joshua Westwick was granted tenure; Charles Macbride was granted tenure; Donald Burger was granted tenure; Steven Wingate was granted tenure; Cheng Zhang was granted tenure; Jayarama Gunaje was granted tenure; Qiquan Qiao was promoted to Professor; Leda Cempellin was promoted to Professor; Julie Walker was promoted to Professor; Lan Xu was promoted to Professor; and Donald Auger was promoted to Professor.

The USD promotion and tenure requests were approved for the following faculty members: Christopher Jenks was granted tenure and promoted to Associate Professor; Matthew Sayre was granted tenure and promoted to Associate Professor; Kathryn Birkeland was granted tenure and promoted to Associate Professor; Kathleen Brown-Rice was granted tenure and promoted to Associate Professor; Nan Jiang was promoted to Professor; Dongming Mei was promoted to Professor; Michael Allgrunn was promoted to Professor; Christopher Kocher was promoted to Professor; Robert Ammon was granted tenure; Lee Baugh was

granted tenure and promoted to Associate Professor; Soonhee Roh was granted tenure and promoted to Associate Professor; Manas Das was promoted to Associate Professor; Susan Anderson was promoted to Professor; Valerie Hearn was promoted to Professor; and Suzanne Reuter was promoted to Professor.

The promotion and tenure requests were denied for the following faculty members: BHSU 7 was denied promotion to Professor; NSU 8 was denied promotion to Professor; SDSMT 12 was denied promotion to Professor; SDSMT 14 was denied tenure; SDSU 12 was denied tenure; SDSU 18 was denied promotion to Professor; SDSU 19 was denied promotion to Professor; and SDSU 20 was denied promotion to Professor.

A copy of the promotion and tenure requests can be found on pages 1145 to 1147 of the official minutes.

3. Approve the leave request for Larry Stetler (SDSM&T) for a year-long sabbatical leave for either 1) the 2017-18 academic year, or 2) the calendar year 2018 (Spring 2018 & Fall 2018) contingent upon the funding of a Department of Energy (DoE) subcontract to SDSM&T through RESPEC for a drilling project in western South Dakota.
4. Award the title of Professor Emeritus of Mechanical Engineering for Dr. Daniel F. Dolan (SDSM&T); title of Professor Emeritus of Mechanical Engineering for Dr. Lidvin Kjerengtroen (SDSM&T); title of Professor Emeritus of Mechanical Engineering for Dr. Michael A. Langerman (SDSM&T); and title of Professor Emerita of Humanities for Dr. Sue Shirley (SDSM&T); title of Professor Emeritus of Economics and President Emeritus of South Dakota State University for David L. Chicoine (SDSU); title of Professor Emeritus of Natural Resource Management for Charles Dieter (SDSU); title of Distinguished Professor Emeritus of Ecology for W. Carter Johnson (SDSU); and title of Professor Emeritus of Physics for Dr. Joel Rauber (SDSU). The resolutions of recognition can be found on pages 1148 to 1154.
5. Award an exemption to Emeritus Status years of service requirements and award the title of Associate Professor Emeritus for Dr. Gayle Bortnem (NSU); award an exemption to Emeritus Status years of service requirements and award the title of Associate Professor Emeritus for Dr. James Kennedy (NSU); award an exemption to Emeritus Status Rank requirements and award the title of Professor Emeritus for Beverly J. Kennedy (USD); award an exception to Emeritus Status Rank requirements and award the title of Assistant Professor Emeritus for Jean Johnson (BHSU); award an exception to Emeritus Status Rank requirements and award the title of Assistant Professor Emeritus for Steve Wynia (BHSU); and award an exception to Emeritus Status Rank requirements and award the title of Assistant Professor Emeritus for Jace DeCory (BHSU). The resolutions of recognition can be found on pages 1155 to 1161.
6. Approve the requests for a one (1) year extension of time for tenure consideration for Dr. Ekaterina Koromyslova (SDSU).
7. Approve awarding one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Sandeep Kuma, Assistant Professor (SDSU).
8. Approve the request to grant tenure to Dr. Scott McKay (DSU), Dr. Allison Gilmore (SDSM&T), Dr. David Palmer (SDSU), and Dr. David Earnest (USD).
9. Approve the request to grant tenure to Dr. Magesh Thiagarajan (SDSM&T) and the appointment at the rank of Full Professor.

10. Approve the request to appoint Dr. Joseph Bottum (DSU) at the rank of Associate Professor.
11. Deny SDSU NFE Appeal No. 2017-01.
12. Deny SDSU Faculty Title IX/EEO Appeal No. 2017-04.
13. Approve the multi-year contract for SDSU head women's volleyball coach Nicole Cirillo to include a base annualized salary of \$73,000 for the period of June 22, 2017-June 21, 2018; and \$75,190 for the period of June 22, 2018-June 21, 2019.
14. Approve the multi-year contract for SDSU head men's wrestling coach Christopher Bono to include a base annualized salary of \$130,000 for the period of June 22, 2017-June 21, 2018; \$140,000 for the period of June 22, 2018-June 21, 2019, and \$150,000 for the period of June 22, 2019-June 21, 2020.
15. Approve the multi-year contract for USD head men's basketball coach Craig Smith to include a base annualized salary of \$275,000 for fiscal year 2018.
16. Approve the multi-year contract for USD head women's volleyball coach Leanne Williamson to include a base annualized salary of \$80,000 for fiscal year 2018.
17. Approve the FY18 annualized salaries to be effective June 22, 2017. A copy of the FY18 salaries can be found on pages **1162** to **1270** of the official minutes.
18. Approve the FY18 contract renewals with a 0% salary increase, effective June 22, 2017, for Executive Director Michael Rush and the institutional executive officers Marjorie Kaiser, James Abbott, Jose-Marie Griffiths, Tom Jackson, Jr., Barry Dunn, and Timothy Downs.
19. Accept the resignation of JoEllen Lindner as NSU Vice President for Enrollment Management and Student Affairs effective March 31, 2017; accept the appointment of Dr. Jeremy Reed as NSU Vice President for Enrollment Management and Student Affairs effective May 15, 2017 with an annualized salary of \$120,000; accept the appointment of Dr. Scott McKay as DSU Provost and Vice President of Academic Affairs effective June 19, 2017 with an annualized salary of \$175,000; and accept the reorganization of USD's EEO/Chief Title IX Officer position to report directly to the president.
20. Approve the personnel actions as submitted by the Board office, campuses, and special schools. A copy of the personnel actions can be found on pages **1223** to **1270** of the official minutes.

Motion Passed.

5-F Report and Actions of the Executive Director

Dr. Mike Rush, Board of Regents Executive Director, said it has been an exciting month and a half since the last Board meeting. He said there have been building dedications, ground breakings for Northern State University's new residence halls, and a Foundation recognition at South Dakota State University. He said something that has taken significant attention is the resignation of South Dakota School of Mines & Technology President Heather Wilson which is effective today. He explained that the SDSM&T Presidential Search Committee last met on May 4.

A copy of the Interim Actions of the Executive Director can be found on pages **1509** to **1515** of the official minutes.

5-F.1 Appointment of Interim President of South Dakota School of Mines & Technology

IT WAS MOVED by Regent Bastian, seconded by Regent Schieffer, to appoint Dr. Jan Puszynski to serve as interim president of South Dakota School of Mines & Technology effective May 10, 2017 at an annualized salary of \$316,682.10 and to authorize the Executive Director to finalize the terms of employment. Motion Passed.

Dr. Rush said Dr. Puszynski currently serves the institution as vice president for research. He joined the faculty in 1991 as a professor of chemical engineering.

5-G SDSU Foundation Report

Mr. Steve Erpenbach, President & CEO of the South Dakota State University Foundation, provided an overview of the Foundation's efforts to support the university. He provided information about the financial profile of the Foundation and described how it is funded. He said the Foundation employs 37 employees and has an operating budget of \$5.5 million. He described the fees and income sources used to support the Foundation's operations. He also explained that the administrative costs of the Foundation are roughly 13% of the total dollars raised.

Mr. Erpenbach described the Foundation's past two campaigns, saying that the first raised \$52 million and the second raised over \$150 million. Noting the great number of first-time givers as a result of the campaign, he said a campaign gives individuals a reason to rally around a cause.

He explained that over the last 10 years the Foundation has raised \$450 million, and of that amount, about \$160 million has supported capital projects. Last, he provided highlights of 2016 and explained that the Foundation raised about \$57 million during that time.

A copy of the SDSU Foundation Report can be found on pages **1516** to **1519** of the official minutes.

5-H Title IX Green Dot Training

Kayla Bastian, System Director of Human Resources, explained that the SD Network Against Family Violence and Sexual Assault (The Network) approached the Board office in fall 2016 regarding available grant funding through the SD Department of Health (DOH) for Rape Prevention Education (RPE). At that time the organization proposed partnering with SDBOR to provide sexual assault prevention training. The Green Dot program was chosen after several discussions and review of potential programs with The Network, DOH, institutional Title IX officers, and the Student Affairs Council (SAC).

She explained that the Green Dot strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Green Dot provides the institution with an interactive bystander intervention training program to subgroups on campus, a broader training for the whole campus community, and guidance on social marketing strategies to increase awareness.

The Network contracted with Green Dot to provide training for our institutions in Rapid City on April 18-21, 2017, at the Black Hills State University – Rapid City campus. The grant paid the

full fee of \$15,000, the training materials at \$75.00 per participant, mileage and hotel costs for the attendees from April 17-21. Green Dot provided two consultants to provide a train the trainer session on implementing this sexual assault prevention program at SDBOR institutions. There were approximately 35 individuals who received the training certification, those individuals will now be able to return to campus and mobilize this prevention campaign for fall 2017.

A copy of the Title IX Green Dot Training can be found on pages **1520** to **1521** of the official minutes.

5-I Regental Civil Service Advisory Council Update

Kayla Bastian, System Director of Human Resources, explained that each academic year the Regental Civil Service Advisory Council (RCSAC) meets in October and April. The Council is composed of Civil Service Act (CSA) employees from each institution who are elected by their institutional councils to be the state council representative. The purpose of RCSAC is to promote communication between the Board of Regents, Office of the Executive Director, Council of Presidents and Superintendents, and Civil Service employees. Per BOR Policy 1:7:5, a report is to be taken to the Board after each meeting.

She said the RCSAC met on April 20-21, 2017 at the Board of Regents office in Pierre. At the meeting, Board office staff provided updates on current initiatives in the Regental system, and benefits and retirement changes for FY18. The Council members also shared ideas on projects and initiatives their groups manage and promote on campus, they also enjoyed a tour of the Capitol building. At each spring meeting the Council elects new officers, for 2017-2018 the officers are President Robert Van Wagner, NSU; Vice President Binnie Goodwin, USD; and Secretary Bradley O'Brien, SDSM&T.

A copy of the Regental Civil Service Advisory Council Update can be found on page **1522** of the official minutes.

5-J COHE Special Schools Agreement – Modification L

Guilherme Costa, Board of Regents General Counsel, explained that legislation in 2016 resulted in an increase to the average target teacher salary; however, it inadvertently left out instructional staff at the Special Schools. During the 2017 Legislative Session, new legislation was passed that remedies this oversight that excluded the salary increase for the staff at the Special Schools. Because additional funds for the Special Schools were included in the General Appropriations Bill for Fiscal Year 2018, the salary distribution outlined in Article 17.1 of the Special Schools Agreement would not achieve the intended result of increasing the average target teacher salary at the Special Schools, and would need to be modified. COHE and BOR staff have agreed upon a different distribution for these additional funds, and this agreement is in Modification L, which will become Appendix L to the Special Schools Agreement.

Superintendent Marjorie Kaiser expressed her appreciation to the Board for its support of the staff at the Special Schools, recognizing that this increase would not have been possible without them.

IT WAS MOVED by Regent Jewett, seconded by Regent Schieffer, to approve Modification L to the COHE/BOR Special Schools Agreement, as contained in Attachment I. Motion Passed.

A copy of the COHE Special Schools Agreement – Modification L can be found on pages **1523** to **1526** of the official minutes.

5-K Research Park Reports

Nathan Lukkes, System Assistant Vice President for Research & Economic Development, explained that the USD Discovery District and the Research Park at SDSU will provide a joint update on a number of collaborative initiatives underway between the two parks, in addition to each providing an update on the activities of their respective park. He explained that because this agenda item will also serve as the annual meeting of the USD Research Park, the Board will be asked to take action and approve the re-appointments of three Directors of the USD Research Park at the conclusion of the presentation.

Dwain Chapel, Executive Director of the Research Park at SDSU, provided an update on the current status of operations at the park as well as the park's projected development goals for the coming year.

Regarding collaboration between the USD Discovery District and the Research Park at SDSU, Dwain Chapel and Rich Nasser shared information about joint efforts. They described the shared Bioscience Strategy and outlined next steps to further the effort. Additionally, they described how they are working to find ways to capitalize the development in both parks.

Regent Schaefer congratulated the research parks on their collaboration.

Rich Nasser, President of the USD Discovery District, and USD President James Abbott provided an update on the current status of operations at the park.

Regent Jewett said this has been a real success and has the capacity to have a huge influence in the communities, universities and state.

Rich Nasser noted that the Board of Directors passed the resolution set forth in Attachment IV at its meeting on March 21, 2017, which recommended and requested the Member (BOR) to take action to appoint Bob Sutton, Dave Kapaska and Eddie Sullivan to serve three years terms as Directors of the USD Research Park, Inc.

IT WAS MOVED by Regent Bastian, seconded by Regent Adam, to appoint Bob Sutton, Dave Kapaska, and Eddie Sullivan to serve three year terms as Directors of USD Research Park, Inc. Regent Sutton abstained. Motion Passed.

A copy of the Research Park Reports can be found on pages **1527** to **1556** of the official minutes.

Dr. Rush took the opportunity to introduce the Board office's new intern, Ben Schaap.

ACADEMIC AND STUDENT AFFAIRS

6-A Student Federation Report

Robert McLean, past Student Federation Executive Director, introduced the new Student Federation Executive Director, Paige Dexter. He explained that Paige is a senior civil engineering major at South Dakota School of Mines & Technology from Flandreau, SD.

In addition to explaining that the Federation has elected a Chair, Spencer Harwood from SDSU, Paige explained that the Student Federation officers have begun the process of defining goals for the coming year.

6-B Institutional Items of Information

The Board received Institutional Items of Information submitted by the institutions and special schools.

A copy of the Institutional Items of Information can be found on pages **1557** to **1623** of the official minutes.

6-C BOR Policies 2:7 and 2:26 Revisions – Gen Ed Credit Distribution (Second Reading)

Dr. Paul Turman, System Vice President for Academic Affairs, noted that the initial readings of the proposed revisions to Policies 2:7 and 2:26 were introduced to the Board during the March 2017 meeting. Since then, one minor revision has been made to the table in Policy 2:26 which has been highlighted in yellow for the Board's review.

IT WAS MOVED by Regent Morgan, seconded by Regent Jewett, to approve the second and final reading of the revisions to BOR Policy 2:7 – Baccalaureate General Education Curriculum and BOR Policy 2:26 – Associate Degree General Education Curriculum as presented. Motion Passed.

A copy of revisions to BOR Policies 2:7 and 2:26 can be found on pages **1624** to **1630** of the official minutes.

6-D BOR Policy 4:10 Revisions – Tenure on Appointment (First Reading)

Dr. Paul Turman, System Vice President for Academic Affairs, stated that over the past two years the Board of Regents have received a number of requests seeking tenure on appointment for administrators. He explained revisions in Section C.8.3, which have been made to update the policy to align with current practices for asking presidents to have the institutional promotion and tenure committees provide a recommendation when tenure on appointment requests are received by the Board. He described that the revisions in Section C.1.3 have been proposed to denote a potential avenue for institutions to allow faculty previously granted tenure at an institution outside the Regental system the capacity to go up for review after one year of service to the new institution.

IT WAS MOVED by Regent Morgan, seconded by Regent Bastian, to approve the first reading of the proposed revisions to BOR Policy 4:10 as presented. Motion Passed.

A copy of the revisions to BOR Policy 4:10 can be found on pages **1631** to **1642** of the official minutes.

6-E BOR Policy 1:7:2 Revisions – Academic Affairs Council (First Reading)

Dr. Paul Turman, System Vice President for Academic Affairs, explained that the proposed revisions have been brought forward to update the policy framework to match the current roles and responsibilities of the Academic Affairs Council. In particular the policy reinforces the role of AAC to develop and maintain a set of guidelines that align with Board of Regent policies that ensure consistent application of academic related activities in the system.

IT WAS MOVED by Regent Morgan, seconded by Regent Jewett, to approve the first reading of the proposed changes to BOR Policy 1:7:2 – Academic Affairs Council as presented. Motion Passed.

A copy of the revisions to BOR Policy 1:7:2 can be found on pages **1643** to **1644** of the official minutes.

6-F(1) New Program Requests NSU – AA Criminal Justice

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Northern State University (NSU) requests authorization to offer an Associate of Arts (AA) in Criminal Justice. Students in the program will learn about the intricate relationships between the police, the courts, and corrections as well as understand how the criminal justice system addresses the needs of offenders, victims, the families of victims and perpetrators, and society. Graduates of the program can expect to find entry-level employment in a variety of positions within the criminal justice system. In addition, graduates can continue their education at the bachelor's level, including NSU's BA in Sociology with Criminal Justice Specialization. The Executive Director waived the Intent to Plan under Board Policy 2:23 due to NSU having an existing specialization in Criminal Justice in the Sociology major. He explained that NSU is requesting authorization to deliver the program online.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve NSU's AA in Criminal Justice as described in Attachment I. Motion Passed.

A copy of NSU's AA in Criminal Justice program request can found on pages **1645** to **1657** of the official minutes.

6-F(2) New Program Requests NSU – Minor in Human Resources Management

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Northern State University (NSU) requests authorization to offer an undergraduate minor in Human Resources Management. The minor will allow business majors opportunities to expand their knowledge by learning personnel management in areas such as recruiting, hiring, training and development, retention, and compensation. The minor may also appeal to students in other majors who want to understand the human side of business and management.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve NSU's Minor in Human Resources Management as described in Attachment I. Motion Passed.

A copy of NSU's Minor in Human Resources Management program request can be found on pages **1658** to **1665** of the official minutes.

6-F(3) New Program Request – SDSU Minor in Applied Statistics

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that South Dakota State University (SDSU) requests authorization to offer an undergraduate minor in Applied Statistics. The minor will provide training in the application of statistics to students enrolled in a wide variety of majors, including but not limited to Economics, Geography, Psychology, Political Science, and Sociology. Applied Statistics differs from Statistics in the prerequisite mathematical knowledge required.

IT WAS MOVED by Regent Morgan, seconded by Regent Roberts, to approve SDSU's Minor in Applied Statistics as described in Attachment I. Motion Passed.

A copy of SDSU's Minor in Applied Statistics program request can be found on pages **1666** to **1673** of the official minutes.

6-F(4) New Program Request SDSU – MS in Human Biology

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that South Dakota State University (SDSU) requests authorization to offer a Master of Science (MS) in Human Biology. The program will provide graduate-level preparation for students who desire admission to professional schools in human healthcare, including those students not admitted directly to professional school from an undergraduate program. Professional school options for graduates would include Doctor of Osteopathic Medicine (DO), Doctor of Optometry (OD), Doctor of Chiropractic (DC), and Doctor of Dental Surgery (DDS) programs. In addition, SDSU is proposing a \$214.70 per credit Allied Health Fee for the program.

Regent Roberts asked what jobs are available to graduates of this degree program if they do not gain admission into the competitive professional schools. SDSU Provost Dennis Hedge said this program is designed for those who aim for professional school but it also prepares students for other biomedical and bioscience opportunities.

IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, to approve SDSU's MS in Human Biology as described in Attachment I. Motion Passed.

A copy of SDSU's MS in Human Biology program request can be found on pages **1674** to **1704** of the official minutes.

6-G(1) Intent to Plan Request BHSU – Master of Arts in Teaching (MAT) in English

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Black Hills State University (BHSU) has submitted an Intent to Plan requesting approval to develop a Master of Arts in Teaching (MAT) in English. Approval or waiver of an Intent to Plan is required prior to

the submission of a formal program proposal. The program would provide curriculum in both pedagogy and English language and literature. The program also includes a minimum of 18 hours in the content area, a necessary component for teaching concurrent and dual credit courses due to recent policy changes made by the Higher Learning Commission (HLC), the accreditation body for South Dakota's postsecondary institutions. Courses in education would come from the existing pool of online courses offered through BHSU's Masters of Science in Curriculum and Instruction (MSCI). The curriculum would provide a practical focus for teachers to use in their classroom while allowing further development in areas of leadership, curriculum development, or research in language and literature.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to authorize BHSU to develop a proposal for a Master of Arts in Teaching (MAT) in English as presented. Motion Passed.

A copy of BHSU's Intent to Plan for the MAT in English program request can be found on pages **1705** to **1716** of the official minutes.

6-G(2) Intent to Plan Request BHSU – Masters of Arts in Teaching (MAT) in Mathematics

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Black Hills State University (BHSU) has submitted an Intent to Plan requesting approval to develop a Master of Arts in Teaching (MAT) in Mathematics. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The program would provide curriculum in both pedagogy and Mathematics. The program also includes a minimum of 18 hours in the content area, a necessary component for teaching concurrent and dual credit courses due to recent policy changes made by the Higher Learning Commission (HLC), the accreditation body for South Dakota's postsecondary institutions. Courses in education would come from the existing pool of online courses offered through BHSU's Masters of Science in Curriculum and Instruction (MSCI). The curriculum would provide a practical focus for teachers to use in their classroom while allowing further development in areas of leadership, curriculum development, or research in Mathematics. Dr. Perry explained that this program is proposed as an online program.

He pointed out that although this program looks similar to the next item proposed by Northern State University, these programs are designed to serve different market segments.

IT WAS MOVED by Regent Morgan, seconded by Regent Roberts, to authorize BHSU to develop a proposal for a Master of Arts in Teaching (MAT) in Mathematics as presented. Motion Passed.

A copy of BHSU's Intent to Plan for the MAT in Mathematics program request can be found on pages **1717** to **1732** of the official minutes.

6-G(3) Intent to Plan Request NSU – MS in Mathematics for Teachers

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Northern State University (NSU) has submitted an Intent to Plan requesting approval to develop a Master of Science (MS) in Mathematics for Teachers. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The program would provide curriculum in both pedagogy and Mathematics. The program also includes a minimum of 18 hours in the content area, a necessary component for teaching concurrent and dual credit courses due to recent policy changes made by the Higher Learning Commission (HLC), the accreditation body for South

Dakota's postsecondary institutions. The program would target existing certified and/or practicing teachers with focus on content knowledge and strategies for teaching math courses at all levels of education.

IT WAS MOVED by Regent Morgan, seconded by Regent Adam, to authorize NSU to develop a proposal for a Master of Science (MS) in Mathematics for Teachers as presented. Motion Passed.

A copy of NSU's Intent to Plan for an MS in Mathematics for Teachers program request can be found on pages 1733 to 1750 of the official minutes.

6-G(4) Intent to Plan Request USD – PhD in Sustainability

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that the University of South Dakota (USD) has submitted an Intent to Plan requesting approval to develop a Master of Arts (MA), Master of Science (MS), and Doctor of Philosophy (PhD) in Sustainability. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The proposed programs would prepare students to address complex interdisciplinary issues related to the three pillars of sustainability, environmental sustainability, social sustainability, and economic sustainability. The program would draw students from South Dakota and nationally due to the current lack of doctoral programs in this field. USD currently offers the only undergraduate program in sustainability in the Regental system.

In response to a question by Regent Morgan, USD Provost Jim Moran explained how USD plans to offer this program without the need for new resources. He said this area lends to collaboration with SDSU as both parties have mutually beneficial expertise.

IT WAS MOVED by Regent Morgan, seconded by Regent Jewett, to authorize USD to develop a proposal for a Master of Arts (MA), Master of Science (MS), and Doctor of Philosophy (PhD) in Sustainability as presented. Motion Passed.

A copy of USD's Intent to Plan for a PhD, MS, and MA in Sustainability program request can be found on pages 1751 to 1764 of the official minutes.

6-G(5) Intent to Plan Request USD – Bachelor of Applied Science in Technical Leadership

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that the University of South Dakota (USD) has submitted an Intent to Plan requesting approval to develop a Bachelor's of Applied Science (BAS) in Technical Leadership. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The proposed program is an interdisciplinary degree intended for students who have earned technical and/or Associate of Applied Science (AAS) degrees and want to complete a bachelor's degree. The intent is for the degree to provide knowledge and skills required for leadership and supervisory roles that complement the technical expertise the student acquired at a community college or technical institute. The degree may be completed immediately after completion of an AAS or after the student has gained additional technical experience in the field.

IT WAS MOVED by Regent Morgan, seconded by Regent Bastian, to authorize USD to develop a proposal for a Bachelor's of Applied Science (BAS) in Technical Leadership as presented. Motion Passed.

A copy of USD's Intent to Plan for a BAS in Technical Leadership can be found on pages **1765** to **1772** of the official minutes.

RESOLUTION TO RECOGNIZE PAST SDSU PRESIDENT DAVID CHICOINE

IT WAS MOVED by Regent Schaefer, seconded by Regent Roberts, to recognize past President David Chicoine for his years of dedicated service to South Dakota State University and the South Dakota's system of higher education. Motion Passed.

Dr. Rush read past President David Chicoine's Resolution of Recognition aloud:

WHEREAS, David L. Chicoine, Professor of Economics and former President of South Dakota State University, will retire May 21, 2017; and

WHEREAS, Professor Chicoine has served South Dakota State University with distinction as President of South Dakota State University and Professor of Economics; and

WHEREAS, Professor Chicoine, along with university leadership, spearheaded the development of a residential life and dining services master plan, an athletic facilities master plan, and the 2025 Design and Master Plan, which resulted in seven new residence halls. In addition, a new Architecture, Mathematics, and Engineering Building, the Avera Health and Science Center, Daktronics Engineering Hall, Sanford-Jackrabbit Athletic Complex, a comprehensive classroom enhancement project, and improvements to the Alfred Dairy Science Hall and Davis Dairy Plant mark some of the physical transformation, along with the Dana J. Dykhouse Stadium that opened the fall of 2016. More than \$400 million in capital projects were implemented during his time as president; and

WHEREAS, Professor Chicoine was instrumental in working with Larry and Diane Ness to obtain a monetary gift for the establishment of the Ness Division of Management and Economics in 2015 to enrich academic and applied experiences for students, strengthen professional development opportunities for faculty, and foster economic growth and development in South Dakota and the region; and

WHEREAS, Professor Chicoine was a champion in the record-setting \$255 million comprehensive fundraising campaign, "**It Starts with State**: A Campaign for South Dakota State University"; and

WHEREAS, Professor Chicoine, along with university leadership, implemented the IMPACT 2018 strategic plan in 2013, which shaped the direction of the university as a comprehensive teaching and research public institution of higher education, which identified, as a mark of academic excellence, a number of nationally accredited programs, as well as development of the decentralized budget model begun in 2013 under which the university currently operates; and

WHEREAS, Professor Chicoine, along with university leadership, oversaw in the first two years of the IMPACT 2018 plan an increase in the number of accredited programs from 32 to 37, which included 20 programs seeking first-time accreditation; and

WHEREAS, under Professor Chicoine's leadership, South Dakota State University enjoyed growth in research activity with increased invention disclosures, while intellectual property disclosures grew from less than 10 in 2007 to an average of 46 during 2011-2016; and

WHEREAS, Professor Chicoine served a four-year term on the NCAA Presidential Advisory Group, during a time that Jackrabbit student-athletes had a cumulative GPA above 3.0 each year since SDSU completed transition to full NCAA Division I membership in 2008 and 18 teams qualified for NCAA national competitions, led by six tournament appearances in women's basketball.

THEREFORE, BE IT RESOLVED THAT, henceforth Professor David L. Chicoine will carry the title of Professor Emeritus of Economics and President Emeritus of South Dakota State University and, as further recognition of his service, it is requested that this resolution be spread upon the Minutes of this Board and that a copy thereof be forwarded to Professor David L. Chicoine.

Adopted this 10th day of May, 2017.

Individual Regents shared appreciation for past President Chicoine's leadership and years of service.

6-H FAFSA Completion Initiative

Molly Hall-Martin, System Director of Student Preparation & Success, explained that in 2014 the U.S. Department of Education began partnering with state student grant agencies to allow them to provide secondary schools, school districts, and certain designated entities with limited information on student progress toward completing the FAFSA. Under the original design of the initiative, South Dakota and four other states were unable to participate due to the lack of a centralized state grant aid program. However, beginning with the 2017-2018 FAFSA cycle, the U.S. Department of Education has decided to open the program to all states. She explained that the Colorado State Board of Education has created a portal to make the information more user friendly, allowing school counselors to enter the portal and quickly identify which of their students have not yet completed the FAFSA. She said this opportunity is anticipated to be available for the coming recruitment year.

A copy of the FAFSA Completion Initiative can be found on pages **1773** to **1794** of the official minutes.

6-I Wokini Initiative

SDSU President Barry Dunn and Michaela Willis, SDSU Vice President of Student Affairs, provided an overview of the "Wokini Initiative." The initiative as outlined in the agenda item is designed to offer programming and support for citizens of the nine tribal nations in South Dakota, encourage collaborative research projects related to American Indian communities, preserve the

Dakota and Lakota languages, and build a stand-alone American Indian Student Center at SDSU. This initiative will use the annual revenue from the land grant fund provided to the state, a total of roughly \$600,000 per year.

Regent Morgan commended SDSU for trying something innovative to address this priority.

Regent Schieffer asked if the institution has set goals and metrics to measure progress.

President Dunn said that SDSU currently has fewer than 300 Native American students, whereas 1,200 would be proportional to the population. Also, less than 100 students participate in SDSU's American Indian Center currently. He said the initiative's intrusive advising, scholarships, and other supports should improve the current retention and graduation rate for this population. He clarified that this money is not being directed outside of the Regental system. Rather it will take a holistic approach using some of the frameworks that have previously been developed as part of various university efforts.

Regent Bastian recalled President Dunn's inaugural address. He said President Dunn has unique leadership qualifications in this area and he should be commended in this effort.

A copy of the Wokini Initiative can be found on pages 1795 to 1801 of the official minutes.

MOVED FROM CONSENT AGENDA – 4-C Articulation Agreement – DSU & NCS-NSA

Dr. Paul Turman, System Vice President of Academic Affairs, provided an overview of the item.

DSU Provost Judy Dittman explained how Dakota State University's relationship with the National Security Agency (NSA) began. She explained that this will be the institution's third articulation agreement with the NSA and said the current agreements have gone very well. She noted that the 60 credits for the AS degree are designed to be stackable with other programs offered at the university. Provost Dittman explained that participating students are in the military and because the included courses are all offered online, the students come from all over the country. She further described that starting salaries for this AS program are roughly \$50,000-80,000 per year.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve the articulation agreement between Dakota State University and the National Cryptologic School of the National Security Agency. Motion Passed.

A copy of DSU & NCS-NSA Articulation Agreement can be found on pages 1444 to 1449 of the official minutes.

MOVED FROM CONSENT AGENDA – 4-H SDSBVI Membership in South Dakota High School Activities Association

SDSBVI Superintendent Kaiser provided perspective as to why this item is brought to the Board. Dr. Turman, System Vice President of Academic Affairs, said school boards around the state approve similar types of agreements to ensure partner status with the SDHAA.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association. Motion Passed.

A copy of SDSBVI Membership in South Dakota High School Activities Association can be found on pages 1486 to 1487 of the official minutes.

BUDGET AND FINANCE

7-A Building Committee Report

Dr. Monte Kramer, System Vice President of Finance & Administration, provided information regarding the activities of the various building committees since the Board's last meeting.

Regents' President Sutton thanked those Regents who assumed additional building committee assignments in light of Regent Kathryn Johnson's recent departure from the Board.

A copy of the Building Committee Report can be found on page 1802 of the official minutes.

7-B Capital Projects List

Dr. Monte Kramer, System Vice President of Finance & Administration, provided the Capital Improvement Project List identifying the current capital improvement projects along with Regental representative, estimated dollar amount, the source of funds for the project, and the current status each project.

A copy of the Capital Project List can be found on pages 1803 to 1806 of the official minutes.

7-C Capital Asset Purchases Greater than \$500,000

Dr. Monte Kramer, System Vice President of Finance & Administration, provided information regarding SDSU's request to replace and upgrade the original network and fiber consisting of 424 network devices, comprising of two 100Gb redundant core switches, thirteen 40Gb sub-cores, and 409 10Gb building switches. By upgrading the network, the network central core equipment will be redundant, the security team will have greater visibility into the traffic traversing the campus for faster reaction and preempting an attack or malicious activity, the increased capacity will better accommodate the increased file size, amount of data, etc. traversing the network, and SDSU will be allowed to grow its wireless capacity to match the increasing internet demand. The estimated cost is \$3.5 million. Funding for this network rebuild/refresh will primarily come from charge backs along with port charges, tech fees, and tuition funds.

Dr. Kramer also provided information regarding USD's request to use grant funds to purchase a supercomputer cluster for an estimated cost of \$769,911. The key objectives of this purchase are to accelerate scientific progress and reduce time to discovery, to enable and accelerate scientific results not previously possible, and to increase student engagement in computationally assisted research. Funding for this purchase will come from the FY16 South Dakota Board of Regents Research and Development Innovation aware and the National Science Foundation Award #1626516.

IT WAS MOVED by Regent Roberts, seconded by Regent Adam, to approve SDSU's request to procure the necessary network refresh equipment at an estimated cost of \$3.5 million as detailed in the item. Motion Passed.

IT WAS MOVED by Regent Roberts, seconded by Regent Adam, to approve USD's request to purchase a High Performance Computing Cluster Supercomputer at an estimated cost of \$769,911. FY16 SDBOR Research and Development Innovation award and a National Science Foundation Award will fund this purchase. Motion Passed.

A copy of the Capital Asset Purchases Greater than \$500,000 can be found on pages 1807 to 1808 of the official minutes.

7-D Fall 2016 Facility Utilization Report

Dr. Monte Kramer, System Vice President of Finance & Administration, highlighted information from the annual Facility Utilization Report. He emphasized that the report does not capture the adequacy of space. He noted that a more in-depth analysis of the type of space available and the programs being offered will be conducted with results expected to be available in late fall.

Regent Morgan asked how the goals in the report were established. Dr. Kramer said these goals are taken from North Carolina as the state is very rigid about how it manages its space. After reviewing, he noted that the consultant felt the goals are reasonable. However, they are only reasonable if students want to take classes during the time availability specified.

A copy of the Fall 2016 Facility Utilization Report can be found on pages 1809 to 1851 of the official minutes.

7-E FY19 Informal Budget Hearing Format

Dr. Monte Kramer, System Vice President of Finance & Administration, reviewed the past budget hearing format and requested Board input for the FY19 budget hearings format as well as issues that they would like the special schools and universities to address. He referred to a proposed presentation schedule included in the Board agenda item.

Regent Jewett urged the Board to reconsider the approach that has been established in recent years. He described the past approach that required an additional day of hearings but provided the Board an opportunity to be better informed.

Regents' President Sutton said the Board will have a robust discussion in August to follow-up on the informal budget hearings in June.

A copy of the FY19 Informal Budget Hearing Format can be found on page 1852 of the official minutes.

7-F USD Law School Discipline Fee

Dr. Monte Kramer, System Vice President of Finance & Administration, explained the financial impact of USD's request to incorporate preparation for the bar exam into their law school

curriculum. The proposed fee of \$1,562 per semester reflects an increase of \$400 per semester (\$2,400 over three years) that will ultimately replace the \$3,495 student expense for the BARBRI course that a majority of USD students take in preparation for the bar exam.

Regents Roberts and Jewett expressed support. Regent Schieffer voiced concern, explaining that there are a lot of students who are able to prepare themselves for the bar exam without a preparatory course. Therefore, he is uncomfortable with mandating the preparatory class.

USD President Abbott provided rationale for requiring this preparatory course. In addition to several other consideration, he said that requiring the course makes it eligible for financial aid.

IT WAS MOVED by Regent Roberts, seconded by Regent Jewett, to approve USD's proposed Law School discipline fee at \$1,562.00 per semester for FY18. Motion Passed.

A copy of USD Law School Discipline Fee can be found on pages **1853** to**1854** of the official minutes.

7-G DSU Madison Cyber Labs (MadLabs) Facility Program Plan

Stacy Krusemark, DSU Vice President for Business & Administrative Services, presented DSU's Facility Program Plan to build a new two-story, 20,000 square feet/floor, Madison Cyber Labs (MadLabs) Building that will be located on the Lowry Hall Site along the southwest side of the DSU campus. The estimated cost is \$18,000,596 and will be funded with private funds raised by the university prior to moving forward with construction.

IT WAS MOVED by Regent Roberts, seconded by Regent Adam, to approve DSU's Facility Program Plan to construct the Madison Cyber Labs building at an estimated cost of \$18,000,596. Funding for this project is expected to come from \$18,000,596 in private funds raised by the university prior to moving forward with construction. Motion Passed.

A copy of the DSU Madison Cyber Labs (MadLabs) Facility Program Plan can be found on pages **1855** to**1869** of the official minutes.

7-H NSU Football Practice Field Construction and Athletic Field Preliminary Facility Statement

Veronica Paulson, NSU Vice President for Finance & Administration, presented NSU's Preliminary Facility Statement to plan construction of a practice football field and renovation to the existing competition soccer field. She said if this project is approved, NSU would request a building committee assignment.

IT WAS MOVED by Regent Roberts, seconded by Regent Schieffer, to approve NSU's Football Practice Field Construction and Athletic Field Renovations Preliminary Facility Statement. Motion Passed.

A copy of the NSU Football Practice Field Construction and Athletic Field Renovations Preliminary Facility Statement can be found on pages **1870** to **1872** of the official minutes.

7-I SDSU Harding Hall Renovation and Addition Facility Design Plan

Dean Kattelman, SDSU Associate Vice President of Facility Services, presented SDSU's Facility Design Plan for the Harding Hall renovation and addition that was recently approved by the building committee. Funding for the estimated \$8.3 million project will come from 1) planning funds of \$70,000 from FY15 General Funds HEFF M&R, design and construction funds of \$1,730,000 from FY16 General Funds HEFF M&R, and construction funds of \$1,500,000 from FY17 General Funds HEFF M&R. In addition, \$5,000,000 will be funded from university support fees (USF).

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the SDSU's Harding Hall Renovation and Addition Facility Design Plan to renovate and construction an addition to Harding Hall at an estimated cost of \$8,300,000, with no more than \$3.3 million coming from maintenance and repair funds. Motion Passed.

A copy of the SDSU Harding Hall Renovation and Addition Facility Design Plan can be found on pages **1873** to **1883** of the official minutes.

7-J SDSU Stanley J. Marshall Center Addition and Renovation Facility Design Plan

Dean Kattelman, SDSU Associate Vice President of Facility Services, described SDSU's request to design and construct an addition to the Stanley J. Marshall Center at an estimated cost of \$13,057,268. The Preliminary Facility Statement was approved by the Board at the May 2016 meeting. The Facility Program Plan was approved in December 2016. The project was given legislative approval in 2017 with passage of SB18. Funding for this project will come entirely from donations and gifts earmarked for the project. To date, SDSU has \$12,600,000 raised and it anticipates reductions to the project costs or additional fundraising to meet the budget available.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the SDSU's Facility Design Plan to construct an addition and renovate the Stanley J. Marshall Center at an estimated cost of \$13,057,268. This project will be funded entirely with donated funds. Motion Passed.

A copy of the SDSU Stanley J. Marshall Center Addition and Renovation Facility Design Plan can be found on pages **1884** to **1895** of the official minutes.

7-K SDSU Utility Tunnel Steam Condensate Infrastructure Repairs and Modernization – Phase II Revised Facility Design Plan

Dean Kattelman, SDSU Associate Vice President of Facility Services, presented SDSU's Facility Design Plan to move forward with construction of Phase II of the Utility Tunnel Steam Condensate Infrastructure Modernization at an estimated cost of \$3,700,000. Funding for this project will come from FY18 and FY19 HEFF M&R funds earmarked for this project. Remaining funds from Phase I will be transferred to the Phase II project. The appendix to SDSU's Facility Design Plan provides the breakdown of funds as \$2,500,000 from FY18 HEFF M&R plus \$1,201,873 from FY19 HEFF M&R funds. In addition, there is \$95,307 remaining from the Phase I segment.

IT WAS MOVED by Regent Jewett, seconded by Regent Roberts, to approve SDSU's Facility Design Plan to move forward with construction of Phase II of the Utility Tunnel Steam Condensate Infrastructure Modernization at an estimated cost of \$3,700,000 with available funding of \$3,797,180. Motion Passed.

A copy of the SDSU Utility Tunnel Steam Condensate Infrastructure Repairs and Modernization Phase II Revised Facility Design Plan can be found on pages **1896** to **1900** of the official minutes.

7-L Self Support Public Service Activities Annual Report

Shelly Anderson, System Director of Internal Audit, explained that as required by BOR Policy 1:22, she has prepared a report of the operations of public service activities. In addition to what was presented in the Board item, she noted that she will conduct further review of recently reveal DSU program issue and will bring this back to the Board for additional review at its June meeting.

A copy of the Self-Support Public Service FY18 Budget Summary can be found on pages **1901** to **1920** of the official minutes.

7-M NSU NCAA Division II Agreed Upon Procedures Audit Report

Shelly Anderson, System Director of Internal Audit, explained that an Agreed Upon Procedures audit is required every three years for NCAA Division II schools. Northern State University requested the Internal Auditor of the Board of Regents to perform this audit for FY2016. The audit was performed using the 2016 NCAA issued Agreed Upon Procedures guidance and no audit exceptions were noted.

A copy of the NSU NCAA Division II Agreed Upon Procedures Audit Report can be found on pages **1921** to **1924** of the official minutes.

7-N South Dakota Soybean Research and Promotion Council Sponsorship Agreement – SDSU Center of Excellence in Soybean Research

Nathan Lukkes, System Assistant Vice President for Research & Economic Development, explained that South Dakota State University (SDSU) requests Board approval of the sponsorship agreement between SDSU and the South Dakota Soybean Research and Promotion Council (SDSRPC) that can be found at Attachment I of the Board agenda item. This will establish a Center of Excellence in Soybean Research in the new greenhouse facilities under construction on campus. The provisions of the sponsorship agreement mirrors the verbiage accepted by SDSRPC's board of directors and that were contained in the project proposal, which cleared federal compliance review by the United Soybean Board. The key provisions of the sponsorship are noted in the item.

Dr. Daniel Scholl, SDSU Interim Dean of the College of Agriculture & Biological Sciences, noted that a Center of Excellence in Soybean Research will increase the profile and research funding competitiveness of SDSU Scientist. It will provide a focal point for the ongoing relationship between SDSU and SDSRPC in which SDSRPC communicates its research needs to SDSU and funds nearly 5% of the research grants and contracts annually in the SDSU College of Agriculture and Biological Sciences. The \$1 million proceeds of the SDSRPC Center of Excellence sponsorship will enable the College of Agriculture and Biological Sciences to internally reimburse the \$1 million of new greenhouse construction costs incurred by the college.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the \$1,000,000 sponsorship of the South Dakota Soybean Research and Promotion Council contained herein and authorize the Executive Director to execute the sponsorship agreement in substantially similar form to that set forth in Attachment I. Motion Passed.

A copy of the South Dakota Soy Bean Research and Promotion Council Sponsorship Agreement – SDSU Center of Excellence in Soybean Research can be found on pages 1925 to 1932 of the official minutes.

ADJOURN

IT WAS MOVED by Regent Schieffer, seconded by Regent Bastian, to adjourn the meeting. The meeting adjourned at 5:00 p.m.

The South Dakota Board of Regents adjourned its regular business meeting on May 11, 2017 and will meet again in regular session on June 27-29, 2017 in Aberdeen, South Dakota.

I, Mike Rush, Executive Director and CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on May 9-11, 2017.

A handwritten signature in black ink that reads "Mike Rush". The signature is written in a cursive, flowing style.

Mike Rush
Executive Director and CEO

APPROVE THE FOLLOWING TENURE AND/OR PROMOTION REQUESTS FOR THE FOLLOWING FACULTY MEMBERS:

Black Hills State University

Promotion: Eric Clapman
Nathan Deichert
Martin Fashbaugh
Courtney Huse-Wika
Katrina Jensen
Faye LaDuke-Pelster

Tenure: Eric Clapman
Nathan Deichert
Martin Fashbaugh
Courtney Huse-Wika
Katrina Jensen
Faye LaDuke-Pelster

Dakota State University

Promotion: Yen-Ling Chang
Mary Francis
Daniel Mortenson
Christopher Olson
Deb Tech
Yong Wang

Tenure: Yen-Ling Chang
Mary Francis
Daniel Mortenson
Christopher Olson
Deb Tech
Yong Wang

Northern State University

Promotion: Joshua Frachisuer
Gregory Francom
Sara Schmidt
Wendy Van Gent
Courtney Waid-Lindberg
Sara Christensen-Blair
Kelly Duncan

Tenure: Joshua Frachisuer
Gregory Francom
Sara Schmidt
Wendy Van Gent
Courtney Waid-Lindberg

South Dakota School of Mines and Technology

Promotion: Matthew Adkins
Kyle Caudle
Grant Crawford
Adam French
Venkataramana Gadhamshetty
Kurt Katzenstein
Mengyu Qiao
Khosro Shahbazi
Alevtina Smirnova
Scott Ahrenkiel
William Cross

Tenure: Matthew Adkins
Kyle Caudle
Grant Crawford
Adam French
Venkataramana Gadhamshetty
Kurt Katzenstein
Mengyu Qiao
Khosro Shahbazi
Alevtina Smirnova
Donna Kliche

South Dakota State University

Promotion: Qiquan Qiao
Leda Cempellin
Julie Walker
Lan Xu
Donald Auger

Tenure: Linda Burdette
Heidi Mennenga
Cedric Neumann
Christine Garst-Santos
Bradley Bowser
Rebecca Kuehl
Joshua Westwick
Charles Macbride
Donald Burger
Steven Wingate
Cheng Zhang
Jayarama Gunaje

University of South Dakota

Promotion: Christopher Jenks
Matthew Sayre
Kathryn Birkeland
Kathleen Brown-Rice
Nan Jiang
Dongming Mei
Michael Allgrunn
Christopher Kocher

Tenure: Christopher Jenks
Matthew Sayre
Kathryn Birkeland
Kathleen Brown-Rice
Robert Ammon

Sanford School of Medicine of the University of South Dakota

Promotion: Lee Baugh
Soonhee Roh
Manas Das
Susan Anderson
Valerie Hearn
Suzanne Reuter

Tenure: Lee Baugh
Soonhee Roh



SPECIAL RESOLUTION

WHEREAS, Dr. Daniel F. Dolan, Professor of Mechanical Engineering, retired from the faculty of the South Dakota School of Mines & Technology on June 21, 2017; and

WHEREAS, Dr. Dolan has devoted 36 years of teaching mechanical engineering at the South Dakota School of Mines & Technology and has served with distinction in this capacity being respected by members of the Mechanical Engineering Department and as shown by consistently strong ratings on student opinion surveys and the enrollments in his courses; and

WHEREAS, Dr. Dolan was the principal investigator on the proposal to the BOR to start the Center of Excellence for Advanced Manufacturing and Production (CAMP) at SDSM&T and has served as a director of that center since its inception in 1997; and

WHEREAS, Dr. Dolan has contributed significantly to the research endeavor of the department of mechanical engineering and the South Dakota School of Mines & Technology; and

WHEREAS, Dr. Dolan has ably guided many undergraduate and graduate students in their academic programs and their theses; and

WHEREAS, Dr. Dolan has provided service to the department, the school and the community as evidenced by receipt of the SDSM&T Presidential Award for Outstanding Professor in 1995 and The Virginia Simpson Award in 2003; and

WHEREAS, Dr. Dolan has coached almost 100 SDSM&T intercollegiate competition teams, with over 20 placing in the top 10 in significant international competitions with 2 receiving First Place in the SAE Aero Design Competitions; and

WHEREAS, Dr. Dolan has brought distinction to the South Dakota School of Mines & Technology as a member of the team that received the 2000 Boeing Outstanding Educator Award, as the 2009 Case Carnegie Professor of the Year, and as the recipient of the 2006 Carroll Smith Mentor's Cup Award from the SCCA and SAE; and

WHEREAS, the Board of Regents and the South Dakota School of Mines & Technology wish to express their appreciation to Dr. Daniel F. Dolan for his many years of faithful and dedicated service, as well as to honor, recognize, and commend him;

THEREFORE, BE IT RESOLVED, that Dr. Daniel F. Dolan will carry the title Professor Emeritus of Mechanical Engineering; as further recognition of his faithful service, it is ordered that this resolution be spread on the minutes of the Board of Regents and a copy be forwarded to Dr. Dolan.

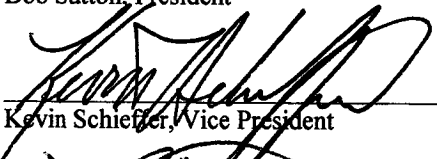
Adopted this 10th day of May, 2017.

SOUTH DAKOTA BOARD OF REGENTS






Bob Sutton, President



Kevin Schieffer, Vice President



John W. Bastian, Secretary

ATTEST:

Dr. Heather Wilson, President
South Dakota School of Mines & Technology

Special Resolution Number 27-2017



SPECIAL RESOLUTION

WHEREAS, Dr. Lidvin Kjerengtroen, Professor of Mechanical Engineering, retired from the faculty of the South Dakota School of Mines & Technology on January 4, 2017; and

WHEREAS, Dr. Kjerengtroen has devoted 27 years of teaching and curriculum development in the department of mechanical engineering at the South Dakota School of Mines & Technology. He has developed and taught several of the current core courses in the mechanical engineering curriculum. Over his entire career, Dr. Kjerengtroen received among the highest student ratings on student opinion surveys; and

WHEREAS, Dr. Kjerengtroen, has developed and taught short courses in Probabilistic Design Methods for SAE (Society of Automotive Engineers); and

WHEREAS, Dr. Kjerengtroen, has served as the chair of the department of mechanical engineering; and

WHEREAS, Dr. Kjerengtroen, has served on several university and department committees; and

WHEREAS, Dr. Kjerengtroen, has been faculty advisor for hundreds of undergraduate students; and

WHEREAS, Dr. Kjerengtroen has been a principal and co-principal investigator on several research and research equipment grants; and

WHEREAS, Dr. Kjerengtroen, has been the major academic advisor and research advisor for 41 MS student theses and 4 PhD student dissertations; and

WHEREAS, Dr. Kjerengtroen has been the author and co-author on numerous peer reviewed journal articles, conference presentations, and proceedings; and

WHEREAS, Dr. Kjerengtroen's contribution to composite materials research has significantly impacted both the department of mechanical engineering and South Dakota School of Mines & Technology; and

WHEREAS, Dr. Kjerengtroen has provided significant service and consulting to the community; and

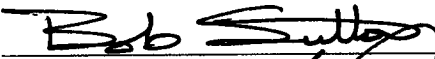
WHEREAS, the Board of Regents and the South Dakota School of Mines & Technology wish to express their appreciation to Dr. Lidvin Kjerengtroen for his many years of faithful and dedicated service, as well as to honor, recognize, and commend him;

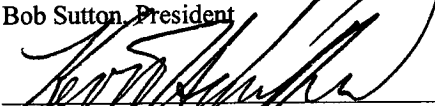
THEREFORE, BE IT RESOLVED, that Dr. Lidvin Kjerengtroen will carry the title Professor Emeritus of Mechanical Engineering; as further recognition of his faithful service, it is ordered that this resolution be spread on the minutes of the Board of Regents and a copy be forwarded to Dr. Lidvin Kjerengtroen.

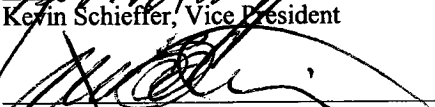
Adopted this 10th day of May, 2017.



SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President


Kevin Schieffer, Vice President


John W. Bastian, Secretary

ATTEST:

Dr. Heather Wilson, President
South Dakota School of Mines & Technology

Special Resolution Number 28-2017



SPECIAL RESOLUTION

WHEREAS, Dr. Michael A. Langerman, Professor of Mechanical Engineering, retired from the faculty of the South Dakota School of Mines & Technology on June 21, 2017; and

WHEREAS, Dr. Langerman has devoted 25 years of teaching mechanical engineering at the South Dakota School of Mines & Technology and has served with distinction in this capacity, being respected by faculty members and students of the Mechanical Engineering Department, as shown by consistently strong rating on student opinion surveys and enrollments in his courses; and

WHEREAS, Dr. Langerman, at retirement, was Head of the Department of Mechanical Engineering and had served in this capacity for 16 years growing enrollment from 300 students to over 600 students; and

WHEREAS, Dr. Langerman took the lead as Principal Investigator on a proposal to the Army Research Laboratory resulting in establishment of the Arbogast Advanced Materials Processing Center and served as its interim director for one year; and

WHEREAS, Dr. Langerman was Co-PI on the proposal to the Army Research Laboratory resulting in the establishment of the Experimental and Computational Mechanics Laboratory and served as Co-Director of the laboratory since its inception in 2006; and

WHEREAS, Dr. Langerman successfully led the institution in forming a Faculty Senate and served as the first Chair of the Faculty Senate for two two-year terms; and

WHEREAS, Dr. Langerman received the Presidential Award for Outstanding Professor in 2007; and

WHEREAS, Dr. Langerman was recognized by the American Society of Mechanical Engineers with the election to the society's highest member standing of Fellow; and

WHEREAS, Dr. Langerman has contributed significantly to the research endeavor of the department of mechanical engineering and the South Dakota School of Mines & Technology; and

WHEREAS, Dr. Langerman has ably guided many undergraduate and graduate students in their academic programs and in their theses; and

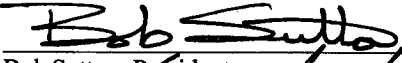
WHEREAS, the Board of Regents and the South Dakota School of Mines & Technology wish to express their appreciation to Dr. Langerman for his many years of faithful and dedicated service, as well as to honor, recognize, and commend him;

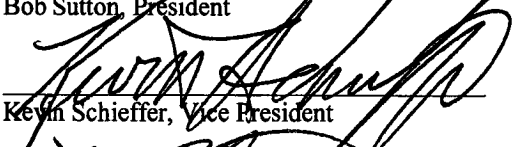
THEREFORE, BE IT RESOLVED, that Dr. Michael A. Langerman will carry the title Professor Emeritus of Mechanical Engineering; as further recognition of his faithful service, it is ordered that this resolution be spread on the minutes of the Board of Regents and a copy be forwarded to Dr. Langerman.


Adopted this 10th day of May, 2017.



SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President


Kevin Schieffer, Vice President


John W. Bastian, Secretary

ATTEST:

Dr. Heather Wilson, President
South Dakota School of Mines & Technology

Special Resolution Number 29-2017



SPECIAL RESOLUTION

WHEREAS, Dr. Sue Shirley, Professor of Humanities, retired from the faculty of the South Dakota School of Mines & Technology on June 21, 2017; and

WHEREAS, Dr. Shirley has devoted twenty-five years of teaching English and Humanities at the South Dakota School of Mines & Technology and has served with distinction in this capacity, being a respected faculty member in Humanities as shown by consistently positive ratings on student opinion surveys and enrollment in her courses; and

WHEREAS, Dr. Shirley has devoted more than fourteen years in administrative positions, including Humanities department chair, IS college dean, and Humanities/Social Sciences head; and

WHEREAS, while serving as the dean of the Interdisciplinary Sciences College, Dr. Shirley led the redesign of the degree program, including the creation of specializations and the three-semester sequence of IS core courses, the development of the IS website, and training for IS advisors; and

WHEREAS, Dr. Shirley, during her career, has ably guided many Interdisciplinary Sciences advisees, having directed or assisted with the IS senior capstone projects of more than forty graduating IS majors; and

WHEREAS, Dr. Shirley's support of the pre-health sciences resulted in the creation of the first pre-health student club at SD Mines, Future Health Science Professionals, which she advised for five years; as well as joint activities with the USD Sanford School of Medicine Rapid City Campus. She was also a leader in the creation of the campus-wide Pre-Health Pathways Program; and

WHEREAS, Dr. Shirley served on search and screen committees campus wide throughout her time at SD Mines, and during her administrative appointments was responsible for the hiring of more than a dozen Humanities/Social Sciences faculty, thus directly shaping the future of those departments and the university; and

WHEREAS, Dr. Shirley has served the University as a dedicated and long-term member of many committees, including Promotion and Tenure, Curriculum, Scholarship, Admissions, Financial Aid Appeals, Honors Day Convocation, Assessment, and others; and

WHEREAS, Dr. Shirley has worked throughout her career with offices from across campus in developing faculty development workshops on hiring practices, classroom management strategies, course and program assessment, and mentoring; and


WHEREAS, the Board of Regents and the South Dakota School of Mines & Technology wish to express their appreciation to Dr. Shirley for her many years of faithful and dedicated service, as well as to honor, recognize, and commend her;

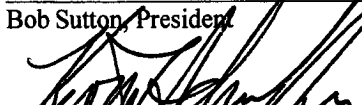
THEREFORE, BE IT RESOLVED, that Dr. Sue Shirley will carry the title Professor Emerita of Humanities; as further recognition of her faithful service, it is ordered that this resolution be spread on the minutes of the Board of Regents and a copy be forwarded to Dr. Shirley.

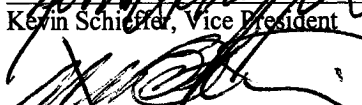
Adopted this 10th day of May, 2017.



SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President


Kevin Schiffer, Vice President


John W. Bastian, Secretary

ATTEST:

Dr. Heather Wilson, President
South Dakota School of Mines & Technology

Special Resolution Number 30-2017

SPECIAL RESOLUTION

WHEREAS, Dr. Charles Dieter, Professor of Natural Resource Management, will retire effective May 21, 2017, after 33 years of service to South Dakota State University and the Department of Natural Resource Management in the College of Agricultural and Biological Sciences; and

WHEREAS, Professor Dieter has admirably served as a faculty member responsible for teaching, scholarship, and service in higher education at South Dakota State University, for which he received the title of Professor; and

WHEREAS, Professor Dieter has taught thousands of biology, and wildlife and fisheries students; having taught 6 core courses impacting 75% of the students majoring in Wildlife and Fisheries through those courses, while consistently receiving outstanding teaching evaluations from students; and

WHEREAS, Professor Dieter has served as the major advisor for 36 Master of Science students and 2 Doctor of Philosophy students, and employed over 100 undergraduate students conducting field or lab research; and

WHEREAS, Professor Dieter has curated, advanced, and expanded the mammalogy collection at South Dakota State University to be the most complete collection of mammals in the northern Great Plains with over 5,000 specimens, and has established and curated a herpetology collection of all 33 species of reptiles and amphibians present in South Dakota to enhance students' practical learning; and

WHEREAS, Professor Dieter has published 51 peer-reviewed research journal articles in regional and national scientific journals as well as 2 book chapters in the field of wildlife biology, and 70 popular articles and numerous technical articles educating the public about wildlife issues; and

WHEREAS, Professor Dieter has written and submitted 66 grant proposals and received funding for 38 grants totaling over \$3.2 million and has delivered 140 professional, peer-reviewed presentations at regional and national research meetings; and

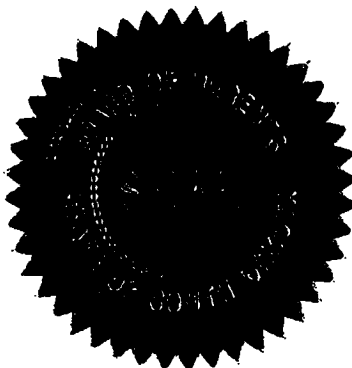
WHEREAS, Professor Dieter received the South Dakota Educator Conservationist of the Year Award from the State and National Chapters of the National Wildlife Federation in 2013 and the F.O. Butler Award for Excellence in Teaching from South Dakota State University in 2017; and

WHEREAS, Professor Dieter has contributed outstanding service to the department, the university, and 9 professional organizations related to wildlife including holding leadership positions; and

WHEREAS, the Board of Regents and South Dakota State University wish to recognize Professor Charles Dieter and express their appreciation for his many years of laudable service;

THEREFORE, BE IT RESOLVED, that henceforth, Professor Charles Dieter will carry the title of Professor Emeritus of Natural Resource Management, and as further recognition of his service, it is ordered that this resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Professor Charles Dieter.

Adopted this 10th day of May, 2017.



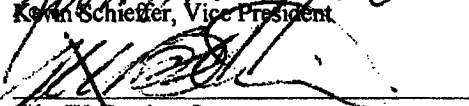
ATTEST:


Dr. Barry Dunn, President
South Dakota State University

SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President


Kevin Schieffer, Vice President


John W. Bastian, Secretary

Special Resolution Number 32-2017

SPECIAL RESOLUTION

WHEREAS, Dr. W. Carter Johnson, Professor of Ecology, will retire effective May 20, 2017, after 27.5 years of service to SDSU in the Department of Natural Resource Management in the College of Agricultural and Biological Sciences, as a full-time faculty member, for which he received the title of Professor; and

WHEREAS, Professor W. Carter Johnson served as Department Head of Horticulture, Forestry, Landscape & Parks for five years; and

WHEREAS, Professor W. Carter Johnson has held the academic rank of Distinguished Professor at South Dakota State University since 2006; and

WHEREAS, Professor W. Carter Johnson received \$4.4 million in grant awards during his tenure at SDSU; and

WHEREAS, Professor W. Carter Johnson has published 150 research papers, 100 of which were peer-reviewed; and

WHEREAS, Professor W. Carter Johnson has received 25 national, state and local awards for research; and

WHEREAS, Professor W. Carter Johnson was appointed to four expert panels by the National Research Council to advise the government on ecological problems associated with the nation's rivers; and

WHEREAS, Professor W. Carter Johnson has presented his research over 200 times locally and around the globe; and

WHEREAS, Professor W. Carter Johnson has had 45 articles and interviews about his research at SDSU covered by numerous media outlets (e.g., *The New York Times*, *The Los Angeles Times*, *The Washington Post*, and *NPR*); and

WHEREAS, Professor W. Carter Johnson has successfully taught both graduate and undergraduate courses at SDSU; and

WHEREAS, Professor W. Carter Johnson has directed 18 PhD and MS students, and 5 postdoctoral fellows; and

WHEREAS, Professor W. Carter Johnson has advised numerous government agencies and industry on science and management issues affecting the health of our Nation's rivers and floodplains, including the Army Corps of Engineers; and

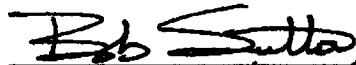
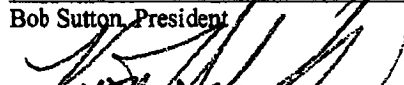
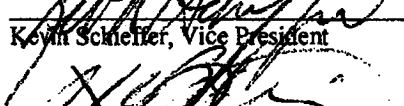
WHEREAS, Professor W. Carter Johnson has belonged to a number of professional societies and served in leadership roles; and

WHEREAS, the Board of Regents and South Dakota State University wish to recognize Professor W. Carter Johnson and express their appreciation for his many years of laudable service;

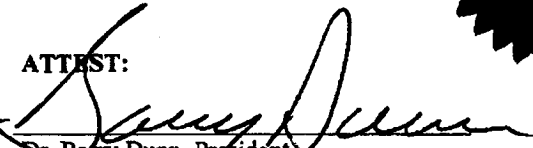
THEREFORE, BE IT RESOLVED, that henceforth, Professor W. Carter Johnson will carry the title of Distinguished Professor Emeritus of Ecology, and as further recognition of his service, it is ordered that this resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Professor W. Carter Johnson.

Adopted this 10th day of May, 2017.

SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President

Kevin Schaeffer, Vice President

John W. Bastian, Secretary

ATTEST:


Dr. Barry Dunn, President
South Dakota State University

Special Resolution Number 33-2017

SPECIAL RESOLUTION

WHEREAS, Dr. Joel Rauber, Professor of Physics, will retire effective July 1, 2017, after 32 years of service to South Dakota State University and the Department of Physics while it resided in both the College of Engineering and the College of Arts & Sciences, having served as a full-time faculty member responsible for teaching, scholarship, and service, for which he received the title of Professor; and

WHEREAS, Professor Rauber has been an active scholar in black hole dynamics, including the study of black hole collisions, the effects of spins on black hole dynamics, the statistical mechanics of multiple black holes, and his support of several undergraduate and graduate research projects in this area; and

WHEREAS, Professor Rauber has distinguished himself in the support of the discipline of Physics as a referee for the American Journal of Physics and The Physics Teacher, a representative of the South Dakota Section of the American Association of Physics Teachers to the National AAPT organization, an author of articles regarding his craft in the Physics Teacher, a lead speaker for the Physics Symposium at the 100th Anniversary meeting of the South Dakota Academy of Science, and organizer of trips for students to the Nobel Conference at Gustavus Adolphus in St. Peter, MN; and

WHEREAS, Professor Rauber has provided guidance and support to many colleagues on the campus of South Dakota State University and leadership to the Department of Physics as an Acting Department Head in the Fall of 2004, an Acting Department Head from August 2008-2009, and Department Head since then; and

WHEREAS, Professor Rauber has implemented plans to strengthen the curriculum of the B.S. in Physics, the Minor in Physics, and the Minor in Nuclear Engineering and facilitated the growth of undergraduate research and scholarship in the Department of Physics; and

WHEREAS, Professor Rauber has on a daily basis demonstrated his sincere dedication to academic rigor, the basic tenets of a Land Grant University and a liberal arts education, life-long learning, and the best interests of his students, faculty, and staff; and

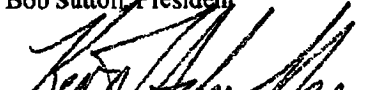
WHEREAS, the Board of Regents and South Dakota State University wish to recognize Professor Rauber and express their appreciation for his many years of laudable service;


THEREFORE, BE IT RESOLVED, that henceforth, Professor Rauber will carry the title of Professor Emeritus of Physics, and as further recognition of his service, it is ordered that this resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Professor Rauber.

Adopted this 10th day of May, 2017.


SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President


Kevin Schaeffer, Vice President


John W. Bastian, Secretary

ATTEST:


Dr. Barry Dunn, President
South Dakota State University

Special Resolution Number 34-2017



SPECIAL RESOLUTION

WHEREAS, Dr. Gayle Bortnem, Associate Professor of Teacher Education, will retire effective May 21, 2017, after 17 years of service to Northern State University, the Department of Teacher Education, and the Millicent Atkins School of Education; and

WHEREAS, Dr. Bortnem achieved the academic rank of Associate Professor based on a distinguished record of meritorious teaching, scholarship, and service; and

WHEREAS, Dr. Bortnem has been an active leader in the field of early childhood education, having developed the coursework for the NSU early childhood offerings and having presented at the SD Association for the Education of Young Children on a regular basis; and

WHEREAS, Dr. Bortnem distinguished herself through her leadership and service as a member of the NSU Faculty Senate, Faculty Travel and Sabbatical Committee, and the 2013-2014 Chair of Teacher Education; and

WHEREAS, Dr. Bortnem established a distinguished record of teaching focused on the preparation of future teachers, early childhood professionals and administrators as demonstrated by consistently high evaluations by her supervisors and positive faculty peer observations; and student evaluations of instruction; and

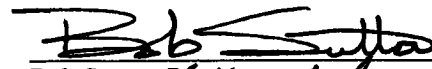
WHEREAS, Dr. Bortnem was recognized for her overall contributions to the University, the Board of Regents System, and the State of South Dakota by receiving the 2009 Service Award from the SD Association for the Education of Young Children and was the 2008 NSU Outstanding Faculty Member;

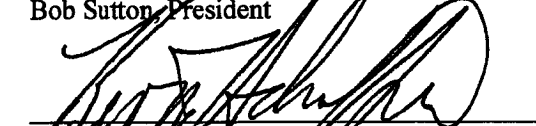
THEREFORE, BE IT RESOLVED, that henceforth, Dr. Bortnem will be awarded the title of Associate Professor Emeritus of Teacher Education, and as further recognition of her service, it is ordered that this resolution be recorded in the minutes of the Board and that a copy thereof be forwarded to Dr. Bortnem.

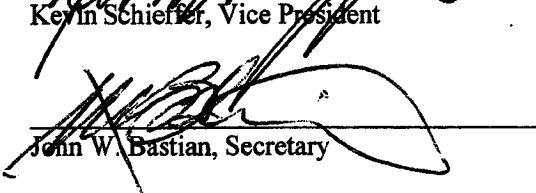
Adopted this 10th day of May, 2017.

SOUTH DAKOTA BOARD OF REGENTS

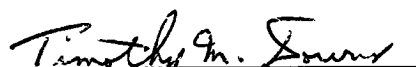



Bob Sutton, President


Kevin Schierfer, Vice President


John W. Bastian, Secretary

ATTEST:


Dr. Timothy M. Downs, President
Northern State University

Special Resolution Number 35-2017



SPECIAL RESOLUTION

WHEREAS, Dr. James Kennedy, Associate Professor of Accounting, will retire effective May 21, 2017, after 18 years of service to Northern State University, the Department of Accounting, and the School of Business; and

WHEREAS, Dr. James Kennedy served on the Northern State University Promotion and Tenure committee for four years; and

WHEREAS, Dr. James Kennedy has served on the Northern State Alumni Foundation; and

WHEREAS, Dr. James Kennedy has published articles in peer-reviewed publications and top-tier journals; and

WHEREAS, Dr. James Kennedy has been a member of the Graduate Faculty at Northern State University for nearly twenty years; and

WHEREAS, Dr. James Kennedy has served as Chairperson and Coordinator at the Northern State University School of Business; and

WHEREAS, Dr. James Kennedy has received Bush grant funding to attend a number of conferences centered on enhanced teaching methods; and

WHEREAS, Dr. James Kennedy initiated efforts to gain ACBSP accreditation for the School of Business; and

WHEREAS, Dr. James Kennedy organized and led Program Review for the School of Business; and

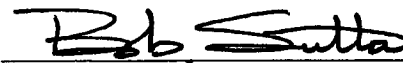
WHEREAS, Dr. James Kennedy has served on Faculty Senate;

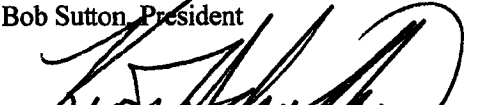
THEREFORE, BE IT RESOLVED, that Dr. James Kennedy be named Associate Professor Emeritus of Business, and as further recognition of his service, it is ordered that this resolution be recorded in the minutes of the Board and that a copy thereof be forwarded to Dr. Kennedy.


Adopted this 10th day of May, 2017.

SOUTH DAKOTA BOARD OF REGENTS

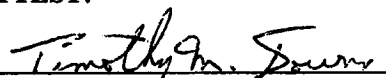



Bob Sutton, President


Kevin Schaefer, Vice President


John W. Bastian, Secretary

ATTEST:


Dr. Timothy M. Downs, President
Northern State University

Special Resolution Number 36-2017



SPECIAL RESOLUTION

WHEREAS, Beverly J. Kennedy, Professor of Dental Hygiene in the School of Health Sciences at The University of South Dakota will retire from active service on May 21, 2017; and

WHEREAS, Professor Kennedy has admirably served higher education in the Department of Dental Hygiene and the School of Health Sciences at The University of South Dakota for 42 years having come to the University in August of 1975; and

WHEREAS, Professor Kennedy has been an outstanding didactic and clinical instructor to more than a generation of students with special emphasis in Radiology, Pharmacology, and Emergency Medical and Dental Care within the Dental Hygiene Department, mentoring and educating them as they transitioned from student to professional. She received the USD School of Health Sciences Outstanding Faculty Award for Teaching Excellence in 2013 and has been nominated multiple times for the USD Belbas-Larson Excellence in Teaching Award; and

WHEREAS, Professor Kennedy has provided significant leadership in the Department as Coordinator of Radiology and Radiation Hygiene, Coordinator of Student Affairs, and the Coordinator of the Department Continuing Education Program; she has also been involved with organizing Department special events and the CRDTS clinical board examination; and

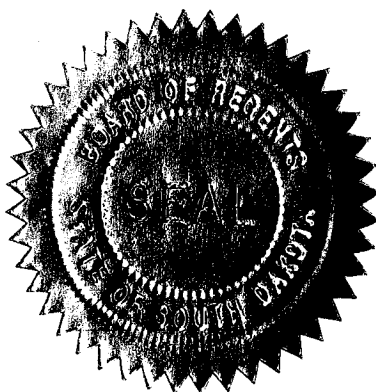
WHEREAS, Professor Kennedy has made excellent research and scholarly contributions to the field through journal articles involving scientific investigation and survey research, textbook contributions and manuscript review, grant procurement, and numerous professional presentations at local, state, regional, and national meetings; and

WHEREAS, Professor Kennedy has provided exemplary service to the profession of Dental Hygiene through her myriad actions at the State, University, School and Department levels with notable involvement in many community outreach activities, and leadership in Department activities such as the preparation of accreditation self-study documents for several cycles. Her service to the dental profession in the State of South Dakota is phenomenal as she has served as President of the South Dakota Dental Hygienists' Association and for more than 35 years provided radiology certification courses for dental assistants; and

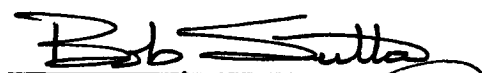
WHEREAS, the Board of Regents of the public institutions of higher education in South Dakota wish to recognize and express appreciation and thanks to Professor Kennedy for her many years of dedicated service to South Dakota's system of public higher education;


THEREFORE, BE IT RESOLVED, that Mrs. Beverly J. Kennedy be accorded special recognition for her outstanding service, and shall henceforth be named Professor Emeritus with all the rights, privileges, and honors thereto. It is ordered that this resolution be affixed to the minutes of this Board of Regents meeting and that a copy be forwarded to Professor Beverly Kennedy.

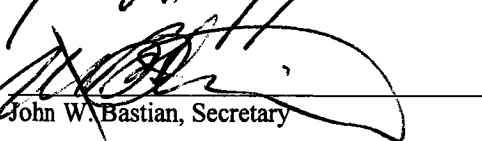
Adopted this 10th day of May, 2017.



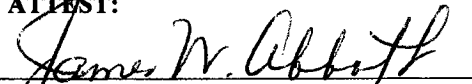
SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President


Kevin Schiffrin, Vice President


John W. Bastian, Secretary

ATTEST:


James W. Abbott, President
University of South Dakota

Special Resolution Number 37-2017



SPECIAL RESOLUTION

WHEREAS, Ms. Jean Johnson, Assistant Professor of Management Information Systems in the College of Business and Natural Sciences, will retire from Black Hills State University on May 21, 2017, after 30 years of dedicated service; and

WHEREAS, Ms. Johnson has distinguished herself as an exceptional instructor of computer applications, computer science, and management information systems; and

WHEREAS, Ms. Johnson has proven her commitment to her students and their learning, serving as an advisor to students in her discipline as well as to others; and

WHEREAS, Ms. Johnson has dedicated herself to her colleagues, the School of Business, the College of Business and Natural Sciences, and to Black Hills State University, serving on several committees for the School, College, and the University; and

WHEREAS, Ms. Johnson has contributed to her discipline, delivering numerous presentations, leading workshops, and working with colleagues on grants and sponsored research; and

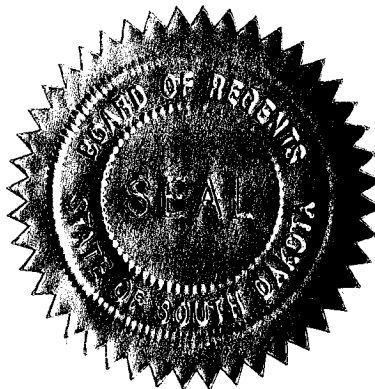
WHEREAS, Ms. Johnson's effort and contributions were instrumental in the School of Business pursuit and awarding of the Association to Advance Collegiate Schools of Business (AACSB) accreditation by participating in numerous meetings and engaging in individual responsibilities over many years; and

WHEREAS, the Board of Regents and Black Hills State University wish to express their appreciation to Ms. Johnson for her many years of faithful and dedicated service to the students, to the university, to the community, and to the profession;

THEREFORE, BE IT RESOLVED, that henceforth Ms. Jean Johnson will carry the title of Assistant Professor Emeritus of Management Information Systems and as further recognition of her faithful service, it is ordered that this resolution be spread on the minutes of the Board of Regents and a copy be forwarded to Ms. Johnson.

Adopted this 10th day of May, 2017.

SOUTH DAKOTA BOARD OF REGENTS



Bob Sutton, President

Kevin Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

Dr. Tom Jackson, Jr., President
Black Hills State University

Special Resolution Number 38-2017



SPECIAL RESOLUTION

WHEREAS, Beverly J. Kennedy, Professor of Dental Hygiene in the School of Health Sciences at The University of South Dakota will retire from active service on May 21, 2017; and

WHEREAS, Professor Kennedy has admirably served higher education in the Department of Dental Hygiene and the School of Health Sciences at The University of South Dakota for 42 years having come to the University in August of 1975; and

WHEREAS, Professor Kennedy has been an outstanding didactic and clinical instructor to more than a generation of students with special emphasis in Radiology, Pharmacology, and Emergency Medical and Dental Care within the Dental Hygiene Department, mentoring and educating them as they transitioned from student to professional. She received the USD School of Health Sciences Outstanding Faculty Award for Teaching Excellence in 2013 and has been nominated multiple times for the USD Belbas-Larson Excellence in Teaching Award; and

WHEREAS, Professor Kennedy has provided significant leadership in the Department as Coordinator of Radiology and Radiation Hygiene, Coordinator of Student Affairs, and the Coordinator of the Department Continuing Education Program; she has also been involved with organizing Department special events and the CRDTS clinical board examination; and

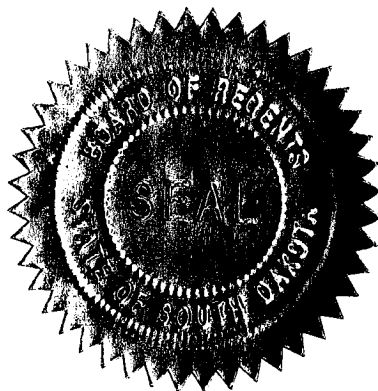
WHEREAS, Professor Kennedy has made excellent research and scholarly contributions to the field through journal articles involving scientific investigation and survey research, textbook contributions and manuscript review, grant procurement, and numerous professional presentations at local, state, regional, and national meetings; and

WHEREAS, Professor Kennedy has provided exemplary service to the profession of Dental Hygiene through her myriad actions at the State, University, School and Department levels with notable involvement in many community outreach activities, and leadership in Department activities such as the preparation of accreditation self-study documents for several cycles. Her service to the dental profession in the State of South Dakota is phenomenal as she has served as President of the South Dakota Dental Hygienists' Association and for more than 35 years provided radiology certification courses for dental assistants; and

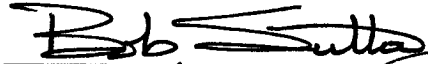
WHEREAS, the Board of Regents of the public institutions of higher education in South Dakota wish to recognize and express appreciation and thanks to Professor Kennedy for her many years of dedicated service to South Dakota's system of public higher education;


THEREFORE, BE IT RESOLVED, that Mrs. Beverly J. Kennedy be accorded special recognition for her outstanding service, and shall henceforth be named Professor Emeritus with all the rights, privileges, and honors thereto. It is ordered that this resolution be affixed to the minutes of this Board of Regents meeting and that a copy be forwarded to Professor Beverly Kennedy.

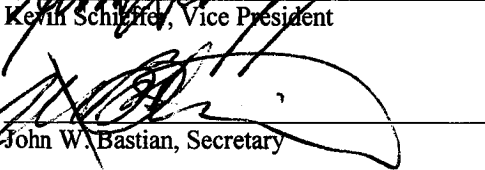
Adopted this 10th day of May, 2017.



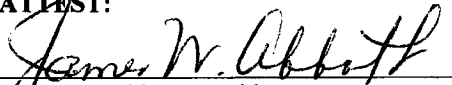
SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President


Kevin Schiffrin, Vice President


John W. Bastian, Secretary

ATTEST:


James W. Abbott, President
University of South Dakota

Special Resolution Number 37-2017



SPECIAL RESOLUTION

WHEREAS, Mr. Steve Wynia, Assistant Professor of Engineering Technology in the College of Business and Natural Sciences, will retire from Black Hills State University on May 21, 2017, after 26 years of dedicated service; and

WHEREAS, Mr. Wynia has distinguished himself as an exceptional instructor, program coordinator, and champion for the area of engineering technology; and

WHEREAS, Mr. Wynia has proven his commitment to his students, serving as an advisor to students in his discipline as well as to others; and

WHEREAS, Mr. Wynia has dedicated himself to his colleagues, the College of Business and Natural Sciences, and to Black Hills State University, playing an active role in advising, recruitment, and retention; and

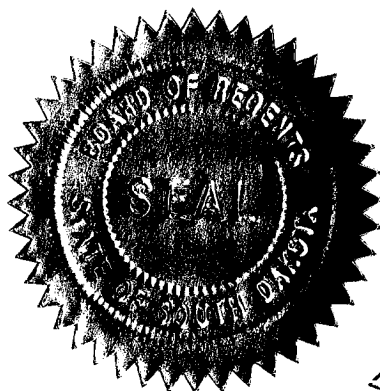
WHEREAS, Mr. Wynia has committed himself to community activities, serving on committees in the college and university, and engaging in public service and consulting opportunities within the Black Hills communities; and


WHEREAS, the Board of Regents and Black Hills State University wish to express their appreciation to Mr. Wynia for his many years of faithful and dedicated service to the students, university, community, and to the profession;

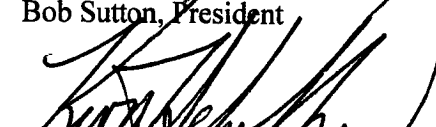
THEREFORE, BE IT RESOLVED, that henceforth Mr. Steve Wynia will carry the title of Assistant Professor Emeritus of Engineering Technology and as further recognition of his faithful service, it is ordered that this resolution be spread on the minutes of the Board of Regents and a copy be forwarded to Mr. Wynia.

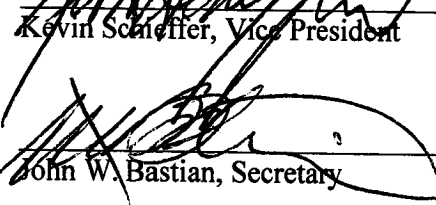
Adopted this 10th day of May, 2017.

SOUTH DAKOTA BOARD OF REGENTS




Bob Sutton, President


Kevin Schaeffer, Vice President


John W. Bastian, Secretary

ATTEST:

Dr. Tom Jackson, Jr., President
Black Hills State University

Special Resolution Number 39-2017



SPECIAL RESOLUTION

WHEREAS, Ms. Jace DeCory, Assistant Professor of American Indian Studies in the College of Liberal Arts, will retire from Black Hills State University on June 21, 2017, after 33 years of dedicated service; and

WHEREAS, Ms. DeCory has distinguished herself as a mentor and teacher to the students of BHSU and as an exemplary colleague to her peers; and

WHEREAS, Ms. DeCory has served as a tireless servant to the University, the native community, and the region, serving as president and secretary of the North American Indian Women's Association and as a member of the Cheyenne River Sioux Tribe; and

WHEREAS, Ms. DeCory has enhanced the academic offerings of BHSU, teaching a wide range of courses in American Indian Art, history, culture, and contemporary issues as well as assisting in the planning of the upcoming master's degree program in American Indian Studies and working with the biology faculty in creating a course in ethnobotany; and

WHEREAS, Ms. DeCory's work has been proven critical to the American Indian Studies program as she leaves behind a tremendous amount of unique research and teaching materials currently being archived, as well as video interviews including those featured in a 2013 series by the WoLakota Project, a partnership with TIE and the South Dakota Department of Education; and

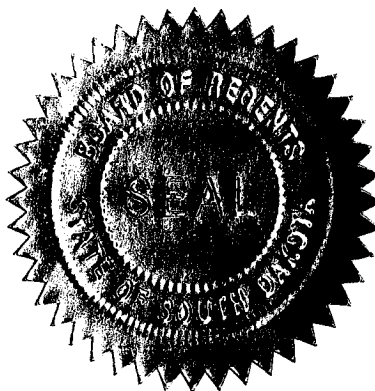
WHEREAS, Ms. DeCory has unparalleled respect among her peers and has committed herself to her discipline, frequently being invited to other university campuses as a result of her service and research in American Indian Women, elders, art and traditional healing; most recently serving on a panel discussion at Harvard University regarding the Dakota Access Pipeline; and


WHEREAS, the Board of Regents and Black Hills State University wish to express their appreciation to Ms. DeCory for her many years of faithful and dedicated service to the students, to the university, to the community, and to the profession;

THEREFORE, BE IT RESOLVED, that henceforth Ms. Jace DeCory will carry the title of Assistant Professor Emeritus and as further recognition of her faithful service, it is ordered that this resolution be spread on the minutes of the Board of Regents and a copy be forwarded to Ms. DeCory.

Adopted this 10th day of May, 2017.

SOUTH DAKOTA BOARD OF REGENTS




Bob Sutton, President


Kevin Schieffer, Vice President


John W. Bastian, Secretary

ATTEST:

Dr. Tom Jackson, Jr., President
Black Hills State University

Special Resolution Number 40-2017

PZRSMT

South Dakota Board of Regents

Black Hills State University

FY18 Non-Faculty Exempt Salary Analysis

05/12/2017 10:06:49

Version : 062016.21b

Name	Salary
-----	-----
Christopher Crawford	\$175,000.00
Rodney Custer	\$106,667.00
Christopher Dawes	\$59,834.28
Amy Fuqua	\$103,096.34
Richard Loose	\$70,141.00
Shane Sarver	\$36,755.00
Shane Sarver	\$47,418.66
Shane Sarver	\$22,656.43
Robert Houdek	\$101,177.03
Lorrin Anderson-Naasz	\$34,000.00
Katrina Huft	\$33,024.00
Chance Lachowitzer	\$32,000.00
Elizabeth Mundorf	\$36,400.00
Beth Oaks	\$65,074.00
Joanna Schriver	\$32,000.00
Megan Vetter	\$41,280.00
Tracie Vogel	\$32,000.00
Donald Coble	\$82,207.40
Leone Geppert	\$54,396.60
June Apaza	\$55,979.78
June Apaza	\$48,254.78
Janet Briggs	\$67,296.39
Julie Dahl	\$49,316.71
Deann Kertzman	\$66,757.70
Andrea Bakeberg	\$39,284.51
Melissa Haught	\$35,000.00
Helen Nesson-Merriman	\$70,658.31
Sharman Siebenthal	\$135,000.00
Melissa Woodall	\$35,000.00
Hannah Burt	\$37,306.91
Janette Hettick	\$35,000.00
Victoria Sprague	\$36,196.57
Tracy Hunt	\$32,044.00
Mark Urban	\$32,000.00
Randell Culver	\$91,636.80
Katherine Greer	\$58,000.00
Michael Overby	\$67,898.00
Kathy Johnson	\$136,228.13
Debra Henriksen	\$72,207.20
Kimberly Nida	\$47,476.00
Peggy Diekhoff	\$74,500.00
Michael Erz	\$47,500.00
John Higgins	\$47,500.00
Damon Leader Charge	\$60,000.00
Murray Lee	\$60,000.00
Nicholas Oaks	\$78,341.15
Terrance Hupp	\$66,267.89
Jesse Shelbourn	\$44,687.52

Jhett Albers	\$100,669.54
Brock Anundson	\$47,476.00
Robert Blake	\$46,000.00
Kristin Carmichael	\$49,026.00
Melissa Christensen	\$61,000.00
Evan Eastburn	\$39,984.00
Ryan Hilgemann	\$37,500.00
Anthony Kerr	\$43,991.00
Glen Lammers	\$43,000.00
Korie Lebeda	\$21,595.00
Korie Lebeda	\$11,928.00
Lane Leedy	\$46,965.00
Seth Mischke	\$38,634.00
Seth Mischke	\$10,684.00
Colleen Mischke	\$49,000.00
Colton Nickelson	\$28,000.00
Mark Nore	\$67,600.00
John Reiners	\$66,966.00
Shawn Schnabel	\$32,000.00
Jay Smith	\$32,000.00
Jade Temple	\$50,283.00
Ryan Thompson	\$34,548.00
Jeffrey Trumbauer	\$66,000.00
Nathan Vogel	\$35,100.00
Scott Walkinshaw	\$21,117.00
Scott Walkinshaw	\$42,062.00
Kaitlin Schneider	\$32,960.00
Katherine Wildman	\$56,746.34
Scott Ahola	\$39,890.67
Scott Ahola	\$27,270.00
Frederick Nelson	\$69,082.90
William Kelly	\$80,852.22
Lois Flagstad	\$126,345.70
Michael Isaacson	\$86,269.00
Jane Klug	\$80,683.00
Jennifer Lucero	\$40,090.00
Judy Bauer	\$56,111.90
Warren Wilson	\$134,967.00
Philip Pesheck	\$54,476.00
April Meeker	\$72,878.00
Oxana Gorbatenko	\$36,194.51
John Ginther	\$36,700.00
Becky Bundy	\$64,500.00
Margaret Norris	\$97,861.88
Bentley Sayler	\$139,380.89
Kari Webb	\$49,000.00
Marcelo Guerra	\$41,680.53
Tamara Lawson	\$37,419.66
Susan Hupp	\$60,321.00
Deborah Liddick	\$31,734.00
Peggy Madrid	\$42,312.00
Eva Doyle	\$36,120.00
Erica Whitiker	\$36,807.00
Kanda Guthmiller	\$48,200.00
Shauna Junek	\$66,594.00
Chad Lundberg	\$43,520.00
Steven Meeker	\$148,395.80

Thomas Wheaton	\$53,600.00
Michael Jastorff	\$73,464.83
Monet Vermette	\$47,476.00
Valeria Big Eagle	\$32,000.00
Gene Bilodeau	\$98,536.39
Rebecca Cornell	\$35,243.00
Jacob Hamik	\$40,647.00
Katherine Pavel	\$39,115.20
Corinne Hansen	\$87,587.90
Kristen Kilmer	\$57,961.00
Ryan Shippy	\$42,535.00

PZRSPMT South Dakota Board of Regents
 Black Hills State University
 FY18 Unit Faculty Salary Analysis
 Version : 062016.21b

05/12/2017 10:06:53

Name	Salary
-----	-----
Anastasia Nemec	\$17,856.00
Anastasia Nemec	\$25,562.00
Anthony Silva	\$28,952.00
Anthony Silva	\$27,786.00
Michael Tolan	\$54,880.00
Stephen Babbitt	\$87,128.00
Michael Baum	\$45,000.00
Matthew Bauman	\$42,820.00
David Berberick	\$51,306.00
Mary Caton-Rosser	\$60,013.00
Ryan Clark	\$58,439.00
Scott Clarke	\$63,441.00
David Cremean	\$65,024.00
Nicholle Dragone	\$52,850.00
Martin Fashbaugh	\$59,081.00
Rachelle Greer	\$36,712.00
Christopher Hahn	\$50,927.00
Du-lu Hsiao	\$42,000.00
Courtney Huse-Wika	\$30,361.00
Courtney Huse-Wika	\$30,237.00
Albert Juhrend	\$73,532.00
Vincent King	\$74,639.00
Karl Lehman	\$38,616.00
Ronda Mehrer	\$41,776.00
Jonathan Nero	\$59,301.00
Sonya Pagel	\$61,682.00
Ann Porter	\$64,089.00
Jerry Rawlings	\$52,465.00
Andrey Reznikov	\$70,887.00
Nancy Roberts	\$59,081.00
Jami Schoenewies	\$51,274.00
Timothy Steckline	\$71,881.00
Nicholas Wallerstein	\$78,222.00
Symeon Waseen	\$57,103.00
Pamela Wegner	\$68,968.00
Cheryl Anagnopoulos	\$89,624.00

Eric Clapham	\$62,217.00
William Cockrell	\$42,152.00
Laura Colmenero-Chilberg	\$72,032.00
Nathan Deichert	\$59,686.00
Trenton Ellis	\$53,528.00
Emilia Flint	\$61,907.00
Daniel Jensen	\$51,904.00
Astrinos Karagiorgakis	\$60,929.00
Sandra Marker	\$56,624.00
Christine McCart	\$53,829.00
Lesleigh Owen	\$51,139.00
Nicole Royer	\$42,694.00
Corey Selland	\$51,744.00
Craig Triplett	\$55,236.00
Donald Altmeyer	\$98,579.00
Adam Bailey	\$89,054.00
David Crawford	\$114,815.00
Susan Dana	\$93,848.00
Robert Girtz	\$59,948.50
Robert Girtz	\$19,042.50
Byron Hollowell	\$95,621.00
Abhijit Jain	\$80,616.00
Jean Johnson	\$65,666.00
Donald Looney	\$73,286.00
Barbara Looney	\$7,768.09
Barbara Looney	\$53,059.91
Patrick Mackin	\$97,127.00
Fady Mansour	\$60,000.00
Robin Meyerink	\$61,388.00
Laura Prosser	\$70,418.00
Wei Song	\$106,755.00
Jeffrey Wehrung	\$83,178.00
Wan Wei	\$62,000.00
Christine Ahmed	\$50,000.00
John Alsup	\$86,176.00
Ryan Amys	\$49,000.00
Richard Carriveau	\$59,777.00
Cynthia Chandler	\$58,867.00
Jonathan Clinton	\$51,661.00
Mary Cooper	\$46,547.00
Breon Derby	\$47,930.00
Brian Eberhard	\$51,661.00
Faye LaDuke Pelster	\$47,301.76
Faye LaDuke Pelster	\$15,097.24
Cody Lawson	\$54,016.00
Sue McGrath	\$11,670.74
Sue McGrath	\$34,550.26
Elizabeth Silva	\$81,434.00
Jamalee Stone	\$60,840.00
Denice Turner	\$54,250.00
Laura Turner	\$54,644.00
Jessica Zanton	\$51,754.00
Adam Blackler	\$44,000.00
Pamela Carriveau	\$24,848.60
Pamela Carriveau	\$36,145.40
Jason Daniels	\$48,446.00
Colin Garnett	\$54,693.00

John Glover	\$69,040.00
Douglas Heltibridge	\$39,903.00
Kelly Kirk	\$47,077.00
Timothy Martinez	\$77,429.00
Daniel May	\$54,893.00
Parthasarathi Nag	\$57,552.00
Parthasarathi Nag	\$14,388.00
Daniel Swenson	\$62,098.00
Jill Trimble	\$10,203.20
Jill Trimble	\$40,813.80
John Van Benthuyzen	\$46,387.00
Jeffrey Winter	\$41,717.00
Pamela Arneson	\$58,303.00
Amy Asunskis	\$42,000.00
Daniel Asunskis	\$63,883.00
David Bergmann	\$66,843.00
John Dixon	\$60,392.00
Abigail Domagall	\$59,852.00
Holly Downing	\$93,899.00
Daniel Durben	\$78,534.00
Vincent Hustad	\$42,000.00
Katrina Jensen	\$62,743.00
Andy Johnson	\$58,957.00
Kara Keeter	\$74,641.00
Raeann Mettler	\$43,335.00
Brianna Mount	\$49,493.00
Matthew Pawlus	\$42,000.00
Justin Ramsey	\$53,853.00
Brian Smith	\$74,392.00
Micheal Zehfus	\$82,470.00

PZRSPMT

South Dakota Board of Regents

Black Hills State University

FY18 Non-Unit Faculty Salary Analysis

05/12/2017 10:07:01

Version : 062016.21b

Name	Salary
-----	-----
Urla Marcus	\$68,787.00
Cynthia Anderson	\$16,284.00
Cynthia Anderson	\$45,181.00
Gina Gibson	\$25,567.40
James Hess	\$38,129.92
James Hess	\$52,586.08
Ronald Debeaumont	\$42,114.44
Ronald Debeaumont	\$55,127.56
Kathleen Matthew	\$37,953.00
Kathleen Matthew	\$37,953.00
Micheline Nelson	\$28,772.50
Micheline Nelson	\$28,770.50
Daluss Siewert	\$30,187.60
Daluss Siewert	\$45,043.40
Charles Lamb	\$60,602.00
Charles Lamb	\$42,941.00

PZRSPT

South Dakota Board of Regents

Dakota State University

FY18 Non-Faculty Exempt Salary Analysis

05/12/2017 10:07:04

Version : 062016.21b

Name	Salary
-----	-----
Amy Crissinger	\$81,821.00
Amber Schmidt	\$42,751.00
Jordan Schuh	\$33,000.00
Austin Slaughter	\$34,500.00
Matthew Stone	\$31,310.00
Bruce Feistner	\$88,567.00
Jared Indahl	\$36,395.00
Jeff Dittman	\$63,937.00
Jeff Dittman	\$39,045.00
Cody Foreman	\$24,873.00
Rachel Fricke	\$25,365.00
Milton Glover	\$12,754.00
Milton Glover	\$12,754.00
Samuel Gooding	\$21,770.00
Nicholas Huntimer	\$42,888.00
Matthew Ihler	\$33,329.00
Steven Kissel	\$20,860.00
Steven Kissel	\$20,980.00
Michael Larsen	\$25,215.00
Ceanna Larson	\$24,300.00
Kimberly Leibel	\$31,726.00
Corbett Miller	\$24,562.00
Marie Lohsandt	\$75,837.00
Stacie Davis	\$52,000.00
Kathleen Engbrecht	\$18,048.00
Kathleen Engbrecht	\$34,747.00
Stephanie Baatz	\$83,005.00
Paul Ersland	\$94,972.00
Marilyn Halgerson	\$90,005.00
Ross Hansen	\$70,000.00
David Miller	\$77,000.00
Craig Miller	\$19,760.00
David Overby	\$119,729.00
Scott Paulsen	\$77,503.00
Minakshi Pokharel	\$65,254.00
Brent Van Aartsen	\$100,000.00
Haomin Wang	\$84,554.00
Patricia Beck	\$49,055.00
Nicole Bowen	\$44,088.00
Jack Thompson	\$35,712.00
Kati Larsen	\$35,983.31
Lori Engebretson	\$20,853.00
Kristine Harms	\$74,500.00
Laura Osborn	\$47,484.00
Melinda Fedeler	\$45,417.00
Denise Grayson	\$68,743.00
Kelly Allen	\$26,667.00
Marcus D'Iorio	\$26,667.00

Bryce Nussbaum	\$35,131.00
Nicole Claussen	\$60,000.00
Debra Pauley	\$51,000.00
Barbara Stacey-Olajide	\$39,296.00
Jane Utecht	\$48,000.00
Daniel Friedrich	\$83,582.00
Judith Dittman	\$168,336.00
Richard Hanson	\$168,000.00
John Johnston	\$110,000.00
Kathleen McClatchey	\$96,000.00
Robert Otterson	\$160,000.00
Starla Stensaas	\$85,000.00
Kelli Whiteing	\$47,095.00
Kevin Atkins	\$65,714.00
Tara Gill	\$66,000.00
Mark Gerhardt	\$75,000.00
Jill Ruhd	\$62,000.00
Jona Schmidt	\$61,475.00
Kacie Fodness	\$56,805.00
Jay Kahl	\$86,478.00
Kristy Ullom	\$70,000.00
Dorine Bennett	\$136,500.00
Kathryn Callies	\$70,759.00
Jan Enright	\$78,000.00
Sarah Rasmussen	\$79,447.00
Corey Braskamp	\$75,000.00
Amy Dockendorf	\$79,640.00
Sara Hare	\$72,972.00
Angi Kappenman	\$70,000.00
Stacy Krusemark	\$140,415.00
Kristi Voss	\$56,203.00
Steven Bartel	\$76,472.00
Mark Edwards	\$51,000.00
Donna Fawbush	\$48,146.00
Marcus Garstecki	\$115,145.00
Megan Leisinger	\$47,500.00
Amanda Parpart	\$45,795.00
Michelle Ruesink	\$56,000.00

PZRSPMT South Dakota Board of Regents
 Dakota State University
 FY18 Unit Faculty Salary Analysis
 Version : 062016.21b

05/12/2017 10:07:05

Name	Salary
Richard Avery	\$109,880.00
Kristel Bakker	\$81,198.00
Angela Behrends	\$41,336.00
Glenn Berman	\$59,269.00
Stacey Berry	\$57,519.00
Justin Blessinger	\$74,005.00
Sandra Champion	\$23,505.00

Sandra Champion	\$23,505.00
Susan Conover	\$69,806.00
Dale Droge	\$7,828.00
Dale Droge	\$83,384.00
Ryan English	\$49,181.00
Kari Forbes-Boyte	\$97,381.00
Michael Gaylor	\$63,479.00
Jeffrey Howard	\$57,067.00
Deana Hueners-Nelson	\$46,676.00
Walter Iriarte	\$50,423.00
Viki Johnson	\$61,868.00
Thomas Jones	\$80,736.00
Kimberly Jones	\$40,082.00
Kurt Kemper	\$68,265.00
Beom Soo Kim	\$42,500.00
Michael Lynch	\$38,213.00
Kelly MacLeod	\$30,223.00
Kelly MacLeod	\$7,963.00
James Maloney	\$51,000.00
Alan Montgomery	\$83,971.00
Daniel Mortenson	\$51,554.00
Nevine Nawar	\$47,422.00
John Nelson	\$72,204.00
Timothy Orme	\$48,000.00
Jeffrey Palmer	\$86,578.00
Zhe Ren	\$50,152.00
David Richardson	\$39,889.00
William Sewell	\$52,088.00
Mark Spanier	\$37,017.00
Joseph Staudenbaur	\$54,267.00
Patrick Videau	\$51,500.00
Joshua Anderson	\$33,641.00
Joshua Anderson	\$24,100.00
Anthony Drealan	\$20,883.00
Anthony Drealan	\$20,209.00
Ronald Garner	\$23,675.00
Ronald Garner	\$35,961.00
Amy Veenhof	\$24,564.00
Amy Veenhof	\$22,000.00
Yen-Ling Chang	\$102,239.00
Derek Franken	\$63,573.00
Michael Roach	\$50,645.00
Zixing Shen	\$88,098.00
Daniel Talley	\$108,818.00
Debra Tech	\$97,950.00
Jackson Walters	\$124,843.00
Sulabh Bhattarai	\$55,000.00
Steven Graham	\$90,551.00
Thomas Halverson	\$117,574.00
Robert Honomichl	\$53,000.00
Jason Jenkins	\$50,000.00
Stephen Krebsbach	\$109,788.00
Barbara Myers	\$54,771.00
Austin O'Brien	\$67,430.00
Kyle Cronin	\$88,752.00
Scott Graham	\$50,000.00
Michael Ham	\$76,500.00

Wayne Pauli	\$112,003.00
Joshua Pauli	\$161,907.00
Ashley Podhradsky	\$97,065.00
Kevin Streff	\$127,187.00
Joshua Stroschein	\$76,500.00
Brent Tulloss	\$62,546.00
Yong Wang	\$103,377.00
Katie Anderson	\$51,855.00
Timothy Fiegen	\$63,421.00
Mark Geary	\$61,244.00
Alex Guillien	\$18,183.00
Alex Guillien	\$8,433.00
Daniel Klumper	\$49,000.00
Scott Klungseth	\$49,003.00
John Mydland	\$61,859.00
Jennifer Nash	\$72,633.00
Kevin Smith	\$56,597.00
Scott Staiger	\$53,254.00
Sandi Steinhoff-Muller	\$56,724.00
Linda Parks	\$0.00
Linda Parks	\$72,501.00
Renae Spohn	\$69,905.00
Julie Wulf Plimpton	\$60,000.00
David Bishop	\$87,500.00
Jun Liu	\$95,323.00
James McKeown	\$67,200.00
Cherie Noteboom	\$102,000.00
Christopher Olson	\$97,200.00
Insu Park	\$88,078.00
Pamela Rowland	\$53,000.00
Mary Francis	\$63,846.00
Lacy Patnoe	\$28,844.00
Douglas Peters	\$41,000.00
Kelly Steinmetz	\$42,204.00

PZRSPMT South Dakota Board of Regents
 Dakota State University
 FY18 Non-Unit Faculty Salary Analysis
 Version : 062016.21b

05/12/2017 10:07:11

Name	Salary
-----	-----
Benjamin Jones	\$63,682.00
Benjamin Jones	\$61,342.00
Jill Olson	\$46,841.00
Mary Reinesch	\$21,612.00
Mary Reinesch	\$64,654.00
Valorie Stalcup	\$19,670.00
Valorie Stalcup	\$57,763.00
Kari Hall	\$41,000.00
Mark Hawkes	\$72,500.00
Mark Hawkes	\$72,500.00
Ronghua Shan	\$94,382.00

Crystal Pauli	\$55,500.00
Crystal Pauli	\$55,500.00

PZRSPMT South Dakota Board of Regents
 Northern State University
 FY18 Non-Faculty Exempt Salary Analysis 05/12/2017 10:07:11
 Version : 062016.21b

Name	Salary
-----	-----
Gregory Fred	\$33,000.00
Tyler Haaland	\$33,000.00
Amanda Hegland	\$41,255.00
Tena Heikes	\$38,496.00
Kathryn McNeal	\$33,000.00
Gena Sievers	\$33,000.00
Brent Aldridge	\$80,000.00
Dean Berry	\$52,446.00
Kevin Bjerke	\$50,699.00
Roscoe Burkett	\$47,473.00
Brian Dolan	\$50,000.00
Thomas Dosch	\$91,380.00
Benjamin Ehret	\$35,011.00
Zachary Flakus	\$69,057.00
Curtis Fredrickson	\$85,170.00
Dylan Fritz	\$44,806.00
Terri Holmes	\$51,261.00
Steven Kehm	\$45,066.00
Paula Krueger	\$42,269.00
James Lewis	\$33,000.00
Mark Martin	\$50,258.00
Lynne Nacke	\$38,269.00
Matthew Racowski	\$34,000.01
Paul Sather	\$85,128.00
Nehemaia Tupou	\$23,000.00
Kristi Villar	\$43,601.00
Sundance Wicks	\$41,000.00
Britt Lorenz	\$50,541.00
Deborah Bumpous	\$103,078.00
Keith Griebel	\$59,742.00
John Romeo	\$71,480.00
Debra Wenzel	\$61,000.00
Jodi Casanova	\$69,181.00
Kay Fredrick	\$84,992.00
Cory Anderson	\$36,121.00
Kelly Bindenagel	\$37,939.00
Erin Olson	\$38,500.00
Janne Jockheck Holt	\$35,550.00
Gregory DePies	\$56,000.00
Christina Hanagan	\$38,000.00
Sharon Kienow	\$104,633.00
Becky Pribyl	\$46,387.00
Todd Jordre	\$125,000.00
Kelli Krause	\$49,536.00

Jon Olson	\$84,722.00
Jennifer Bengs	\$35,000.00
Bruce Brown	\$41,818.00
David Downham	\$38,000.00
Ioana Hojda	\$41,201.00
Nathan Roberts	\$35,000.00
Stacey Schmidt	\$38,945.00
Janie Borkowski	\$26,500.00
Nathan Kozach	\$26,500.00
Susan Bostian	\$81,620.00
Monte Mehlhoff	\$80,373.00
Justin Fraase	\$75,000.00
Lisa Grote	\$51,500.00
Alan LaFave	\$157,273.00
John Meyer	\$36,660.00
Joshua Moon	\$109,652.00
Kenneth Boulton	\$115,000.00
Ronald Brownie	\$97,401.00
Mary Cundy	\$86,105.00
Kelly Duncan	\$126,690.00
Joshua Hagen	\$115,000.00
Joelle Lien	\$103,054.00
Brenda Mammenga	\$71,000.00
Karen Marchant	\$91,893.00
Leigh Neys	\$73,000.00
Robert Russell	\$81,919.00
Peggy Hallstrom	\$73,126.00
Rebecca Johnson	\$37,000.00
Timothy Moffett	\$38,625.00
Sara Olson	\$19,887.00
Terry Piatz	\$26,037.00
Abby Exner	\$38,962.00
April Hinze	\$43,261.00
Carol Knecht	\$54,743.00
Andrea Prehn	\$46,350.00
Tracy Jurgens	\$37,000.00
Doris Stusiak	\$50,527.00
Beth Rasmusson	\$71,575.00
Tara Arntsen	\$51,000.00
Justin Bartel	\$37,500.00
Krista Bau	\$37,107.00
Madia Droppers	\$47,659.00
Vicki Evans	\$47,143.00
Erin Fosher	\$44,000.00
Laci Hettick	\$50,568.00
Rebecca Jensen	\$37,000.00
Jennifer Lofswold	\$40,038.00
Peni Mouna	\$46,956.00
Lara Nelson	\$38,625.00
Steven Rasmussen	\$65,449.00
Hillary Robinson	\$38,110.00
Amy Blackstone	\$29,877.00
Veronica Paulson	\$138,767.00
Sarah Botkin	\$51,602.00
Jon Christenson	\$47,500.00
Francesca Leinwall	\$90,178.00
Matthew Perreault	\$35,000.00

Martin Sabolo

\$51,500.00

PZRSPMT

South Dakota Board of Regents

Northern State University

FY18 Unit Faculty Salary Analysis

05/12/2017 10:07:13

Version : 062016.21b

Name	Salary
Gregory Blair	\$55,493.00
Gratia Brown	\$37,000.00
Sara Christensen-Blair	\$67,077.00
Keum-Taek Jung	\$53,969.00
Nadya Preszler	\$47,021.00
Alyssa Anderson	\$50,099.00
Guangwei Ding	\$52,812.00
Alyssa Kiesow	\$59,284.00
John Long	\$50,353.00
Jon Mitchell	\$59,399.00
George Nora	\$55,477.00
Andrew Russell	\$46,490.00
Keun Lee	\$77,819.00
John Peterson	\$89,476.00
Kristi Brownfield	\$47,202.00
Ric Dias	\$89,137.00
Erin Fouberg	\$78,852.00
David Grettler	\$96,508.00
Arthur Marmorstein	\$77,498.00
Lysbeth Benkert-Rasmussen	\$73,843.00
Andrzej Duszenko	\$60,188.00
Elizabeth Haller	\$58,288.00
Julie Johnson	\$45,707.00
Virginia Lewis	\$68,277.00
Penni Pearson	\$69,095.00
Peter Ramey	\$57,381.00
Elizabeth Sills	\$47,500.00
Patrick Whiteley	\$63,852.00
Kristi Bockorny	\$80,569.00
Douglas Ohmer	\$94,383.00
Ricardo Rojas	\$48,642.00
Stacy Trentham	\$49,000.00
Scott Peterson	\$62,667.00
Darci Bultema Skyles	\$53,777.00
Marcela Faflak	\$59,103.00
Marla Fogderud	\$42,000.00
Joshua Frachiseur	\$52,896.00
Frederic Hemke	\$48,897.00
Grant Manhart	\$73,062.00
Audrey Miller	\$42,400.00
Rolf Olson	\$72,000.00
Michael Skyles	\$41,981.00
Wendy VanGent	\$48,152.00
Robert Vodnoy	\$58,372.00
William Wieland	\$94,846.00

Timothy Woods	\$71,671.00
Daniel Yurgaitis	\$72,236.00
Kenneth Blanchard	\$77,373.00
Jon Schaff	\$90,746.00
Teresa Stallings	\$48,858.00
Timothy Houge	\$51,485.00
Jeffrey Jay	\$101,828.00
Craig Kono	\$55,290.00
Andria Moon	\$52,468.00
Cheryl Wold	\$50,857.00
Lori Bruns	\$46,413.00
Mario Fontana	\$55,736.00
Thomas Orr	\$55,189.00
Ahmet Can	\$55,000.00
Karyl Meister	\$52,994.00
Brian Bengs	\$52,500.00
Julie Schroer	\$38,597.00
Courtney Waid-Lindberg	\$58,615.00
Michelle Lesnar	\$44,256.00
Amber Mathern	\$70,651.00
Todd Muehler	\$87,451.00
Hassan Niazi	\$51,487.00
Robert Preston	\$82,542.00
Hannah Walters	\$50,918.00
Gregory Francom	\$62,570.00
Constance Geier	\$91,124.00
Jessica Vogel	\$46,000.00
Brian Wallace	\$55,000.00
Antony White	\$52,759.00

PZRSPMT South Dakota Board of Regents
 Northern State University
 FY18 Non-Unit Faculty Salary Analysis 05/12/2017 10:07:18
 Version : 062016.21b

Name	Salary
Megan Baule	\$55,000.00
Tara Currier-Hofer	\$55,000.00
Amanda Fa'Onelua	\$54,000.00
Beata Ferris	\$56,000.00
Kami Fischbach	\$57,500.00
Joanna Goetz	\$70,383.00
Steven Gough	\$57,500.00
Anna Lohmeyer	\$25,669.00
Bobbi Maher	\$56,000.00
Gayla Martens	\$64,176.00
Michelle Nelin-Maruani	\$56,000.00
Jacqueline Omland	\$68,354.00
Lisa Peterson	\$54,000.00
David Pierson	\$61,334.00
Jennifer Thiel	\$56,000.00
Danielle Thooft	\$54,000.00

Lori Wagner	\$56,000.00
Jeffrey Walz	\$57,500.00
Paula Wetenkamp	\$58,545.00
Kristin Echtenkamp	\$47,136.00
Lynn Klundt	\$44,551.00
Sara Schmidt	\$91,109.00
Peter Kilian	\$75,054.00
Jodie Ramsay	\$80,889.00
Steven Usitalo	\$68,166.00
Juan Gonzalez	\$54,164.00
Terry Beckler	\$64,084.00
Alan Neville	\$59,070.00
Jeffrey Howard	\$54,240.00
Allen Barclay	\$83,874.00

PZRSPTM South Dakota Board of Regents
 South Dakota School of Mines and Tech.
 FY18 Non-Faculty Exempt Salary Analysis
 Version : 062016.21b

05/12/2017 10:07:19

Name	Salary
-----	-----
Demitris Kouris	\$227,020.00
Michelle Lineweber	\$52,000.00
Molly Moore	\$98,040.00
Kathryn Alley	\$111,242.57
Michael Carter	\$69,901.49
Heather Forney	\$100,981.20
Anne Langdell	\$67,080.00
Barbara Mustard	\$59,463.84
Taylor Davis	\$40,248.00
Kinsey Gustafson	\$37,203.60
Samantha Haverly	\$35,000.00
Kristen Kugler	\$42,500.00
Brittney Lystad	\$35,000.00
Carol Racanelli	\$51,762.03
Samantha Smith	\$37,203.60
Todd Curtis	\$58,475.18
Joshua Hammell	\$77,400.00
Francis Kustas	\$63,777.60
Brian Hardy	\$55,000.00
Joel Lueken	\$99,500.00
Shaun Skavang	\$35,088.00
Steven Johnson	\$43,218.23
Jason Pfeiffer	\$43,195.32
Darrell Sawyer	\$83,515.19
Caitlin Asato	\$53,148.00
Saurabh Dhiman	\$47,736.47
Ivan Filipov	\$61,294.61
Jorge Gonzalez Estrella	\$53,148.00
Wei Nan	\$47,476.00
Rajesh Sahadevan	\$47,476.00
Anuradha Shende	\$57,453.50

Jared Thompson	\$38,298.00
Sangchul Bang	\$75,852.00
Heidi Sieverding	\$48,173.35
Martin Dangelmayr	\$39,666.00
Devin Moeller	\$50,000.00
Ryan Koontz	\$70,203.87
Kimberly Osberg	\$65,406.10
Andrew Brady	\$77,969.66
Chunhui Chen	\$65,000.00
Abdulmenan Hussein	\$65,000.00
Bert Mannhalter	\$74,441.26
Mary Jo Farrington	\$27,436.11
Jeremy Kendall	\$41,200.00
Megan Reder-Schopp	\$62,160.00
Nancy Sprynczynatyk	\$41,280.00
Jason Henry	\$47,203.70
Jason Henry	\$6,569.76
Jason Henry	\$21,677.10
Jerald Schafer	\$53,111.89
Jerald Schafer	\$19,314.91
David Boyles	\$69,607.37
Cabot-Ann Christofferson	\$69,791.07
Darren Schwede	\$46,440.00
Janet Taylor	\$51,544.27
Yu Luo	\$48,483.20
Weisong Tian	\$56,100.00
Guodong Wang	\$53,790.00
Jason Ward	\$60,000.00
Thomas Durkin	\$60,250.22
David Lingenfelter	\$51,946.75
Kandice Green	\$39,201.55
Jerilyn Roberts	\$98,431.13
Margaret Smallbrock	\$52,906.52
Thomas Delgado	\$45,900.00
Michael Mannhalter	\$70,845.21
Douglas Parrow	\$46,013.17
Frank Malott	\$138,280.00
David Martin	\$72,832.37
Erin Richards	\$57,595.92
Valerie Solano	\$56,836.98
Taylor Breitzman	\$50,000.00
Travis Dixon	\$31,000.00
Cody O'Neill	\$34,000.00
Eric Raisbeck	\$35,000.00
Justin Udy	\$40,000.00
Christopher Pellowski	\$60,000.00
William Roggenthen	\$81,904.16
Sui Tung	\$60,000.00
Maribeth Price	\$150,000.00
Caitlin Beyer	\$28,500.00
Lisa LaPlant	\$36,140.64
Daniel Sepion	\$69,326.01
Anthony Zimny	\$30,000.00
Rachel Mannhalter	\$29,245.85
Kelli Shuman	\$101,136.00
Crystal VanDaalen	\$53,148.00
Vanessa Sevier	\$11,874.19

Vickie Bender	\$85,345.52
Jason Erickson	\$73,132.69
Bryan Schumacher	\$99,692.32
Bradley Blume	\$46,789.00
Jennifer Buddle	\$47,922.99
Eric Glenn	\$38,461.61
Ryan Larsen	\$65,850.89
Derrick Lecy	\$37,044.67
Tiffany McCampbell	\$61,366.85
Abigail Pollart	\$30,000.00
Zachary Tinker	\$88,000.00
Susan Aadland	\$69,496.54
Beth Riley	\$45,218.34
Ann Brentlinger	\$78,540.00
Julia Easton	\$48,000.00
Danielle Mason	\$44,073.00
Charles Ray	\$55,000.00
Haiping Hong	\$85,358.00
Jeevan Meruga	\$57,800.00
Daniel Dolan	\$47,281.88
Adam Kuenkel	\$44,000.00
Tyrone Phillips	\$50,000.00
Andrea Surovek	\$69,658.55
Jesus Herrera	\$56,413.17
Kaylynn Two Bulls	\$37,203.60
Kelsie Abrams	\$37,168.89
Danielle Serratos	\$44,989.53
Sally Shelton	\$67,004.67
Fangjia Li	\$48,000.00
Eric Miller	\$53,664.00
Jungho So	\$53,000.00
Katie Ludvigson	\$65,000.00
Jan Puszynski	\$181,839.68
Joseph Wright	\$126,369.76
Stephanie Lindsley	\$58,923.36
Andrew Conniff	\$29,762.88
Graham Davis	\$43,794.00
Cory Headley	\$55,000.00
Matthew Hanley	\$49,000.00
Patricia Mahon	\$141,090.00
Lisa Carlson	\$81,000.00
Erica Haller-Stevenson	\$50,000.00
Tyg Long	\$35,005.73
Thomas Mahon	\$47,833.20
Seth Nichols	\$47,476.00
Marlin Kinzer	\$62,867.38
Sarah Folsland	\$21,259.20
Hope Bonlander	\$34,400.00

PZRSPMT

South Dakota Board of Regents
 South Dakota School of Mines and Tech.
 FY18 Unit Faculty Salary Analysis

05/12/2017 10:07:20

Version : 062016.21b

Name	Salary
Kenneth Benjamin	\$87,981.00
Timothy Brenza	\$86,688.00
David Dixon	\$120,865.00
Patrick Gilcrease	\$108,956.00
Lori Groven	\$88,159.00
Kevin Hadley	\$83,592.00
Todd Menkhaus	\$109,647.00
Rajesh Sani	\$82,560.00
Rajesh Shende	\$88,988.00
Lois Arneson-Meyer	\$64,829.00
Jennifer Benning	\$80,501.00
Clifford Bienert	\$32,000.00
William Capehart	\$91,904.00
Venkata Gadhamshetty	\$96,886.00
Mengistu Geza Nisrani	\$80,000.00
Bret Lingwall	\$84,460.00
Soonkie Nam	\$79,877.00
Christopher Shearer	\$84,371.00
James Stone	\$95,890.00
Keith Whitaker	\$87,125.00
Matthew Adkins	\$62,141.00
Haley Armstrong	\$60,000.00
Michael Hudgens	\$56,593.00
Rodney Rice	\$75,008.00
Judy Sneller	\$90,191.00
Christy Tidwell	\$58,047.00
Xinhua Bai	\$80,541.00
Robert Corey	\$84,303.00
Luke Corwin	\$76,831.00
Michael Dowding	\$48,247.00
Adam French	\$83,200.00
Rafal Oszwaldowski	\$72,501.00
Juergen Reichenbacher	\$77,974.00
Richard Schnee	\$95,010.00
Vladimir Sobolev	\$82,616.00
Frank Strieder	\$99,807.00
John Dreyer	\$59,947.00
Jonathan Gibson	\$60,048.00
Kayla Pritchard	\$59,283.00
Frank Van Nuys	\$70,733.00
Lori Coble	\$51,144.00
Tsvetanka Filipova	\$56,797.00
Hao Fong	\$99,855.00
Kelsey Gilcrease	\$46,390.00
David Gilley	\$92,334.00
Dan Heglund	\$72,052.00
Lisa Kunza	\$75,542.00
Joseph Marshall	\$44,617.00
Justin Meyer	\$70,201.00
Mark Novak	\$78,640.00
Rebecca Pinkelman	\$65,000.00
Alevtina Smirnova	\$75,153.00
Zhengtao Zhu	\$75,148.00
Debra Bienert	\$45,820.00

Karen Braman	\$76,048.00
Kyle Caudle	\$67,313.00
Julie Dahl	\$68,635.00
Brent Deschamp	\$48,394.00
Patrick Fleming	\$47,332.00
Martha Garlick	\$57,171.00
Peter Grieve	\$44,577.00
Paul Hinker	\$85,075.00
Roger Johnson	\$97,426.00
Christer Karlsson	\$87,491.00
Donna Kliche	\$85,048.00
Robert Kowalski	\$78,267.00
Tristin Lehmann	\$43,000.00
William Leonard	\$45,773.00
Jeffrey McGough	\$102,256.00
Larry Pyeatt	\$94,269.00
Mengyu Qiao	\$94,913.00
Lisa Rebenitsch	\$85,000.00
Michelle Richard-Greer	\$46,713.00
Roben Rudy-Hinker	\$43,000.00
Roger Schrader	\$58,610.00
Donald Teets	\$100,805.00
John Weiss	\$114,180.00
Cindy Davies	\$57,148.00
Dimitrios Anagnostou	\$91,166.00
Randy Hoover	\$86,343.00
Elaine Linde	\$71,127.00
Thomas Montoya	\$94,497.00
Kazem Sohraby	\$121,899.00
Charles Tolle	\$91,983.00
Keith Whites	\$127,403.00
Yanxiao Zhao	\$81,034.00
Zeynep Baran	\$74,277.00
Kurt Katzenstein	\$81,882.00
Liangping Li	\$88,150.00
Timothy Masterlark	\$104,634.00
Darrin Pagnac	\$65,074.00
John Sawyer	\$81,588.00
Larry Stetler	\$94,146.00
Gokce Ustunisik	\$75,000.00
Dean Jensen	\$82,306.00
Paula Jensen	\$63,721.00
Stuart Kellogg	\$127,636.50
Carter Kerk	\$114,223.00
Frank Matejcik	\$77,053.00
Adam Piper	\$77,474.00
Grant Crawford	\$93,690.00
William Cross	\$99,123.00
Jon Kellar	\$134,885.00
Mohammad Sadegh Safarzade	\$79,297.00
Duane Abata	\$119,331.00
Jason Ash	\$87,837.00
Cassandra Degen	\$81,199.00
Shaobo Huang	\$84,046.00
Vojislav Kalanovic	\$102,292.00
Aaron Lalley	\$84,430.00
Bamdad Lessani	\$81,548.00

Karim Muci Kuchler	\$123,146.00
Albert Romkes	\$81,928.00
Khosro Shahbazi	\$89,247.00
Ivy Allard	\$72,000.00
Andrea Brickey	\$86,856.00
Kelli McCormick	\$77,278.00
Purushotham Tukkaraja	\$80,456.00
Christopher Wyatt	\$66,000.00
Scott Ahrenkiel	\$92,151.00
Robert Anderson	\$75,496.00
Jing Liu	\$74,016.00
Scott Wood	\$72,000.00
Haeyeon Yang	\$81,068.00

PZRSPTM South Dakota Board of Regents
 South Dakota School of Mines and Tech.
 FY18 Non-Unit Faculty Salary Analysis 05/12/2017 10:07:28
 Version : 062016.21b

Name	Salary
-----	-----
Christian Widener	\$139,274.00
Robb Winter	\$86,503.50
Robb Winter	\$86,503.50
Scott Kenner	\$77,500.00
Scott Kenner	\$77,500.00
Marc Robinson	\$86,335.00
David Salem	\$156,249.00
Deborah Mitchell	\$29,444.00
Deborah Mitchell	\$29,444.00
Andre Petukhov	\$78,234.50
Andre Petukhov	\$78,234.50
Richard Sinden	\$84,413.50
Richard Sinden	\$84,413.50
Kyle Riley	\$70,564.50
Kyle Riley	\$70,564.50
Patricia Andersen	\$83,040.00
Edward Duke	\$106,599.00
Darren Clabo	\$75,620.00
Laurie Anderson	\$82,845.00
Laurie Anderson	\$82,845.00
Nuri Uzunlar	\$80,075.50
Nuri Uzunlar	\$80,075.50
Michael West	\$67,923.00
Michael West	\$67,923.00
Daniel Dolan	\$47,281.88
Lance Roberts	\$77,400.50
Lance Roberts	\$77,347.50
Steve Smith	\$163,719.00

PZRSPT

South Dakota Board of Regents

South Dakota State University

FY18 Non-Faculty Exempt Salary Analysis

05/12/2017 10:07:29

Version : 062016.21b

Name	Salary
-----	-----
Jane Amiotte	\$36,453.00
Donna Bittiker	\$73,996.00
Natalie Brandt	\$36,500.00
Stephanie Chambliss	\$36,453.00
Laurie Elmore	\$18,073.00
Amber Erickson	\$36,453.00
Maria Feldhaus	\$38,320.00
Ronald Frederick	\$36,453.00
Deanna Gall	\$43,392.00
Aminah Hassoun	\$37,091.00
Falyn Hogg	\$36,453.00
Lauren Hollenbeck	\$36,559.00
Kaycee Jones	\$39,601.00
Laura Kahler	\$36,453.00
John Keimig	\$48,738.00
Bradley Keizer	\$43,763.00
Tracey Lehrke	\$48,541.00
Phoebe Lemke	\$17,401.00
Debra Lessman	\$18,575.00
Katherine Linnemanstons	\$37,000.00
Jodi Loehrer	\$43,236.00
Sonia Mack	\$46,109.00
John Madison	\$38,325.00
Charles Martinell	\$45,663.00
Michelle May	\$40,172.00
Kimberly McGraw	\$45,729.00
Peter Nielson	\$84,295.00
Matthew Olson	\$36,700.00
Alicia Petersen	\$36,453.00
Jennifer Ringkob	\$43,815.00
Hilary Risner	\$40,000.00
Hilary Rossow	\$40,000.00
Mary Roudabush	\$36,453.00
Audra Scheel	\$37,614.00
Nathan Skadsen	\$38,120.00
Amanda Stade	\$40,000.00
Becca Tullar	\$38,325.00
Jennifer Voigt	\$39,145.00
Dennis Hedge	\$251,000.00
Mary Helling	\$144,322.00
Janell Hoffelt	\$48,744.00
Karla Howard	\$56,730.00
Vincent Lahren	\$57,923.00
Karen Jastram	\$98,000.00
James Rogness	\$75,132.00
Kristie Woods	\$62,733.00
Ross Pirlet	\$59,000.00
William Moore	\$95,885.00
Aubree Cheadle	\$37,230.00
Seth Conley	\$37,230.00

Anastasia Dill	\$39,687.00
Shawn Helmbolt	\$69,498.00
Michelle Kuebler	\$76,672.00
Carley McMacken	\$38,721.00
Erica Quam	\$38,721.00
Lisa Schramm	\$66,626.00
Sanna Streng	\$37,230.00
Ryan Vandekieft	\$49,516.00
Jennifer Veurink	\$40,076.00
Tracy Welsh	\$113,339.00
Kelly Wendell	\$52,396.00
Alexander Wood	\$46,349.00
Kelley Yseth	\$50,221.00
Lora Berg	\$88,534.00
Bradley Blaha	\$52,551.00
Mary Christensen	\$65,636.00
Christina Lind-Thielke	\$36,503.30
Angela Loftesness	\$64,528.00
Donald Marshall	\$181,099.00
Cynthia Pfennig	\$49,000.00
Christopher Schlenker	\$47,580.00
Daniel Scholl	\$181,101.00
Justin Werkmeister	\$74,836.00
Laura Edwards	\$72,578.00
Nathan Edwards	\$51,583.01
David Kringen	\$61,837.00
Jeffrey Vander Schaaf	\$51,499.00
Ryan Vanderleest	\$42,535.18
Christine Wood	\$55,334.00
David Gay	\$53,430.00
William Gibbons	\$149,026.00
Jack Ingemansen	\$102,280.00
Cody Moret	\$47,679.00
Ann Taecker	\$52,475.00
Melissa Vande Weerd	\$63,951.00
Douglas Young	\$50,612.00
Lindsey Gerard	\$50,940.00
Jessica Burke	\$42,100.00
Michelle Glanzer	\$44,273.00
Gwen McCausland	\$77,518.00
Dawn Stephens	\$44,273.00
Carrie Van Buren	\$45,310.00
Alvaro Garcia	\$107,077.00
Amanda Bachmann	\$65,609.00
Ruth Beck	\$65,388.00
Sara Berg	\$58,700.00
Anthony Bly	\$68,923.00
Stephanie Bruggeman	\$62,827.00
Jiuhuan Feng	\$55,034.00
Neal Foster	\$74,456.00
Karla Hernandez	\$58,468.00
Allen Heuer	\$43,991.00
Paul Johnson	\$80,079.00
David Karki	\$63,886.00
Jonathan Kleinjan	\$63,682.00
Liming Lai	\$32,925.77
Bradley McManus	\$50,821.00

Janet Miller	\$37,621.00
Christopher Nelson	\$43,159.17
Dan Olson	\$51,143.00
Ronny Parmely	\$50,440.00
Graig Reicks	\$50,488.00
Philip Rozeboom	\$41,272.00
Gared Shaffer	\$58,000.00
Connie Strunk	\$67,543.00
Padmapriya Swaminathan	\$50,440.00
Julie Thomas	\$44,053.55
Michael Long Tran	\$43,000.00
Patrick Wagner	\$58,000.00
Travis Clement	\$69,256.00
Steven Dilberger-Lawson	\$58,571.00
Nuria Garcia-Fernandez	\$52,000.00
Jane Hennings	\$112,709.00
Jane Hennings	\$46,036.00
Julia Nelson	\$49,882.00
Rajeshkumar Parmar	\$61,717.00
Laura Ruesch	\$38,672.00
Aaron Singrey	\$58,537.00
Bridget Skeels	\$43,493.00
Fernando Vicoso Bauermann	\$54,000.00
Heidi Carroll	\$52,500.00
Jennifer Forney-Eide	\$47,500.00
Jason Griffin	\$47,443.89
Taylor Grussing	\$51,624.00
Adele Harty	\$58,000.00
Ann Kolthoff	\$47,500.00
David Ollila	\$72,326.00
Stephanie Perkins	\$31,844.19
Cameron Pewe	\$50,000.00
Warren Rusche	\$70,000.00
Robin Salverson	\$62,851.00
Paul Schlobohm	\$47,500.00
Ronald Skovly	\$50,440.00
Chelsea Sorensen	\$45,500.00
Katherine Erdman Becker	\$78,009.00
Jessica Lewis	\$48,175.00
Richard Meyers	\$75,021.00
Dennis Papini	\$207,350.00
Erin Staniszewski	\$50,613.00
Jason Zimmerman	\$135,000.00
Bradley Rops	\$52,090.00
Peter Sexton	\$102,240.00
Liping Gu	\$71,396.00
Greg Heiberger	\$66,559.00
Ashley McConnell	\$48,000.00
Marjoanne Thompson	\$50,818.00
Kendell Rohrbach	\$67,400.00
Laura Hayden-Moreland	\$48,465.00
Leo Gannon	\$58,712.00
BreeAnn Brandhagen	\$55,799.00
Jason Kerkvliet	\$66,427.00
Tao Lin	\$46,704.00
Kari Peterson	\$47,839.08
Joanita Kant	\$67,000.00

Kenneth Sherin	\$78,500.00
Barbara Fourney	\$48,000.00
Zachary Boyle	\$47,235.89
Christopher Funk	\$64,582.76
Daniel Moerke	\$56,650.00
Kari O'Neill	\$72,512.00
Lorna Saboe-Wounded Head	\$64,000.00
Peggy Schlechter	\$61,013.00
Paul Thares	\$55,724.00
Lindsey Hamlin	\$97,663.00
Tracia Hogue	\$43,390.00
Theresa Ireland	\$43,370.00
Carey Kilmer	\$62,619.00
Jenna Nelson	\$41,778.00
Moneik Stephens	\$37,634.00
Melissa Vandekieft	\$42,994.00
Leacey Brown	\$48,565.00
Aimee Ladonski	\$52,481.00
Audrey Rider	\$60,748.00
Connie Crandall	\$50,169.00
Polly Davis	\$37,701.00
Gabriel Hertler	\$37,701.00
Jessica McLaughlin	\$37,591.00
Darci Nichols	\$61,291.00
Michelle Novak	\$37,591.00
Michelle Bayer	\$58,331.00
Kevin Sackreiter	\$80,503.00
Steven Beckman	\$55,219.00
Tracey Erickson	\$72,277.00
John Haberkorn	\$76,914.00
Akimoto Ichinomiya	\$47,500.00
Peter Linke	\$54,482.00
Melissa Schmitt	\$47,500.00
Raunak Shukla	\$47,500.00
Dwayne Beck	\$61,920.00
Dwayne Beck	\$50,661.00
Michele Mucciante	\$104,937.00
Phillip Huebner	\$67,995.00
Kayte Haggerty	\$49,348.00
Jack Davis	\$67,179.00
Heather Gessner	\$54,060.00
Shannon Sand	\$54,579.00
Cindee Stedman	\$56,934.00
Carla Anderson	\$53,188.00
Jane Hegland	\$65,498.00
Jane Hegland	\$69,675.00
Melissa Ochsner	\$44,979.00
Amanda Severson	\$44,390.00
Kristina Stulken	\$45,633.00
Jill Thorngren	\$205,648.00
Chanda Walter	\$45,658.00
Chunyang Wang	\$72,365.00
Chunyang Wang	\$60,876.00
Daniel Flaskey	\$46,350.00
Jason Sternhagen	\$99,158.00
Jayme Trygstad	\$64,018.00
Lewis Brown	\$212,329.00

Rachel Flaskey	\$50,000.00
Richard Reid	\$155,510.00
Gregory Derynck	\$50,169.00
David Haugan	\$47,150.00
Tammy Hintz	\$20,587.03
Jon Puetz	\$84,669.00
Bruce Will	\$47,150.00
Dennis Helder	\$182,310.00
Morakot Kaewmanee	\$55,000.00
Larry Leigh	\$77,361.00
Cibele Teixeira Pinto	\$55,000.00
Aaron Aure	\$70,000.00
Samuel Jennings	\$92,030.00
Kenneth Larson	\$44,938.00
Joshua Mann	\$53,860.00
Gary Yarrow	\$96,195.00
Wendy Dailey	\$55,100.00
Dean Kattelmann	\$150,000.00
Jennifer Kindt	\$58,650.20
Jonathan Meendering	\$72,000.00
Leslie Olive	\$102,800.00
Troy Syhre	\$67,200.00
Keith Enevoldsen	\$73,900.00
Colin Gaalswyk	\$78,590.00
Amy Jones	\$72,925.00
David Law	\$74,000.00
James Weiss	\$75,600.00
Dawn Syhre	\$53,000.00
Barry Mielke	\$85,000.00
Donald Peacock	\$59,736.45
Zachary Rykhus	\$60,000.00
Tanner Aiken	\$58,260.00
Holly Beutler	\$56,000.00
Kathy Busch	\$55,073.00
Becky Degen	\$99,147.00
David Gilkerson	\$65,791.00
Michael Holbeck	\$107,614.00
Jacqueline Nelson	\$123,725.00
Derek Peterson	\$113,300.00
Annalisa Reed	\$67,313.00
Kacie Richard	\$70,000.00
Angie Rondeau-Hyde	\$20,629.44
Wesley Tschetter	\$200,000.00
Kassandra Boyer	\$35,920.91
Tracey Buisker	\$42,992.77
Cheryl Glazier	\$36,191.30
Carolyn Halgerson	\$78,303.00
Julie Hamer	\$48,685.00
Micah Hansen	\$51,226.00
Sydney Rott	\$32,031.38
Beth Vollan	\$50,850.00
Lynn Renee	\$42,023.00
Jason Schoch	\$47,500.00
Suzanne Stluka	\$93,470.00
Karlys Wells	\$43,177.00
Kimberly Wilson-Sweebe	\$47,500.00
Emily White	\$10,488.37

Adam Dosch	\$108,057.00
Alexey Egorov	\$53,985.00
Geoffrey Henebry	\$156,099.00
Anna Atteberry-Gustafson	\$71,134.00
Jenna Cowan	\$47,500.00
Patricia Da Rosa	\$65,983.00
Shana Harming	\$47,500.00
Jennifer Kerkvliet	\$62,060.00
Mary Minton	\$129,361.00
Katherine Reeder	\$133,000.00
Kinchel Doerner	\$166,709.00
Kristen Kponyoh	\$43,261.00
Nicole Lounsbery	\$80,271.00
Aimee Maher	\$42,495.00
Loretta Gross	\$50,451.00
Karen Gruber	\$51,759.00
Heather Johnson	\$46,879.00
Bobby Markham	\$54,631.00
Melissa Miller	\$50,100.00
Jill O'Neil	\$61,253.00
Kay Scheibe	\$73,000.00
Douglas Ward	\$48,650.00
Michael Biondo	\$42,038.00
Emmeline Elliott	\$39,735.00
Kristi Tornquist	\$175,142.00
Kerry Brown	\$38,559.00
Lauren Brown	\$38,903.00
Shari Landmark	\$58,264.00
Justin Parks	\$36,754.00
Mariah Weber	\$43,694.00
Samantha Dvorak	\$37,856.00
Megan Erickson	\$51,500.00
Megan Jacobson	\$50,552.00
Becky Jensen	\$60,377.00
Hope Kleine	\$46,000.00
Nathania Knight	\$36,453.00
Rachel Lindvall	\$46,226.00
Nikki Prosch	\$49,160.00
Ann Schwader	\$64,122.00
Tara Shafrath	\$47,500.00
Prairey Walkling	\$47,500.00
Hanna Holmquist	\$43,860.00
David Hanson	\$79,711.00
Michelle Johnson	\$76,000.00
Jani Kovach	\$51,957.00
Jessica Lankford	\$47,500.00
Mary Larson	\$63,338.00
Louise Loban	\$80,000.00
Marc Serrett	\$121,400.00
Ryan Knutson	\$108,309.00
Jana Hanson	\$89,000.00
T McLaughlin	\$61,716.00
Jennifer Vander Wal	\$62,298.00
Ju-Yu Chang	\$57,915.00
Amanda Fickes	\$44,865.00
John Howard	\$70,950.00
Shouhong Zhang	\$85,338.00

Eric Adolph	\$43,000.00
Joseph Barnes	\$50,000.00
Kristen Beer	\$41,207.00
Brian Bergstrom	\$60,000.00
Robert Bishop	\$70,000.00
Christopher Bono	\$130,000.00
Rachel Boone	\$37,553.00
Clinton Brown	\$75,091.00
Scott Brown	\$95,000.00
Brody Busho	\$41,383.00
Carly Case	\$37,553.00
Nicole Cirillo	\$72,582.00
Hailey Cowles	\$38,964.00
Woodrow Dahl	\$37,004.00
Blake Day	\$56,500.00
Rodney DeHaven	\$67,891.00
Jeffrey Drietz	\$31,845.00
C Eidsness	\$75,091.00
Jeffrey Eisenbaum	\$51,511.00
David Ellis	\$45,000.00
Bradley Erickson	\$65,186.00
Katie Falco	\$54,765.00
Brian Grunzke	\$41,029.00
Eric Hanenberger	\$50,503.00
Justin Hansen	\$32,240.00
Benjamin Heinze	\$60,000.00
Kathleen Heylens	\$70,997.00
Jeff Holm	\$84,882.00
Jason Hove	\$51,454.00
Philip Hurley	\$45,192.00
Daniel Jackson	\$45,000.00
Andrew Janssen	\$40,000.00
Michael Jewett	\$66,196.00
Aaron Johnston	\$225,000.00
Charles Klinkefus	\$85,000.00
David Kragness	\$42,136.00
Haylie Linn	\$47,718.00
Tyler Lippert	\$38,259.00
Tamara Loban	\$46,424.00
Matthew Maher	\$95,000.00
Tyler Merriam	\$55,000.00
Nathan Moe	\$56,723.00
Mitchell Mormann	\$32,700.00
John Newman	\$32,772.00
Abby Oakland	\$40,000.00
Thomas Otzelberger	\$325,000.00
Adam Parsons	\$37,553.00
Brett Penning	\$55,000.00
Shannon Pivovar	\$39,664.00
Jonathan Reader	\$80,000.00
James Rogers	\$53,055.00
Luke Schleusner	\$50,000.00
Michele Schmidt	\$38,060.00
Sara Schneider	\$40,699.00
Aaron Schopp	\$50,000.00
Jennifer Sell	\$43,292.00
Justin Sell	\$260,000.00

Sean Smalley	\$36,504.00
Christian Smith	\$40,000.00
Andrew Sogn	\$36,484.00
Lisa Spors	\$42,900.00
David St John	\$50,503.00
John Stiegelmeier	\$240,000.00
Brock Thompson	\$62,000.00
Jonathan Treiber	\$35,000.00
Casey VanDamme	\$79,516.00
Christi Williams	\$48,830.00
Krista Wood	\$71,079.00
Kathleen Fairfax	\$152,932.00
Sally Gillman	\$73,840.00
Lauren Kinter	\$50,000.00
Kirsten Linke	\$43,365.00
Briana Litz	\$42,627.00
Rusty Wienk	\$53,665.00
Greg Wymer	\$76,566.00
Nathan Ziegler	\$77,231.00
Chad Vossekuil	\$38,903.00
Bruce Anderson	\$54,041.00
Lowell Haag	\$48,427.00
Brian Stemwedel	\$42,058.00
Tianna Beare	\$61,724.00
Teresa Binkley	\$67,772.00
Bonny Specker	\$178,528.00
Lee Weidauer	\$62,169.00
Brady Klocker	\$104,000.00
Peter Bauman	\$76,517.00
James Doyle	\$53,000.00
Sean Kelly	\$53,000.00
Nancy Fahrenwald	\$206,133.00
Amanda Mitchell	\$66,279.00
Arlys Janssen	\$58,610.00
Jeren Vanduch	\$45,934.00
Xiangming Guan	\$142,339.00
Nathan Bylander	\$47,500.00
Mary Carlson	\$48,165.00
Teresa Delfinis	\$54,079.00
Mary Fishback	\$55,045.00
Daniel Hansen	\$125,465.00
Asha Hertler	\$47,500.00
Andrea Hogue	\$41,000.00
Tiffany Montalvo	\$42,992.77
Jane Mort	\$149,922.00
Michelle Parker	\$56,719.00
Bernard Hendricks	\$83,773.00
Tracy Greene	\$145,960.00
Jessica Huyck	\$48,983.06
Nicole Picconi	\$46,000.00
Linda Schumacher	\$56,221.32
Michael Taylor	\$41,000.00
Karyn Weber	\$92,752.00
Robert Carlson	\$69,871.00
Doug Odegaard	\$50,002.24
Vicki Soren	\$63,800.00
Joyce Kepford	\$68,380.00

James Doolittle	\$158,519.00
Dianne Nagy	\$63,960.00
Pamela Adler	\$43,740.00
Carolyn Hart	\$43,000.00
Jodi Lundgren	\$47,803.00
Lisa Scholten	\$50,500.00
Mary Verschoor	\$93,215.00
Andrew Peterson	\$59,158.00
Gregory Vavra	\$65,607.00
Karla Trautman	\$124,434.00
Donna Dunn	\$43,706.00
Janet Peterson	\$76,500.00
Brenda Ferguson	\$58,610.00
Jolane Tomhave	\$74,500.00
Kimberly Yunginger	\$54,269.00
Morgan Catlett-Ausborn	\$42,023.00
Russel Chavez	\$48,754.00
April Eastman	\$63,252.00
Craig Jucht	\$79,000.00
Douglas Wermedal	\$119,000.00
Michaela Willis	\$165,000.00
Brenda Andersen	\$95,139.00
Karla Anderson	\$44,892.00
Janae Jacobsen	\$31,298.00
Lindsay Olson	\$61,791.00
Samantha Contarino	\$47,500.00
Emily Crooks	\$34,059.00
Carl Douglas	\$92,108.00
Nancy Hartenhoff-Crooks	\$50,108.00
Laurie Johnson	\$34,580.00
Jeffrey Vostad	\$50,673.00
Kas Williams	\$48,509.00
Addie Borah	\$56,083.00
Stephanie Brown	\$48,500.00
Kayla Bucknell	\$50,000.00
Susan Fredrikson	\$57,389.00
Sherry Fuller Bordewyk	\$69,526.00
Alan Haarstad	\$43,056.00
Adam Karnopp	\$64,226.00
Jennifer Novotny	\$92,108.00
Abby Rogers	\$43,056.00
Jerad Schlobohm	\$43,284.00
Adam Skoglund	\$50,708.00
Keith Skogstad	\$62,367.00
Susan Smith	\$53,276.00
Mary Stock	\$48,500.00
Matthew Tollefson	\$48,500.00
Mark Venhuizen	\$56,812.00
Nicholas Wendell	\$72,814.00
Vance Owens	\$142,033.00
Kristine Brockhoft	\$42,000.00
Rachel Busmann	\$57,000.00
Elizabeth Mayrose	\$37,000.00
William Aylor	\$147,298.00
Camila Diel	\$47,500.00
Kimberlie Goodfellow	\$71,068.00
Cassy Hultman	\$74,478.00

Laura Jacobs	\$50,415.00
Jacquelyn Kirby	\$47,081.00
Brandt Kreyger	\$52,000.00
Benjamin Moyer	\$47,500.00
Meghan Peterson	\$52,629.00
Susan Rosen	\$61,329.00
Todd Stricherz	\$79,085.00
Aaron Tonsager	\$59,874.00
Lois Tschetter	\$117,716.00
Camilla Veire	\$48,208.00
Inhyun Choi	\$72,432.00
Christie Delfanian	\$49,800.00
Matt Halvorson	\$38,301.00
Andrea Kieckhefer	\$57,797.00
Karissa Kuhle	\$52,000.00
Jamison Lamp	\$51,000.00
Michael Lockrem	\$96,976.00
Mark Luebker	\$72,046.00
Matthew Schmidt	\$50,694.00
Nicole Youmans	\$52,017.00
Kevin Brandt	\$85,321.00
Maria Kalyvaki	\$64,000.00
Brian Moore	\$66,359.00
Amber Healy	\$56,797.00
Samantha Tutt	\$50,000.00
Stephen Saiz	\$39,337.00
Matthew Badura	\$45,552.00
Stephanie Bebensee	\$46,670.00
Keith Corbett	\$136,502.00
Nicole Gertken	\$45,480.00
Ashley Kirchner	\$46,068.00
Linde Murray	\$50,617.00
Christy Osborne	\$45,123.00
Jody Owen	\$64,191.00
Kristen Uilk	\$49,977.00
Jill VanDamme	\$36,716.00
Bryan Bisson	\$50,659.00
John Diischer	\$27,296.00
Brian Dominguez	\$43,029.00
Daniel Gissing	\$27,440.00
Jeffrey Hale	\$92,108.00
Lauren Heeren	\$27,215.00
Virginia James	\$41,547.00
Christina Kaberline	\$62,585.00
Andrew Kandell	\$27,484.00
Joshua Maples	\$27,770.00
Andrea Mayrose	\$27,215.00
Margaret Miller	\$42,587.00
Eric Miner	\$27,215.00
James Schmaedeke	\$53,833.00
Amy Sylvestre	\$27,215.00
Tobias Uecker	\$55,658.00
Brooke Walker	\$27,440.00
Timothy Heaton	\$84,298.00
Michael Kilber	\$60,243.35
Michael Adelaine	\$185,000.00
Wendy Craddock	\$76,308.00

Ronnie Straub	\$64,595.00
Faten Okda	\$19,281.60
Kristi Cammack	\$125,000.00
Kathleen Fitzgerald-Ellis	\$48,208.00
Barbara Hobbs	\$125,437.00

PZRSPTM South Dakota Board of Regents
 South Dakota State University
 FY18 Unit Faculty Salary Analysis
 Version : 062016.21b

05/12/2017 10:07:34

Name	Salary
-----	-----
Laurent Ahiablame	\$78,087.00
Gary Anderson	\$74,064.00
Erin Cortus	\$83,039.00
Joseph Darrington	\$79,839.00
Aaron Franzen	\$76,000.00
ZhengRong Gu	\$83,908.00
James Julson	\$77,432.00
Rachel McDaniel	\$82,333.00
Kasiviswanathan Muthukuma	\$109,566.00
Douglas Prairie	\$70,000.00
Todd Trooien	\$91,349.00
Nicholas Uilk	\$63,345.00
Lin Wei	\$76,064.00
Shaukat Ali	\$71,668.00
John Ball	\$91,006.00
Arvid Boe	\$92,963.00
Rhoda Burrows	\$76,494.00
Emmanuel Byamukama	\$72,109.00
Melanie Caffé	\$82,440.00
David Clay	\$99,912.00
Sharon Clay	\$104,953.00
Anne Fennell	\$97,305.00
Billy Fuller	\$69,768.00
Hani Ghosheh	\$64,194.00
Karl Glover	\$85,662.00
Jose Gonzalez Hernandez	\$79,701.00
Christopher Graham	\$69,566.00
David Graper	\$87,848.00
Xingyou Gu	\$86,064.00
Paul Johnson	\$73,633.00
Peter Kovacs	\$76,457.00
Sandeep Kumar	\$76,260.00
Marie Langham	\$75,061.00
Qin Ma	\$84,586.00
Febina Mathew	\$75,408.00
Thandiwe Nleya	\$61,353.00
Cheryl Reese	\$63,085.00
Sunish Kumar Sehgal	\$82,436.00
Lance Stott	\$63,194.00
Senthil Subramanian	\$79,018.00

E Turnipseed	\$114,090.00
Adam Varenhorst	\$76,025.00
Howard Woodard	\$79,453.00
Jixiang Wu	\$77,442.00
Christopher Chase	\$113,564.00
Larry Holler	\$102,939.00
David Knudsen	\$112,573.00
Dale Miskimins	\$103,366.00
Angela Pillatzki	\$112,078.00
Joy Scaria	\$88,042.00
Alan Young	\$100,831.00
Amanda Blair	\$76,259.00
Derek Brake	\$75,746.00
Jeffrey Clapper	\$76,786.00
Michael Gonda	\$77,048.00
Judson Grubbs	\$71,310.00
Jeffrey Held	\$86,900.00
Crystal Levesque	\$75,588.00
Kenneth Olson	\$78,702.00
George Perry	\$83,561.00
Robbi Pritchard	\$97,911.00
Benoit St Pierre	\$70,295.00
Sara Tanner-Mastellar	\$55,515.00
Robert Thaler	\$96,427.00
Keith Underwood	\$77,587.00
Julie Walker	\$78,770.00
Tofuko Woyengo	\$72,494.00
Cody Wright	\$81,601.00
Robert Arlt	\$55,000.00
Jessica Garcia Fritz	\$64,000.00
Federico Garcia Lammers	\$62,857.00
Charles Macbride	\$86,438.00
Fang Xu	\$55,000.00
Donald Auger	\$86,220.00
Bruce Bleakley	\$75,410.00
Heike Bucking	\$97,590.00
Andrew Ellis	\$50,871.00
Charles Fenster	\$102,000.00
Michael Hildreth	\$97,748.00
Anne-Marie Hoskinson	\$72,000.00
James Ladonski	\$52,391.00
Kristin Lenertz-Kersey	\$52,281.00
Wanlong Li	\$75,833.00
Feng Li	\$107,207.00
Shin-Yi Marzano	\$72,600.00
Terry McCutcheon	\$50,675.00
Jessica Mediger	\$52,687.00
Mark Messerli	\$74,160.00
Madhav Nepal	\$78,267.00
Mandy Orth	\$50,468.00
Scott Pedersen	\$90,686.00
Ralph Reese	\$89,432.00
Samson Smith	\$50,982.00
Xiuqing Wang	\$86,594.00
Randall Warren	\$52,021.00
Yajun Wu	\$78,595.00
Yang Yen	\$89,204.00

Ruanbao Zhou	\$109,738.00
Suvobrata Chakravarty	\$73,621.00
Jihong Cole-Dai	\$99,452.00
Michael Dianovsky	\$72,680.00
Darci Fink	\$73,585.00
Nicole Grove	\$64,172.00
Tanya Gupta	\$72,884.00
Fathi Halaweish	\$96,105.00
Ronald Hirko	\$62,194.00
Adam Hoppe	\$82,149.00
Surtaj Iram	\$72,894.00
Melody Jewell	\$80,912.00
Julie Leibold	\$28,623.00
Brian Logue	\$95,139.00
Sara Madsen	\$76,968.00
Matthew Miller	\$79,607.00
Jay Shore	\$74,135.00
Severine Van Slambrouck	\$73,721.00
Marla Williams	\$54,361.00
Cheng Zhang	\$77,117.00
Rouzbeh Ghabchi	\$80,845.00
Zachary Gutzmer	\$62,030.00
Guanghai Hua	\$85,125.00
Allen Jones	\$99,453.00
Kyungnan Min	\$58,538.00
Junwon Seo	\$82,472.00
Mostafa Tazarv	\$83,141.00
Francis Ting	\$107,901.00
Jonathan Wood	\$80,845.00
Jennifer Anderson	\$61,383.00
Andrea Carlile	\$43,040.00
Melissa Hauschild-Mork	\$60,008.00
Karla Hunter	\$65,744.00
Barbara Kleinjan	\$43,581.00
Rebecca Kuehl	\$66,045.00
Mary Jo Nesmith	\$56,982.00
Corey Shelsta	\$68,187.00
Elizabeth Tolman	\$82,482.00
Joshua Westwick	\$68,752.00
Lonnie Wilburn	\$61,607.00
William Wood	\$58,126.00
Kenneth Bertolini	\$67,641.00
Byron Garry	\$84,358.00
Yilei Huang	\$74,306.00
Ekaterina Koromyslova	\$81,288.00
Huitian Lu	\$100,560.00
Janet Merriman	\$67,416.00
Robert Miller	\$63,058.00
Norma Nusz	\$67,761.00
Jason Prout	\$50,135.00
Carrie Steinlicht	\$78,333.00
Paul Weist	\$49,455.00
Albena Yordanova	\$66,413.00
Soo Hyun Cho	\$69,793.00
Cody Christensen	\$71,484.00
Kimberly Gustafson	\$58,194.00
Wookjae Heo	\$65,297.00

Anne-Marie Junker	\$45,362.00
Andrew Leonard	\$66,560.00
Xu Li	\$78,000.00
Nancy Lyons	\$67,363.00
Kunsoon Park	\$73,466.00
Julie Tkach	\$58,500.00
Andrea Bjornestad	\$63,506.00
Staci Born	\$62,750.00
Hande Briddick	\$70,730.00
William Briddick	\$70,392.00
Christin Carotta	\$65,000.00
Ann Daniels	\$81,812.00
Alan Davis	\$88,013.00
Amber Letcher	\$67,159.00
Renee Oscarson	\$67,428.00
Kristine Ramsay Seaner	\$61,000.00
Katelyn Romsa	\$62,750.00
Sanjeev Anand	\$81,623.00
Jill Anderson	\$71,320.00
Howard Bonnemann	\$58,865.00
Srinivas Janaswamy	\$77,325.00
Padmanaban Krishnan	\$93,467.00
Sergio Martinez Monteagud	\$71,431.00
Johan Osorio Esteves	\$71,431.00
Maristela Rovai	\$72,632.00
Thomas Clark	\$63,806.00
Victoria Dubbelde	\$71,760.00
Barbara Heller	\$69,078.00
Hailong Jin	\$96,658.00
Myoung Gin Keay	\$96,658.00
George Langelett	\$108,196.00
Anna Sadovnikova	\$115,000.00
Joseph Santos	\$117,219.00
Craig Silvernagel	\$105,271.00
Pei-Yu Sun	\$141,000.00
Nacasius Ujah	\$152,000.00
Zhiguang Wang	\$107,246.00
Dwight Adamson	\$65,131.00
David Davis	\$111,438.00
Matthew Diersen	\$103,973.00
Lisa Elliott	\$80,353.00
Matthew Elliott	\$78,508.00
Curtis Gustafson	\$93,835.00
Deepthi Kolady	\$80,000.00
Jamie O'Brien	\$102,085.00
Gary Taylor	\$81,928.00
Everhardus Van der Sluis	\$106,274.00
Tong Wang	\$82,413.00
Darin Wipf	\$70,080.00
Jerry Cooley	\$45,296.00
Robert Fourney	\$90,228.00
Kenneth Gamradt	\$82,604.00
Timothy Hansen	\$88,444.00
Paula Kurtenbach	\$57,375.00
Yi Liu	\$96,103.00
Cory Mettler	\$68,103.00
Manki Min	\$84,680.00

Zhen Ni	\$88,028.00
Kimberly Prohaska	\$62,364.00
Qiquan Qiao	\$140,818.00
Alireza Salehnia	\$98,943.00
Sung Shin	\$131,494.00
Songxin Tan	\$88,737.00
Reinaldo Tonkoski	\$90,212.00
Myounggyu Won	\$90,145.00
Hyeun Joong Yoon	\$88,028.00
Randi Anderson	\$41,280.00
Paul Baggett	\$64,482.00
Darla Biel	\$45,062.00
Nicole Biever	\$40,529.00
Laurie Ferrell	\$40,151.00
Nicole Flynn	\$60,782.00
Darin Halvorsen	\$45,009.00
Michael Haug	\$47,349.00
Sarah Hernandez	\$65,000.00
Gwen Horsley	\$40,776.00
Lynn Hublou	\$46,339.00
Michael Keller	\$93,188.00
Jennifer Kluck	\$40,651.00
Lisa Madsen	\$47,128.00
Katherine Malone	\$59,061.00
April Myrick	\$43,962.00
Michael Nagy	\$59,883.00
Bridget Nordquist	\$40,510.00
Nathan Serfling	\$43,165.00
Sharon Smith	\$64,931.00
Christine Stewart	\$64,496.00
Steven Wingate	\$65,228.00
Yanan Li	\$61,209.00
Darrell Napton	\$93,906.00
Jamie Spinney	\$63,500.00
Robert Watrel	\$72,497.00
Mark Cochrane	\$128,437.00
David Roy	\$145,312.00
Michael Wimberly	\$128,627.00
Xiaoyang Zhang	\$112,158.00
Gloria Craig	\$99,344.00
Polly Hulme	\$102,101.00
Mary Isaacson	\$72,949.00
Xiao Kang	\$66,000.00
Sheryl Marckstadt	\$68,690.00
Michele Christian	\$71,900.00
Melissa Clark	\$46,856.00
Jason Curtis	\$63,860.00
Courtney Eyer	\$61,800.00
Elizabeth Fox	\$79,645.00
Linda Kott	\$60,654.00
Mary Kraljic	\$100,310.00
Lisa Lindell	\$80,312.00
Nancy Marshall	\$72,220.00
Vickie Mix	\$60,503.00
Bradley Bowser	\$70,883.00
Moul Dey	\$92,564.00
Elizabeth Droke	\$68,402.00

Mary Gengler	\$53,856.00
Patricia Hacker	\$78,344.00
Kendra Kattelmann	\$112,493.00
September Kirby	\$60,851.00
Hung-Ling Liu	\$64,500.00
Jessica Meendering	\$80,202.00
Tracy Nelson	\$51,851.00
Bernadette Olson	\$68,658.00
Cydne Perry	\$64,000.00
Trevor Roiger	\$56,871.00
Bryan Romsa	\$64,500.00
Igor Sergeev	\$79,418.00
Gary Van Guilder	\$67,108.00
Mary Zwart	\$53,925.00
Evren Celik Wiltse	\$67,049.00
Laura Chandler	\$57,169.00
Lisa Hager	\$64,000.00
Christopher Hummel	\$51,541.00
Billie Kingfisher	\$58,000.00
Arthur Murphy	\$60,277.00
Gregory Peterson	\$80,852.00
Dale Potts	\$58,081.00
Clark Sexton	\$46,500.00
George Tsakiridis	\$46,202.00
Charles Vollan	\$67,161.00
David Wiltse	\$66,393.00
Graham Wrightson	\$57,854.00
Rebecca Bott	\$80,705.00
James Foss	\$35,000.00
Robin Hinders	\$35,000.00
Glendy Hoang	\$36,119.00
Brian Britt	\$63,380.00
Rebecca Britt	\$68,516.00
Rocky Dailey	\$63,740.00
Teri Finneman	\$68,869.00
Terry Harris	\$55,140.00
James Helland	\$58,474.00
Roxanne Lucchesi	\$82,579.00
Rebecca McEntee	\$65,000.00
Lyle Olson	\$90,793.00
Ross Abraham	\$86,434.00
Wendy Ahrendsen	\$43,605.00
William Alsaker	\$42,091.00
Alvin Bahr	\$41,905.00
Matthew Biesecker	\$74,029.00
Thomas Brandenburger	\$102,995.00
Joseph Christensen	\$41,215.00
Sarah Clark	\$44,478.00
Rebecca Diischer	\$47,445.00
Gemechis Djira	\$89,412.00
Xijin Ge	\$102,216.00
Carri Hales	\$46,841.00
Zheng Hao	\$52,711.00
Gary Hatfield	\$77,357.00
Kelly Huls	\$41,374.00
Young-Hee Ji	\$41,612.00
Dan Kemp	\$104,837.00

Jung-Han Kimn	\$67,124.00
Christine Larson	\$93,963.00
Semhar Michael	\$81,393.00
Cedric Neumann	\$93,012.00
Thomas Roe	\$66,497.00
Christopher Saunders	\$96,605.00
Daniel Schaal	\$99,412.00
Robert Schmidt	\$89,448.00
Erin Ulvestad	\$44,667.00
Donald Vestal	\$74,976.00
Sharon Vestal	\$76,479.00
LeAnn Werner	\$42,462.00
William Bloxsom	\$67,032.00
Marco Ciarcia	\$82,711.00
Fereidoon Delfanian	\$102,952.00
Jeffrey Doom	\$85,240.00
Stephen Gent	\$92,611.00
Christina Gerometta	\$67,133.00
Zhong Hu	\$100,013.00
Todd Letcher	\$85,873.00
Gregory Michna	\$92,048.00
Doang Nguyen	\$82,711.00
Anamika Prasad	\$86,000.00
Michael Twedt	\$69,772.00
John Versteeg	\$67,627.00
Luiza Adamyan	\$44,956.00
Jose Alvarez	\$57,830.00
Marie-Pierre Baggett	\$78,540.00
Molly Enz	\$65,774.00
Macarena Escondrillas	\$46,368.00
Christine Garst-Santos	\$70,289.00
Luz Kirschner	\$55,417.00
Maria Ramos-Garcia	\$77,467.00
Eckhard Rolz	\$79,687.00
Maria Spitz	\$60,941.00
John Brawand	\$54,657.00
Don Crowe	\$77,390.00
Laura Diddle	\$74,192.00
Kevin Kessler	\$49,809.00
Anthony Lis	\$75,813.00
Chalon Ragsdale	\$58,976.00
Andrew Robinette	\$54,441.00
Carl Spaeth	\$47,990.00
Emily Toronto	\$69,466.00
John Walker	\$70,527.00
Jacob Wallace	\$57,514.00
Michael Walsh	\$56,727.00
Tammy Yonce	\$53,785.00
Katie Bertrand	\$75,878.00
Michael Brown	\$77,238.00
Charles Dieter	\$90,222.00
Brian Graeb	\$70,401.00
Jonathan Jenks	\$97,754.00
Kent Jensen	\$73,606.00
W Johnson	\$115,424.00
Patricia Johnson	\$89,261.00
Carol Johnston	\$128,316.00

Alan Leffler	\$71,503.00
Lora Perkins	\$69,074.00
Alexander Smart	\$87,374.00
Leslie Vincent	\$47,733.00
Melissa Wuellner	\$67,214.00
Lan Xu	\$87,419.00
Wenfeng An	\$96,497.00
Gudiseva Chandrasekher	\$107,296.00
Hesham Fahmy	\$90,748.00
Jayarama Gunaje	\$87,337.00
Shafiqur Rahman	\$101,871.00
Joshua Reineke	\$81,941.00
Teresa Seefeldt	\$88,602.00
Hemachand Tummala	\$98,196.00
Stephanie Jacobson	\$52,409.00
Stacie Lansink	\$56,418.00
April Nelsen	\$52,918.00
Geoffrey Bonvallet	\$74,274.00
Larry Browning	\$97,934.00
Yung Huh	\$90,285.00
Parashu Kharel	\$70,919.00
Robert McTaggart	\$78,085.00
Judy Vondruska	\$71,922.00
Phil Seok Lee	\$70,000.00
Kevin Mahoney	\$76,745.00
Rebecca Martin	\$71,403.00
Tyler Miller	\$68,402.00
Brady Phelps	\$88,665.00
Pirita See	\$51,878.00
Debra Spear	\$86,983.00
Sarah Thimsen	\$53,820.00
Tammy Bashore	\$60,617.00
Diana Behl	\$57,527.00
Kevin Benham	\$66,776.00
Donald Burger	\$69,361.00
Anthony Carton	\$58,025.00
Leda Cempellin	\$67,433.00
Jean French	\$77,992.00
Richard Hardin	\$60,944.00
Matthew James	\$66,231.00
Angela McKillip	\$66,776.00
Peter Reichardt	\$53,563.00
Mark Stemwedel	\$53,645.00
Scott Wallace	\$75,634.00
Molly Wicks	\$49,557.00
Patricia Ahmed	\$52,000.00
Donald Arwood	\$79,934.00
Diane Kayongo-Male	\$100,443.00
Candace May	\$63,000.00
Meredith Redlin	\$90,524.00
Jessica Schad	\$62,645.00
Marlene Schulz	\$45,959.00
Julie Yingling	\$64,273.00
Weiwei Zhang	\$93,256.00
Katherine Bertolini	\$61,274.00
Mary Bowne	\$67,024.00
Susanne Brokmeier	\$49,368.00

Kay Cutler	\$81,574.00
Jesse Foss	\$41,691.00
Laura Gloege	\$43,626.00
Beverley Gordon	\$67,926.00
Nicole Graves	\$64,000.00
Patrick Hales	\$62,412.00
Jennifer Kampmann	\$65,562.00
Marsha Klein	\$45,079.00
Jennifer Lacher-Starace	\$45,569.00
Mary Moeller	\$69,387.00
Dan Stluka	\$41,159.00
Lynda Venhuizen	\$46,221.00
Jennifer Weber	\$50,522.00
Peter White	\$64,575.00
Alham Abuatiq	\$74,481.00
Susan Bassett	\$40,890.00
Victoria Britson	\$99,814.00
Robin Brown	\$71,400.00
Eileen Bruner	\$55,845.00
Linda Burdette	\$83,413.00
Anne Buttolph	\$67,475.00
Nicole Carlson	\$56,850.00
Paula Carson	\$80,378.00
Marie Cissell	\$59,729.00
Tiffany Cross	\$55,068.00
Julia Dangel	\$56,048.00
Cynthia Elverson	\$81,368.00
Karin Emery	\$67,043.00
Becka Foerster	\$62,387.00
Theresa Garren-Grubbs	\$62,000.00
Karla Hanson	\$58,801.00
Lori Hendrickx	\$110,106.00
Erika Huber	\$59,888.00
Mary Beth Johnson	\$64,927.00
Ruth Klawiter	\$56,536.00
Cristina Lammers	\$73,433.00
Heidi Mennenga	\$82,798.00
Lyncee Monson	\$71,691.00
Jody Ness	\$60,618.00
Elizabeth Pasquariello	\$61,324.00
Heidi Pelzel	\$71,291.00
Brandi Pravecek	\$62,200.00
Danielle Schievelbein	\$73,189.00
Thomas Stenvig	\$88,074.00
Penelyn Tilton	\$59,758.00
Dawn VanRuler	\$62,551.00
Mary Vockrodt	\$58,673.00
Howard Wey	\$75,167.00
Venita Winterboer	\$78,084.00
Alyssa Zweifel	\$74,478.00
Gregory Howard	\$60,908.00
Melissa Granum	\$38,199.00
Teri Johnson	\$46,251.00
Rebecca Kjelden	\$47,380.00
Natalie Mook	\$37,080.00
Amy Pedersen	\$43,156.00
Bonnie Shinn	\$42,025.00

Russell Daly	\$98,019.00
Diego Diel	\$87,677.00
Alan Erickson	\$89,817.00
Deborah Banik	\$74,680.00
Carol Birch	\$68,018.00
Caitlyn Bosch	\$60,922.00
Janice Conlee	\$66,277.00
Kay Foland	\$79,061.00
LeAnn Lamb	\$65,786.00
Katherine Logan	\$63,188.00
Sarah Mollman	\$61,197.00
Sandra Mordhorst	\$64,970.00
Marylou Mylant	\$103,567.00
Morgan Newman	\$60,922.00
Melody Parsons	\$60,844.00
Christina Plemmons	\$67,727.00
Jo Voss	\$85,831.00

PZRSPMT South Dakota Board of Regents
 South Dakota State University
 FY18 Non-Unit Faculty Salary Analysis
 Version : 062016.21b

05/12/2017 10:08:08

Name	Salary
-----	-----
Van Kelley	\$56,786.00
Van Kelley	\$31,634.00
Van Kelley	\$38,863.00
Douglas Malo	\$69,198.00
Douglas Malo	\$67,163.00
David Wright	\$121,320.00
David Wright	\$37,338.00
Joseph Cassady	\$92,999.00
Joseph Cassady	\$65,758.00
Ryan Samuel	\$72,750.00
Brian Rex	\$39,680.00
Brian Rex	\$100,453.00
Volker Brozel	\$62,187.00
Volker Brozel	\$79,512.00
Radhey Kaushik	\$57,545.00
Radhey Kaushik	\$50,507.00
Dan Wang	\$72,100.00
Douglas Raynie	\$48,900.00
Douglas Raynie	\$58,100.00
James Rice	\$61,865.00
James Rice	\$75,002.00
Suzette Burckhard	\$93,706.00
Suzette Burckhard	\$36,190.00
Christopher Schmit	\$98,644.00
Christopher Schmit	\$38,509.00
Nadim Wehbe	\$62,015.00
Nadim Wehbe	\$112,786.00
John Ackman	\$80,405.00
Teresa Keys Hall	\$41,153.00

Teresa Keys Hall	\$41,154.00
Teresa Keys Hall	\$74,060.00
Jay Trenhaile	\$60,959.00
Jay Trenhaile	\$52,516.00
Lloyd Metzger	\$110,829.00
Vikram Mistry	\$89,587.00
Vikram Mistry	\$56,488.00
Eluned Jones	\$128,995.00
Eluned Jones	\$40,178.00
Nicole Klein	\$59,932.00
Nicole Klein	\$65,853.00
George Hamer	\$34,973.00
George Hamer	\$93,420.00
Steven Hietpas	\$104,447.50
Steven Hietpas	\$56,373.50
Jason McEntee	\$55,111.00
Jason McEntee	\$63,567.00
George White	\$76,828.00
George White	\$31,740.00
Izaya Numata	\$65,205.00
Robin Arends	\$71,998.00
Nicole Gibson	\$71,750.00
Anne Kvamme	\$33,440.00
Mary Nissen	\$83,156.00
Mary Caspers-Graper	\$25,991.00
Mary Caspers-Graper	\$84,238.00
Jeanne Davidson	\$81,212.00
Jeanne Davidson	\$25,086.00
Eduardo Huarte	\$62,097.00
Matthew Vukovich	\$68,821.00
Matthew Vukovich	\$59,655.00
William Prigge	\$74,222.00
William Prigge	\$20,519.00
Eunhee Chang	\$17,500.00
Mary Arnold	\$81,715.00
Mary Arnold	\$29,445.00
Kurt Cogswell	\$51,079.00
Kurt Cogswell	\$97,641.00
Donna Flint	\$33,975.00
Donna Flint	\$89,255.00
Deborah Leiferman	\$12,986.00
Kurt Bassett	\$44,190.00
Kurt Bassett	\$113,936.00
Sarah Michna	\$33,874.00
Paul Reynolds	\$80,778.00
Paul Reynolds	\$32,886.00
Michele Dudash Fenster	\$45,670.00
Michele Dudash Fenster	\$106,050.00
Nels Troelstrup	\$58,085.00
Nels Troelstrup	\$65,122.00
Omathanu Perumal	\$42,307.00
Omathanu Perumal	\$101,366.00
Patricia Tille	\$95,411.00
Jennifer Ball	\$106,402.00
James Clem	\$43,092.00
James Clem	\$101,830.00
Jeremy Daniel	\$106,402.00

Debra Farver	\$132,763.00
Janet Fischer	\$134,886.00
Chamika Hawkins-Taylor	\$106,442.00
William Hayes	\$115,149.00
Amy Heiberger	\$106,530.00
Jodi Heins	\$98,924.00
Jodi Heins	\$37,645.00
David Helgeland	\$105,539.00
Thaddaus Hellwig	\$115,298.00
Wendy Jensen Bender	\$131,869.00
Annette Johnson	\$109,757.00
John Kappes	\$115,261.00
Kazuhiko Kido	\$105,428.00
Kyle LaPorte	\$103,000.00
Brad Laible	\$131,605.00
Michael Lemon	\$131,845.00
Kimberly Messerschmidt	\$132,359.00
Brittney Meyer	\$115,322.00
Alex Middendorf	\$106,402.00
Surachat Ngorsuraches	\$110,621.00
Stacy Peters	\$115,377.00
Deidra Sinner Van Gilder	\$116,483.00
Joey Strain	\$131,553.00
Kari Taggart	\$105,473.00
Joel Rauber	\$36,073.00
Joel Rauber	\$88,964.00
Bradley Woldt	\$85,105.00
Bradley Woldt	\$22,463.00
Michael Steele	\$131,793.00
Michael Steele	\$22,164.00
Mary Emery	\$66,094.00
Mary Emery	\$56,967.00
Andrew Stremmel	\$58,546.00
Andrew Stremmel	\$66,989.00
Eric Nelson	\$65,508.00
Eric Nelson	\$58,863.00

PZRSPTM South Dakota Board of Regents
 University of South Dakota
 FY18 Non-Faculty Exempt Salary Analysis
 Version : 062016.21b

05/12/2017 10:08:12

Name	Salary
-----	-----
Kristine Brady	\$3,028.63
Kristine Brady	\$51,342.24
Clinton Dodge	\$38,616.87
Clinton Dodge	\$10,141.81

Kasandra Girard	\$44,600.00
Holly Haddad	\$41,920.45
Holly Haddad	\$3,337.59
Heather Johnson	\$55,512.60
Heather Johnson	\$2,602.20
John Kidney	\$2,232.00
John Kidney	\$38,868.00
David Lorenz	\$26,842.42
Gina Mairose	\$39,997.63
Sara Mart	\$3,378.34
Sara Mart	\$49,662.68
Brittany Schultz	\$3,803.16
Brittany Schultz	\$40,225.12
Stephen Ward	\$75,014.05
Sarah Wittmuss	\$45,000.00
Michelle Brunick	\$109,680.00
Melissa Hartnett	\$61,740.00
Janet Koehn	\$65,920.00
Justin Noehren	\$63,000.00
Nicholas Cerny	\$60,000.00
Erin Chapman	\$47,713.10
Brookney Delgado	\$37,392.39
Ryan Larson	\$45,804.40
Brett Mockler	\$51,566.70
Ashlin Peitzmeier	\$34,267.50
Joseph Rainboth	\$44,408.17
Courtney Roberts	\$36,399.30
Brittany Sage	\$48,500.00
Jeffrey Seagren	\$35,200.00
Kody Thompson	\$45,316.11
Katey Ulrich	\$35,200.00
Danielle Vanderlei	\$35,199.16
Travis Vlasman	\$76,584.78
Amy Orr	\$48,000.00
Craig Franken	\$81,910.00
Debra Jorgensen	\$55,350.00
Brian Limoges	\$85,000.00
Robert Oehler	\$130,756.00
Ronald Thon	\$87,920.74
Aaron Vannoy	\$65,500.00
Gregory Bogenpohl	\$59,834.46
Michael Card	\$143,820.61
James Cooper	\$37,501.68
Brandice Durham	\$72,948.37
Shannon Fairholm	\$47,500.00
Deborah Gearhart	\$75,000.00
Andrew Nilges	\$46,488.00
Jennifer Peterson	\$45,000.00
Wendy Thorson	\$41,000.00
Amber Tompkins	\$38,000.00
Elyce Yelk	\$42,000.00
Lacy Knutson	\$49,816.25
Emily Meier	\$52,311.00
Nancy Valland	\$50,344.00
Mark Dahlhoff	\$63,923.69
Darby Ganschow	\$81,570.00
Sarah Maestas	\$14,846.83

Brent Anderson	\$74,316.52
Berit Foss	\$62,500.00
Erin Harmon	\$74,389.00
Sujan Lamichhane	\$47,500.00
Wei Lv	\$47,500.00
QingQing Yao	\$47,500.00
Jamie Butler	\$38,439.25
Shannon Nelson	\$28,702.89
Nicole Saue	\$39,600.26
Scott Miller	\$72,000.00
Matthew Beach	\$65,856.00
Derek Moeller	\$50,421.00
Keith Deibert	\$87,507.42
Jeffrey Eckhoff	\$106,178.98
Kimberly Albracht	\$43,000.00
Mark Maxon	\$55,000.00
Soren Peterson	\$43,000.00
Virginija Wilcox	\$40,500.00
Bridget Amundson	\$40,242.46
Mary Fitzpatrick	\$53,000.00
Sara Hansen	\$54,767.50
Stephanie Krusemark	\$39,651.58
Rose Moehring	\$56,355.01
Wendy Parent-Johnson	\$160,076.54
Melissa Wartenbee	\$27,602.93
Angela Jackson	\$55,801.00
Darin Jerke	\$60,483.04
Bruce Kelley	\$98,637.00
Eric Mosterd	\$98,485.50
Aravind Baride	\$47,500.00
Clinton Gray	\$52,533.90
Jia Li	\$47,500.00
Yupu Qiao	\$47,500.00
Dawna Andersen	\$45,173.00
Andy Hill	\$62,814.37
Christina Keller	\$80,637.71
Christina Keller	\$63,018.53
Linda Anderson	\$76,069.83
Larry Schou	\$97,026.18
Larry Schou	\$41,259.03
Michelle St Vrain	\$50,000.00
Constance Birgen	\$57,110.01
Tara Gunderson	\$49,652.00
Debra Robertson	\$73,675.37
Michele Turner	\$35,280.00
Jason Kemnitz	\$94,917.00
Nedd Brown	\$133,954.58
Anne Ruud	\$57,731.59
June Larson	\$146,740.84
Michael Lawler	\$205,000.00
Mark Beard	\$187,208.00
Devon Hamlyn	\$46,000.00
Valeriy Kozmenko	\$147,386.20
Valeriy Kozmenko	\$36,846.30
Janet Lindemann	\$224,776.94
Janet Lindemann	\$8,618.71
Shane Schellpfeffer	\$93,500.00

Elizabeth Thraen	\$76,000.00
Brian Wallenburg	\$55,357.49
Paul Bunger	\$13,775.02
Paul Bunger	\$137,599.92
Suzanne Reuter	\$112,919.00
Ammara Abdullah	\$47,500.00
Jamie Bushman	\$47,500.00
Eduardo Callegari	\$65,960.41
Luci Drapeau	\$47,500.00
Donis Drappeau	\$38,895.37
Kelene Fercho	\$47,500.00
Jessica Freeling	\$56,192.82
Jizhi Ge	\$48,463.30
Rajeshwary Ghosh	\$47,500.00
Heather Hajovsky	\$33,331.50
Andrea Herrera	\$47,500.00
Shannon Hirsch	\$47,500.00
Emily Kabeiseman	\$47,476.00
Adison Kleinsasser	\$11,286.00
Megan Lewno	\$28,079.46
Yanying Liu	\$47,500.00
Jiawei Min	\$47,500.00
Robin Miskimins	\$142,292.38
Robin Miskimins	\$47,430.96
Kimberly Morecraft	\$42,937.40
Maria Paez	\$25,546.52
Bo Pan	\$47,500.00
Monica Sathyanesan	\$37,046.04
Kathy Van Kley	\$50,844.86
Peng Xiao	\$47,500.00
Susan Bak	\$64,926.29
Lori Hansen	\$111,490.86
Marilyn Moor	\$56,561.52
Nicole Plesec	\$48,487.50
Tim Ridgway	\$376,189.33
Heather Buckley	\$65,000.00
Matthew Simmons	\$111,232.19
Mary Nettleman	\$35,031.56
Mary Nettleman	\$542,618.06
Kathryn Flaten	\$47,500.00
Jared Heiden	\$65,000.00
Adam Rosheim	\$97,500.00
Ernetta Fox	\$80,147.03
Diane Hall	\$41,924.00
Corolla Lauck	\$59,255.50
Michelle Rogge Gannon	\$43,514.33
Joanne Freidel	\$55,083.65
Valborg Kvigne	\$56,071.65
Jason Lemke	\$54,698.30
Brock Rops	\$64,675.33
Ann Emerson	\$71,474.98
Julie Halbur	\$91,445.21
Lindsay Miller	\$60,100.00
Carol Stevens	\$49,450.27
McKenzy Raterman	\$42,000.00
Brittany Wagner	\$52,000.00
Nathaniel Steele	\$68,176.00

Keith Thompson	\$47,500.00
Kacie Anderton	\$24,138.00
Joseph Barth	\$43,600.00
Mallory Behlers	\$31,346.00
Michelle Bye	\$16,729.36
Jennifer Dobney	\$23,852.00
Shelly Donahue	\$24,532.50
Mary Duncan	\$53,500.00
Courtney Eidem	\$9,678.00
Cynthia Gutzman	\$31,017.14
Mary Heiberger	\$29,895.00
Tasia Hofman	\$32,895.00
Cindy Knutson	\$29,737.49
Melissa Knutson	\$32,066.00
Katie Krieger	\$41,243.00
Christen Lacey	\$32,014.00
Bonita Manger	\$38,263.22
Cristi McClelland	\$33,015.00
Allyson McFarland	\$32,404.00
Kali Mehlhoff	\$18,050.51
Nancy Miller	\$35,336.42
Anita Nelson	\$33,490.30
Kristin Nielson	\$26,004.00
Heidi Olson	\$16,617.24
Carrie Roberts	\$32,995.00
Ardis Semple	\$19,080.00
Karen Shade	\$28,834.09
Holly Solem	\$41,662.19
Carmen Stewart	\$63,511.71
Julie Viet	\$37,381.82
Caylyn Wagner	\$19,080.00
Rosann Weiss	\$36,906.26
Amanda Wharton	\$25,951.00
Travis Ahlers	\$41,437.00
Audrey Ticknor	\$4,766.79
Audrey Ticknor	\$42,902.09
Scott Breuninger	\$51,798.27
Scott Breuninger	\$29,011.70
Rachel Pusey	\$44,257.06
John Geske	\$55,000.00
Ashley Hartnett	\$48,000.00
Frank Maue	\$29,366.21
Cassidy McFarland	\$29,664.00
Annalissa Miller	\$29,664.00
Sarah Porter-Liddell	\$28,807.45
Eddie Felder	\$113,520.00
Khara Iverson	\$75,000.00
Emery Wasley	\$78,211.89
Daniel Daily	\$123,554.05
Samuel Herley	\$53,600.00
Gameli Ahelegbe	\$58,825.00
Alex Antonen	\$34,984.93
Brett Barnett	\$35,100.00
Bryan Boettcher	\$51,500.00
Jevon Bowman	\$57,525.00
Atiba Bradley	\$60,000.00
Chase Christiansen	\$35,050.00

Tyler Dopheide	\$37,900.00
Bruce Fischbach	\$61,775.00
Daniel Fitzsimmons	\$44,140.00
Daniel Gaston	\$77,275.00
David Gottsleben	\$62,925.00
Joshua Green	\$34,950.00
Mandy Green	\$55,025.00
Austin Hansen	\$67,346.00
David Herbster	\$167,325.10
Aaron Horn	\$45,000.00
Nicholas Hovden	\$42,400.35
Leo Huber	\$78,942.00
Jeanette Hubert	\$59,276.00
Kristoffer Jorgensen	\$37,050.00
Richard Karius	\$29,993.02
Christopher Kaufman	\$36,025.00
Kyle Kittel	\$30,000.00
Alfred Kruger	\$41,225.00
Ian Lackey	\$32,000.00
Annie Lockwood	\$35,000.00
Jason Mahowald	\$58,594.43
Matthew Middleton	\$47,942.00
Derek Miles	\$52,065.00
David Milke	\$37,500.00
Brian Mohnsen	\$72,500.00
Robert Nielson	\$255,000.00
William O'Boyle	\$72,500.00
Phillip Ockinga	\$60,000.00
Jamie Oyen	\$72,650.00
Eric Peterson	\$58,825.00
Dawn Plitzuweit	\$185,000.00
Andrew Prevost	\$36,000.00
Collin Prosser	\$44,575.00
Russell Rose	\$75,000.00
Alexa Rudeen	\$30,000.00
Michael Runde	\$43,100.00
Theodore Schlafke	\$65,000.00
Kylea Sheley	\$35,190.10
Craig Smith	\$195,700.00
Austin Stroeh	\$32,000.00
William Sullivan	\$32,000.00
Kayla Tetschlag	\$60,000.00
Joseph Thuente	\$50,275.00
John Vining	\$30,000.00
Robert Wagner	\$60,000.00
Britni Waller	\$33,500.00
Mark Watson	\$50,000.00
David Williams	\$96,900.00
Leanne Williamson	\$72,125.00
Tyler Yelk	\$68,500.00
Susan Hackemer	\$67,000.00
Kasie Heiden	\$40,996.01
Kristina Kjolhaug	\$48,000.00
Patrick Morrison	\$48,000.00
Ryan Nowack	\$53,000.00
Laura Harmelink	\$72,463.25
Cathy Logue	\$23,346.33

Cathy Logue	\$54,475.18
Megan Carlson	\$48,951.00
Susan Benton	\$45,010.33
Sarah Kammer	\$60,496.26
Donald Carrels	\$47,500.00
Michelle Cwach	\$50,000.00
Michael Ewald	\$50,000.00
Kimberly Lee	\$48,010.17
Howard Thomas	\$70,625.20
Diane Wirth	\$48,000.00
Nicholas Wulf	\$50,084.16
Margaret Banks	\$8,792.60
Margaret Banks	\$6,486.00
Margaret Banks	\$76,356.19
Cleveland Johnson	\$116,150.82
Sabine Klaus	\$73,339.00
Emanuele Marconi	\$60,239.00
Deborah Reeves	\$37,849.00
Deborah Reeves	\$30,238.12
Michael Suing	\$43,350.00
Jeremy Aylward	\$63,770.90
Barbara Corio	\$78,563.43
Anne Kleinhesselink	\$69,430.80
Anne Kleinhesselink	\$17,357.70
Wendy Stubbs	\$59,015.25
Kevin Brady	\$54,469.42
Michele Seaton-Bertsch	\$41,332.64
Mary Berry	\$173,262.48
Rozzy Finn	\$61,900.00
Kevin O'Kelley	\$120,000.62
Ann Waterbury	\$62,989.82
MD Manirul Khan	\$65,000.00
Lisa Miller	\$52,237.21
Jacob Daughhetee	\$47,500.00
Amy Roberts	\$48,943.01
Gang Yang	\$50,624.63
Laura McNaughton	\$58,759.40
Lamont Sellers	\$95,000.00
Amanda Hansen	\$45,220.79
Chelsey Harrington	\$40,517.62
Dominique Lyon	\$48,430.94
Jennifer Thompson	\$70,057.33
Rekha Srinivasan	\$32,520.90
Donald Cuperus	\$86,000.00
Kellie Ecker	\$67,022.00
Bradley Fischer	\$74,273.60
Marcella Hurley	\$56,613.21
Mark Slade	\$79,148.12
Anna Christensen	\$28,002.00
Carole Cochran	\$54,337.69
De Vee Dykstra	\$159,468.40
Rachel Geske	\$47,621.64
Linda Halliburton	\$75,000.00
Amanda Hanson	\$50,000.00
Carly Heard	\$70,850.00
Wesley Kelly	\$105,453.84
Stephanie Larscheid	\$78,703.00

Stacey O'Connor	\$43,344.00
Chad Pinkelman	\$45,458.00
Kyle Schoenfelder	\$43,500.00
Angadipuram Venkatachalam	\$235,020.96
Ayana Campoli	\$50,000.00
Donald Easton-Brooks	\$154,850.00
Darin Hochstein	\$38,500.00
Dana Southerland	\$32,500.00
Thomas Geu	\$220,229.26
Tiffany Graham	\$119,778.75
Devra Sigle-Hermosilla	\$60,000.00
Eric Young	\$118,000.00
Gary Archamboult	\$59,723.34
Kareen Dougherty	\$85,515.92
Belinda Engelhart	\$65,024.74
Marc Ford	\$57,477.74
Taylor Chapman	\$38,868.00
Taylor Chapman	\$2,232.00
Colleen Evans	\$3,090.85
Colleen Evans	\$75,579.31
Rebecca Jensen	\$2,328.08
Rebecca Jensen	\$39,206.71
Pamela Berreth	\$30,743.00
Marisa Cummings	\$45,000.00
Deborah Dodge	\$67,450.00
Kimberly Grieve	\$135,567.25
John Howe	\$80,526.28
Sylvia Lasley	\$35,000.00
Sarah Layne	\$33,000.00
Christine Leshner	\$42,000.00
Steven Mayer	\$65,042.76
Carlie Ness	\$40,000.00
Adetokunbo Oredein	\$63,000.00
Michelle Pliska	\$49,440.00
Tiffany Poor Bear	\$36,050.00
Drew Ritchie	\$47,500.00
Laura Roof	\$47,500.00
Sheryl Scott	\$17,032.00
Megan Taylor	\$50,000.00
Eugene Thin Elk	\$59,885.94
Lena Tran	\$40,170.00
Carol Voss Ward	\$50,000.00
Gary Wald	\$31,041.71
Deidra Whiteman	\$47,500.00
Linda Anderson	\$25,693.22
Martha Miller	\$32,349.48
Becki Rosane	\$25,576.63
Lynelle Whitebull	\$34,204.39
Bethany Padron	\$37,650.65
Lisa Bannwarth	\$25,055.00
Caitlin Borges	\$50,227.25
Marion Bluearm	\$54,020.73
Aaron Anthony	\$49,513.93
Craig Johnson	\$154,350.40
Jason Madsen	\$42,659.77
Jennifer Schelske	\$50,238.93
Audra Staebell	\$49,000.00

Nancy Wehrkamp	\$61,223.75
Cari Woelich	\$45,000.00
Peter Jensen	\$86,576.20
George Rice	\$63,400.00
Hunter Smith	\$56,450.00
Lisa Bonneau	\$68,000.00
Elizabeth Freeburg	\$100,583.00
Lindsay Hayes	\$47,500.00
Ranjit Koodali	\$103,985.10
James Moran	\$238,702.50
Daniel Palmer	\$133,000.00
Jeff Chatham	\$88,582.00
William Conn	\$60,940.00
John Flack	\$89,110.00
Kyle Gruhn	\$110,000.00
Douglas Jennewein	\$91,897.00
Joseph Reynoldson	\$94,630.00
Cheryl Tiahrt	\$122,260.00
Roberta Ambur	\$173,482.28
Mindy Baylor	\$80,337.51
Marie Anne Ben	\$50,223.20
Tena Haraldson	\$91,335.45
Mark Petty	\$87,325.33
Scott Pohlson	\$159,444.00
Sheila Gestring	\$173,649.65
Matthew Heard	\$73,993.00
Jessica Preister	\$88,222.00
Carmen Hammond	\$64,701.70
Julie Kriech	\$97,022.45
Michelle Mashlan	\$75,487.59
Jana Richardson	\$65,000.00
Lisa Sorensen	\$80,661.75
Wendy Johnson	\$46,130.30
Connor Singhisen	\$43,260.00

PZRSPMT South Dakota Board of Regents
 University of South Dakota
 FY18 Unit Faculty Salary Analysis
 Version : 062016.21b

05/12/2017 10:08:17

Name	Salary
John Korkow	\$66,131.20
Mary Merrigan	\$62,475.33
Erin Nielsen Ogdahl	\$58,859.45
Diane Sevensing	\$66,845.30
David Lane	\$61,022.03
Jack Niemonen	\$84,479.56
David Posthumus	\$58,442.87
Silvana Rosenfeld	\$53,996.37
Stephanie Spars	\$43,785.20
John Banasiak	\$82,940.28
Carol Geu	\$45,400.27

Elizabeth Heeren	\$53,142.00
Michael Hill	\$41,699.03
Phillip Hook	\$56,760.27
Young Kim	\$78,006.09
Qiuwen Li	\$45,000.00
Christopher Meyer	\$55,395.38
John Pizzuto	\$70,743.99
Alix Suckstorf	\$50,000.00
Christopher Anderson	\$66,000.00
Hugh Britten	\$84,639.52
Mark Dixon	\$69,921.63
Meghann Jarchow	\$65,867.83
Jacob Kerby	\$79,686.22
Andrea Liebl	\$68,000.00
Paula Mabee	\$179,800.00
Katherine Rasmussen	\$44,186.91
Kenneth Renner	\$95,394.63
Lynn Riley	\$57,980.31
Daniel Soluk	\$86,272.11
Cliff Summers	\$106,469.95
Jeff Wesner	\$70,413.18
Bernard Wone	\$71,485.43
Erliang Zeng	\$83,125.44
Ying Deng	\$83,672.14
Zhongkui Hong	\$76,460.56
Carol Lushbough	\$84,483.23
Hongli Sun	\$77,041.33
David Hawkinson	\$67,584.81
James Hoefelmeyer	\$81,645.14
Chaoyang Jiang	\$81,063.97
Miles Koppang	\$97,628.54
Kadarkaraisamy Mariappan	\$57,439.15
Paul May	\$106,850.92
Grigoriy Sereda	\$78,110.05
Haoran Sun	\$75,594.19
Joseph Vitt	\$66,292.14
Zhenqiang Wang	\$75,913.48
Kyle Brouwer	\$82,741.74
Angela Brown	\$57,377.21
Elizabeth Devellder	\$63,942.30
Elizabeth Hanson	\$65,396.93
Jane Heinemeyer	\$66,213.01
Marni Johnson Martin	\$84,110.20
Lindsey Jorgensen	\$72,791.13
Solveig Sperati Korte	\$61,466.17
Tracey Lorang	\$46,547.37
Jessica Messersmith	\$91,721.80
Mandy Williams	\$77,872.15
Nicole Ackman	\$35,553.50
Mark De Laurier	\$55,000.00
April Lovrien	\$37,881.00
Kelly McKay-Semmler	\$60,116.08
Shane Semmler	\$60,491.58
Leah Seurer	\$55,000.00
Aimee Sorensen	\$40,604.34
Douglas Goodman	\$80,888.82
Santosh KC	\$79,708.00

Ahyoung Lee	\$75,000.00
Kiho Lim	\$75,000.00
James Perry	\$58,640.81
Sherrie Bosse	\$69,825.13
Cathy Ezrailson	\$68,009.75
Susan Gapp	\$65,519.46
Lisa Hazlett	\$74,657.20
Monica Iverson	\$50,180.00
Gary Johnson-Cheeseman	\$64,394.37
Daniel Mourlam	\$53,918.03
Amy Pohlson	\$40,844.14
Dyanis Popova	\$57,000.00
Kevin Reins	\$67,555.12
Theresa Skinner	\$50,932.40
William Sweeney	\$81,292.26
Donald Versteeg	\$47,266.10
Gabriela Walker	\$53,858.59
Andrea Wange	\$59,681.75
Jing Williams	\$53,697.74
Garreth Zalud	\$90,882.67
Ramu Sudhagoni	\$92,350.98
Jonell Bly	\$46,380.43
Darlene Bogenpohl	\$64,399.56
Ashleigh Lingo	\$56,150.00
Molly Molencamp	\$31,625.32
Erik Mutterer	\$68,697.86
Marti Pollard	\$60,464.95
Carissa Regnerus	\$59,636.43
John Smith	\$109,193.25
Martha Steil	\$34,173.12
Katie Williams	\$43,540.39
Jennifer Fierro	\$43,652.94
Jeanne Fromm	\$42,297.00
Brennan Jordan	\$72,863.99
Mark Sweeney	\$74,399.34
Kathleen Brown	\$66,354.13
Daniel Decino	\$54,000.00
Harry Freeman	\$80,029.29
Daniel Hajovsky	\$55,894.55
Maribeth Jorgensen	\$57,803.00
Lisa Newland	\$75,589.13
Seth Olson	\$67,520.78
Gabrielle Strouse	\$54,882.08
Phillip Waalkes	\$54,000.00
Sarah Wollersheim Shervey	\$56,863.79
Mejai Avoseh	\$74,186.28
Susan Curtin	\$66,000.00
David DeJong	\$60,550.95
Kristine Reed	\$62,333.22
Derrick Robinson	\$60,000.00
Susan Santo	\$50,744.59
Duncan Barlow	\$51,790.02
Prentiss Clark	\$55,252.28
Patricia DiMond	\$46,679.05
Sarah Garelik	\$40,848.14
Kenneth Green	\$54,121.41
Benjamin Hagen	\$54,000.00

Christopher Jenks	\$65,346.30
Heather Love	\$55,192.31
Christopher Lozensky	\$24,408.00
Kevin Magee	\$42,518.99
Leah McCormack	\$54,000.00
Melinda Obach	\$44,393.36
Joseph Raiche	\$45,351.68
Marcella Remund	\$45,000.97
Lisa Ann Robertson	\$55,192.31
Lee Roripaugh	\$96,180.51
Clyde Willman	\$68,546.93
Melanie Wood	\$42,696.14
Molly Youngkin	\$61,199.23
Musheera Abdellatif	\$66,826.37
Katharine Bloom	\$66,501.76
Angela Landeen	\$66,500.00
Amy Lynn Nelson	\$64,741.30
Jamie Turgeon-Drake	\$63,417.14
Rebecca Wolff	\$71,494.81
Elise Boxer	\$59,930.40
Steven Bucklin	\$90,691.90
David Burrow	\$59,346.81
Nicole Hamonic	\$55,853.54
Sara Lampert	\$57,076.98
Clayton Lehmann	\$79,805.06
Molly Rozum	\$84,671.41
Alan Aldrich	\$68,414.09
David Alexander	\$72,732.30
Danielle Dejager-Loftus	\$74,177.93
Lisa Duncan	\$64,345.96
Stephen Johnson	\$81,933.12
Timmi Johnson	\$60,008.53
Carol Leibiger	\$80,045.87
Kathleen McElhinney	\$67,650.79
Michael Seminara	\$47,500.00
Jon Carey	\$47,500.00
Brett Comstock	\$54,364.94
Pao Ying Hsiao	\$49,355.93
Andrew Pickett	\$52,000.00
Suzanne Williams	\$52,165.08
Clark Bennett	\$42,388.48
Teresa Chasing Hawk	\$39,130.40
Lynnette Crawford	\$42,840.05
Jose Flores	\$99,616.15
Catalin Georgescu	\$70,597.27
Nan Jiang	\$75,176.62
Shannon Kortan	\$43,597.21
Ramiro Lafuente-Rodriguez	\$65,000.00
Yuhlong Lio	\$96,412.67
Kristen Maxon	\$32,260.77
Constantin Picioroaga	\$71,848.68
Sally Schmidt	\$41,280.01
Sandra Shumaker	\$44,472.38
Kathleen Tracy	\$41,965.00
Clarice Wagner	\$56,703.57
Charles Baldwin	\$68,929.80
Janet Davison	\$54,365.96

Teddi Joyce	\$65,641.32
Charles Lubbers	\$100,653.20
Todd Mechling	\$50,669.00
Armando Galicia-Silva	\$39,714.97
Istvan Gombocz	\$84,679.98
Angela Helmer	\$61,822.06
Kris Knisely	\$55,221.90
Armik Mirzayan	\$59,236.13
Dayana Soto y Caballero d	\$53,009.17
Robert Turner	\$56,554.20
Timothy Campbell	\$43,500.00
Alessandra Feris	\$44,000.00
Marie-Elaine Gagnon	\$51,932.57
Ioana Galu	\$42,000.00
Tracelyn Gesteland	\$5,000.00
Tracelyn Gesteland	\$54,937.05
Susan Gray	\$75,675.50
Christopher Kocher	\$60,276.33
Paul Lombardi	\$47,358.92
David Moskowitz	\$68,065.54
Gary Reeves	\$52,369.92
Luis Viquez Cordoba	\$47,152.40
Darin Wadley	\$52,781.14
Mary Adebayo	\$56,170.00
Natalie Board	\$56,170.00
Barbara Buss	\$56,170.00
Kelli Ebbesen	\$56,170.00
Sabina Kupersmidt	\$85,179.71
Erica Larson	\$56,170.00
Lisa Varenhorst	\$56,170.00
Amy Smith	\$75,937.84
Brittney Fischer	\$56,170.00
Jeannie Rossow	\$56,170.00
Barbara Stolle	\$83,521.18
Amy Hunsley-McTighe	\$61,326.20
Lori Koenecke	\$59,443.38
Annette Ray	\$67,818.16
Lisa Gibbon	\$61,702.00
Nicole Johnson	\$55,820.72
Tamela Kisner	\$67,683.80
Tony Long	\$74,478.63
Julie Symes	\$70,905.29
Dawn Warren	\$76,142.27
Traci Barnable	\$56,164.94
Pallav Deka	\$74,825.00
Allison Heitmann	\$37,736.97
Jeanna Pankratz	\$56,323.84
Christine Tesch	\$60,626.27
Helene Hegge	\$61,197.73
Jo Ann Kim	\$74,172.12
Michelle Lichtenberg	\$60,404.07
Carolyn Nelson	\$56,323.84
Emily Smith	\$75,447.08
Contessa Windeshausen	\$56,437.07
Karyl Yockey	\$77,434.57
Doreen Endres	\$57,417.58
Cheryl Fischbach	\$62,512.98

Heidi Schmidt	\$62,156.89
Whitney Lucas Molitor	\$66,536.35
Jessica McHugh	\$6,666.67
Edwin Filotas	\$54,400.00
Justin Moss	\$47,910.98
Joseph Tinguely	\$57,243.76
Amanda Adamson	\$80,000.00
Jing Liu	\$74,969.35
Ryan MacLellan	\$74,746.15
Vernon McBride	\$41,735.84
Joel Sander	\$77,676.59
Ian Shoemaker	\$72,500.00
Yongchen Sun	\$84,787.27
Wenqin Xu	\$72,500.00
Chao Zhang	\$13,349.92
Richard Braunstein	\$86,128.37
Matthew Fairholm	\$90,093.78
Jacqueline Faulhaber	\$40,667.44
Edwin Gerrish	\$71,636.95
Julia Hellwege	\$63,500.00
Joshua Houy	\$50,000.00
Eric Jepsen	\$78,740.31
Lynita Newswander	\$40,079.44
Chad Newswander	\$74,373.65
Michael Roche	\$114,730.90
Timothy Schorn	\$71,957.75
Bridget Welch	\$60,885.82
S Caraway	\$72,243.95
Martin Dennis	\$42,276.02
Stephanie Fuller	\$31,389.26
Michael Granaas	\$60,752.06
Sara Lowmaster	\$66,579.77
Douglas Peterson	\$81,668.96
Julia Puckett	\$67,019.51
Francis Schieber	\$92,766.29
Raluca Simons	\$73,978.19
Jeffrey Simons	\$94,064.77
Gemma Skillman	\$43,785.20
Holly Straub	\$68,452.18
Cynthia Struckman-Johnson	\$102,409.26
XiaoTian Wang	\$99,048.09
Chet Barney	\$112,134.06
Klaus Beckmann	\$125,000.00
Kathryn Birkeland	\$107,720.43
Stephen Butler	\$127,734.99
David Carr	\$104,717.39
Melissa Christianson	\$66,115.11
Erin Cornelsen	\$70,752.64
Vonda Cotton	\$56,000.00
Ali Dag	\$115,000.00
Teresa Egan	\$50,000.00
Matthew Fox	\$110,000.00
Benjamin George	\$115,000.00
Jewel Goodman Shepherd	\$84,000.00
Gregory Huckabee	\$106,739.72
Noel Pavel Jeutang	\$116,674.91
William Jones	\$114,171.19

Leon Korte	\$12,869.25
Leon Korte	\$89,413.93
Damian Lonsdale	\$88,236.35
Thomas Martin	\$63,476.63
Jason Porter	\$146,342.28
Srinivasan Ragothaman	\$149,999.83
Ana Sariol	\$115,000.00
Samer Sarofim	\$115,000.00
Teresa Stephenson	\$151,348.04
Brock Stoddard	\$86,978.98
Thomas Tiahrt	\$88,187.51
Daniel Tracy	\$155,138.19
Mandie Weinandt	\$70,747.76
Rand Wergin	\$123,109.57
Henry Wiedrich	\$63,897.00
Carole Winter	\$81,374.44
Yewmun Yip	\$110,731.89
Kelly Bass	\$50,000.00
Kelly Bass	\$50,000.00
Brooke Blaalid	\$65,384.93
Wallace Jackmon	\$79,735.17
Peter Kindle	\$78,044.63
Kathryn LaPlante	\$68,266.49
Debra Norris	\$82,179.48
Margarite Reinert	\$65,000.00
Deborah Ripperda	\$96,275.05
Soon Hee Roh	\$78,277.23
Jonathan Allender-Zivic	\$44,000.00
Patricia Downey	\$60,261.22
Deborah Gordon-Bland	\$58,018.49
Scott Mollman	\$56,212.86
Matthew Nesmith	\$58,476.49
Timothy Pyles	\$46,947.27
Caitlin Quinn	\$43,993.02
Victor Shonk	\$52,004.56
Joseph Stollenwerk	\$43,000.00
Ranjit Koodali	\$11,553.90

PZRSPMT South Dakota Board of Regents
 University of South Dakota
 FY18 Non-Unit Faculty Salary Analysis
 Version : 062016.21b

05/12/2017 10:08:39

Name	Salary
Matthew Sayre	\$58,320.00
Matthew Sayre	\$18,000.00
Cory Knedler	\$37,328.39
Cory Knedler	\$43,641.13
Kaius Helenurm	\$29,813.35
Kaius Helenurm	\$80,008.66
Karen Koster	\$102,692.54
David Swanson	\$108,051.54
David Swanson	\$12,005.73

Daniel Engebretson	\$33,833.04
Daniel Engebretson	\$66,888.14
Daniel Engebretson	\$33,420.04
Andrew Sykes	\$34,646.41
Andrew Sykes	\$96,034.59
John Dudley	\$61,716.38
John Dudley	\$61,716.38
Teresa Bellis	\$93,523.65
Teresa Bellis	\$31,032.65
Jill Tyler	\$55,590.94
Jill Tyler	\$21,391.70
Quoc-Nam Tran	\$32,985.07
Quoc-Nam Tran	\$98,955.23
Karen Kindle	\$53,959.11
Karen Kindle	\$25,625.33
Nicholas Shudak	\$56,080.97
Nicholas Shudak	\$27,831.45
Barbara Brockevelt	\$55,726.42
Barbara Brockevelt	\$83,589.63
J Memmott	\$70,391.20
J Memmott	\$46,927.52
Kari Potter	\$48,300.00
Kari Potter	\$32,200.00
Francis Zavadil	\$37,728.07
Francis Zavadil	\$56,592.10
Michael Killian	\$99,496.36
Denise Arrick	\$60,235.29
Stephen Bambas	\$69,041.60
Lee Baugh	\$89,276.63
Daniel Bird	\$91,497.08
Brian Burrell	\$97,313.60
Michael Chaussee	\$96,735.37
Manas Das	\$97,253.58
Scott Druecker	\$77,686.37
Kathleen Eyster	\$133,804.07
Gina Forster	\$123,166.03
Jane Gavin	\$80,835.81
Barbara Goodman	\$108,339.95
Victor Huber	\$88,054.04
Joyce Keifer	\$132,358.63
Curtis Kost	\$85,403.61
Yifan Li	\$94,037.50
Pasquale Manzerra	\$76,990.50
Pasquale Manzerra	\$42,649.00
Douglas Martin	\$124,616.21
Lisa McFadden	\$82,500.00
Gerald McGraw	\$71,337.83
Robert Morecraft	\$124,260.81
Scot Ouellette	\$82,459.67
James Pattison	\$80,739.28
William Percy	\$108,264.28
Khosrow Rezvani	\$85,090.84
Elizabeth Rucks	\$91,040.37
Dayalan Sampath	\$52,500.00
Samuel Sathyanesan	\$89,515.39
Steven Waller	\$53,674.47
Steven Waller	\$125,835.37

Xuejun Wang	\$173,040.82
Hongmin Wang	\$95,600.65
Xuejun Wang	\$57,128.69
Michael Watt	\$69,794.75
Keith Weaver	\$129,917.77
Zhaoqing Zheng	\$56,769.02
Archana Chatterjee	\$218,733.71
Gary Timmerman	\$340,484.70
Russell Wilke	\$200,000.00
Ann Brunick	\$29,859.50
Ann Brunick	\$88,297.26
Kerri Johnston	\$11,344.68
Amy Schweinle	\$68,849.93
Amy Schweinle	\$30,728.11
Karen Card	\$77,285.73
Karen Card	\$36,918.99
Darlene Farabee	\$21,146.91
Darlene Farabee	\$63,440.71
Paul Formisano	\$6,321.60
Paul Formisano	\$56,894.41
Susan Anderson	\$37,851.57
Susan Anderson	\$302,801.73
Valerie Hearn	\$49,115.21
Valerie Hearn	\$74,678.43
Valerie Hearn	\$58,586.76
Valerie Hearn	\$36,649.95
Joseph Fanciullo	\$303,197.00
Robert Ammon	\$26,334.13
Robert Ammon	\$52,587.90
Dan Van Beursem	\$90,693.48
Dan Van Beursem	\$31,001.20
Michelle Van Maanen	\$20,875.25
Michelle Van Maanen	\$53,419.91
Laura Vidler	\$22,706.75
Laura Vidler	\$68,123.26
J Holdhusen	\$39,492.08
J Holdhusen	\$5,000.00
J Holdhusen	\$30,507.92
Jerome Freeman	\$161,741.80
Haifa Abou Samra	\$132,000.00
Haifa Abou Samra	\$33,000.00
Kimberly Nerud	\$52,070.42
Kimberly Nerud	\$52,070.42
Michelle Knuppe	\$38,775.00
Michelle Knuppe	\$38,775.00
Keith Hansen	\$221,726.49
Shana Cerny	\$80,000.00
Diana Feldhacker	\$80,000.00
Moses Ikiugu	\$108,753.81
Ranelle Nissen	\$72,737.42
Patti Berg-Poppe	\$92,500.00
Becca Jordre	\$90,000.00
Joy Karges	\$110,500.00
Angela MacCabe	\$80,000.00
Brandon Ness	\$79,999.99
Lana Svien	\$76,556.19
Lana Svien	\$67,245.33

Han-Zhi Tao	\$78,500.00
Kory Zimney	\$81,000.00
Melissa Castillo	\$77,577.50
Nicole Higgins	\$77,751.21
Betty Hulse	\$93,300.27
Julie Johnson	\$94,495.59
Wade Nilson	\$61,075.05
Wade Nilson	\$57,745.82
William Schweinle III	\$101,570.28
Dongming Mei	\$10,417.94
Dongming Mei	\$100,396.74
Cassandra McKeown	\$69,941.19
Cassandra McKeown	\$7,771.24
Shane Nordyke	\$66,067.31
William Richardson	\$38,220.07
William Richardson	\$45,569.67
William Richardson	\$57,918.79
Timothy Soundy	\$198,521.97
Jan Berkhout	\$86,914.29
Elizabeth Boyd	\$10,863.40
Elizabeth Boyd	\$97,770.58
Randal Quevillon	\$32,116.94
Randal Quevillon	\$85,567.44
Michael Allgrunn	\$115,731.46
Michael Allgrunn	\$5,000.00
Thomas Davies	\$5,160.00
Thomas Davies	\$5,000.00
Thomas Davies	\$132,237.53
Mark Yockey	\$117,681.05
Mark Yockey	\$5,160.00
Mark Yockey	\$5,160.00
Mark Baron	\$57,752.69
Mark Baron	\$53,955.80
Robin Wiebers	\$32,874.36
Robin Wiebers	\$44,566.93
David Day	\$145,047.69
Myanna Dellinger	\$95,373.30
Patrick Garry	\$130,225.32
Hannah Haksgaard	\$81,000.00
Wendy Hess	\$94,630.51
Thomas Horton	\$116,650.14
Mary Hutton	\$150,735.89
Sean Kammer	\$95,921.35
Allen Madison	\$95,744.32
Ashleigh McCain	\$60,000.00
Michael McKey	\$67,000.00
Ramon Ortiz	\$93,000.00
Frank Pommersheim	\$152,762.07
Thomas Simmons	\$104,980.88
Charles Thatcher	\$145,341.21
Jonathan Van Patten	\$134,830.57
Raimondo Genna	\$31,777.45
Raimondo Genna	\$31,777.45

PZRSPMT South Dakota Board of Regents
 SD School for the Blind and Visually Impaired
 FY18 Non-Faculty Exempt Salary Analysis 05/12/2017 10:08:46
 Version : 062016.21b

Name	Salary
-----	-----
Susan Snaza	\$46,770.00
Janel Ludwig	\$65,136.00
Deborah Mitchell	\$74,620.00
Steve Kelsey	\$52,581.00
Gayle Anderson	\$25,708.31
Mallory Bingham	\$24,912.72
Jodi Carlsgaard	\$75,544.00
Ardell Fiedler	\$54,742.00
Timothy Jalbert	\$28,173.06
Laurel McNickle	\$27,268.28
Claudean Hluchy	\$88,226.00

PZRSPMT South Dakota Board of Regents
 SD School for the Blind and Visually Impaired
 FY18 Unit Faculty Salary Analysis 05/12/2017 10:08:46

Name	Salary
-----	-----
Patricia Geditz	\$57,513.00
Indira Dillon	\$56,564.00
Susan Egging	\$48,121.00
Marva Gellhaus	\$64,943.00
Amy Scepaniak	\$56,777.00
Julie Vandover	\$50,071.00
Tevan Fischbach	\$64,747.00
Lela Holcomb	\$63,004.00
Christina Hulscher	\$47,872.00
Beth Lopes	\$41,408.00
Candice Mohn	\$52,804.00
Jane Mundschenk	\$63,696.00
Sandra Payne	\$54,817.00
Lorri Peterson	\$61,254.00

PZRSPMT South Dakota Board of Regents
 South Dakota School for the Deaf
 FY18 Non-Faculty Exempt Salary Analysis 05/12/2017 10:08:47
 Version : 062016.21b

Name	Salary
-----	-----

Carly Hemmingson	\$75,000.00
Gregory King	\$87,928.00
Kimberly Knisely	\$44,376.00
Wes Lyngstad	\$52,529.00
Laura Scholten	\$61,652.00
Kim Wadsworth	\$82,592.00
Sarah Zellmer	\$82,114.00

PZRSPMT South Dakota Board of Regents
 South Dakota School for the Deaf
 FY18 Unit Faculty Salary Analysis 05/12/2017 10:08:47
 Version : 062016.21b

Name	Salary
-----	-----
Eileen Anderson	\$61,039.00
Julie Delfs	\$50,908.00
Alissa Hutchinson	\$42,823.00
Sherry Jackson	\$44,523.00
Sarah Lingle	\$60,045.00
Julie Luke	\$52,180.00
Nina Ringstmeyer	\$48,267.00
Kerry Ruth	\$55,966.00
Jodi Schnider	\$56,743.00
Kami Van Sickle	\$52,695.00

PZRSPMT South Dakota Board of Regents
 Board of Regents
 FY18 Non-Faculty Exempt Salary Analysis 05/12/2017 10:08:48
 Version : 062016.21b

Name	Salary
-----	-----
Jill Christian	\$85,656.00
David Hansen	\$132,722.69
Darrel Johnson	\$103,200.00
Ruth Peters	\$66,533.96
Dean Sheley	\$105,000.00
Kimm Sundal	\$83,392.99
Darren Tieman	\$94,192.90
Linda Shumaker	\$45,022.63
Trudy Zalud	\$67,635.38
Molly Weisgram	\$83,020.75
Leah Ahartz	\$63,984.00
Sara Brainard	\$52,632.00
Mary Ellen Garrett	\$70,993.23

Monte Kramer	\$199,987.15
Julie Kueter	\$43,041.00
Justin Nagel	\$63,777.60
Sherri Stahl	\$45,957.28
Scott Van Den Hemel	\$79,722.00
Ellen Walker	\$43,041.00
Guilherme Costa	\$149,640.00
James Shekleton	\$70,826.85
Kayla Bastian	\$87,720.00
Lindsey Heiss	\$61,800.00
Tracy Mercer	\$44,914.94
Janelle Toman	\$123,554.13
Michele Anderson	\$88,303.23
Scott Miller	\$83,973.84
Kerri Morris	\$40,788.02
Tasha Dannenbring	\$80,000.00
Molly Hall-Martin	\$53,148.00
Katie Hubbart	\$41,341.49
Katie Maley	\$46,794.11
Jay Perry	\$89,222.00
Paul Turman	\$197,346.50
Nathan Lukkes	\$126,075.23

P2RNJOB

South Dakota Board of Regents

BOR Routine

04/25/2017 14:59:22

Date Range : 22-FEB-17 thru 21-APR-17
For :BHSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)					
Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Melissa Hampton	BE9800	00	Senior Accountant	Appointment	40996.01 28-FEB-17
Shaylyn Harvey	BE9688	00	Facility Worker	Appointment	22796.36 22-FEB-17

Career Service Benefit Eligible (CSA1)							
Permanent Salary Adjustment(SP)							
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.
Isaac Hanson	BE9679	00	Media and Design Specialist	Sal Adj to 5% Range at 6 mo	28162.66	29577.03	1414.37
Gregory Krajewski	BE9949	00	Facility Worker	Sal Adj to 5% Range at 6 mo	22796.36	23503.55	707.19
Gregory Krajewski	BE9949	00	Facility Worker	End of Probation Adjust	23503.55	23940.34	436.79
Mandi Markel	BE9748	00	Facility Worker	Sal Adj to 5% Range at 6 mo	22796.36	23503.55	707.19

Career Service Benefit Eligible (CSA1)					
Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Jesse Bohanan	BE9967	00	Facility Worker	TV000	21-MAR-17
Shaylyn Harvey	BE9688	00	Facility Worker	TI001	21-MAR-17
Troy Imberi	BE9692	00	Facility Worker	TV000	03-APR-17
Danny O'Dea	BE9691	00	Senior Network Analyst	TI000	14-MAR-17
Danny O'Dea	BE9691	20	Telephone Stipend	TI000	14-MAR-17

Career Service Non-Benefit Eligible (CSA2)					
Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Victor Erhart	BE9184	00	JZ SP Temp help	Hire Temp Appointment	270.00 25-MAR-17
Adam Johnson	BE9167	00	Special Project Assistant	Hire Temp Appointment	12999.75 01-MAR-17
Marilyn Luscombe	BE9387	00	Bookstore Temp	Hire Temp Appointment	4000.00 27-MAR-17

Career Service Non-Benefit Eligible (CSA2)					
Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Marilyn Luscombe	BE9800	00	Senior Accountant	TR001	21-MAR-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)					
Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Brandon Bentley	BE9155	00	Director, Corporate Relations	Appointment	55000.00 22-MAR-17
Rebecca Cornell	ME9190	00	Student Success Advisor	Supplemental Appointment	0.00 22-FEB-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)								
Permanent Salary Adjustment(SP)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Adj.								
Evan Eastburn	BE9805	01	Football Camp Clinician	Salary Enhance/Special Award	2000.00			
Anthony Kerr	BE9907	01	Football Camp Clinician	Salary Enhance/Special Award	2000.00			
Glen Lammers	BE9370	00	Rodeo Coach	Salary Enhance/Special Award	43000.00	43000.00	0.00	
Mark Nore	BE9763	00	Women's BB Coach	Salary Enhance/Special Award	67600.00	67600.00	0.00	
John Reiners	BE9708	02	Football - Award	Salary Enhance/Special Award	5000.00			
Shawn Schnabel	BE9166	00	Assistant Football Coach	Salary Enhance/Special Award	32000.00	32000.00	0.00	
Jay Smith	BE9654	01	Assistant Football Coach	Salary Enhance/Special Award	2000.00			

Non-Faculty Benefit Eligible (NFE1) (NFE1)								
Terminated								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date			
Brandon Bentley	BE9258	00	Accountant	SA011	21-MAR-17			
Rebecca Cornell	ME9190	00	Student Success Advisor	TV013	21-MAR-17			
Evan Eastburn	BE9805	01	Football Camp Clinician	TV013	21-MAR-17			
Anthony Kerr	BE9907	01	Football Camp Clinician	TV013	21-MAR-17			
John Reiners	BE9708	02	Football - Award	TV013	21-MAR-17			
Jay Smith	BE9654	01	Assistant Football Coach	TV013	21-MAR-17			

Student Employment and NFE Non-Benefit Eligible (NFE2)								
Appointments(AA)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date		
Brittany Ackerman	BS9575	00	YC Lifeguard	Hire Temp Appointment	1560.00	02-MAR-17		
Abdulqoyyum Agunbiade	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	525.00	22-FEB-17		
Roxie Ahlbrecht	BE9160	00	Sanford Lab Science Presenter	Hire Temp Appointment	125.00	22-FEB-17		
Elliott Anderson	BS9967	00	Resident Assistant on Duty	Hire Temp Appointment	1038.00	17-MAR-17		
Margaret Austin	BE9301	00	Math Coach	Hire Temp Appointment	1300.00	22-FEB-17		
Margaret Austin	BE9301	00	Math Coach	Hire Temp Appointment	1625.00	22-MAR-17		
Bradley Branson	BS9583	00	RHA Vice-President	Hire Temp Appointment	500.00	22-MAR-17		
Bradley Branson	BS9967	00	Resident Assistant on Duty	Hire Temp Appointment	1038.00	17-MAR-17		
Courtney Buck	BS9821	00	Student Grant Research	Hire Temp Appointment	3015.00	22-FEB-17		
Matdalynn Buffington	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	24-MAR-17		
Vanessa Clark	BS9844	00	Peer Tutor - Biol 103	Hire Temp Appointment	1440.00	27-FEB-17		
Dustie Clements	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	24-MAR-17		
Drew Couch	BS9962	00	Operations Specialist	Hire Temp Appointment	692.00	16-MAR-17		
Marina Curuchet	BS9698	00	Student HR Assistant	Hire Temp Appointment	1050.00	22-FEB-17		
Jessica Engberg	BW9687	00	FWS Mail Services	Hire Temp Appointment	622.80	22-FEB-17		
Thatcher Ferguson	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	23-MAR-17		
Karley Guthmiller	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	23-MAR-17		
Karley Guthmiller	BS9838	01	Phonathon Supervisor	Hire Temp Appointment	1920.00	24-MAR-17		
Samantha Halverson	BS9844	00	Peer Tutor - Humanities	Hire Temp Appointment	1440.00	22-FEB-17		
Alexandra Hancock	BS9821	00	Student Grant Research	Hire Temp Appointment	3015.00	22-FEB-17		
Jacob Hart	BS9985	00	Parking Office	Hire Temp Appointment	780.00	22-MAR-17		
Maxxwill Hausman	BS9575	00	YC Lifeguard	Hire Temp Appointment	1170.00	02-MAR-17		
Maxxwill Hausman	BS9962	0	Operations Specialist	Hire Temp Appointment	1038.00	02-MAR-17		
Taylor Ihmels	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	24-MAR-17		
Isaac Iverson	BS9575	00	YC Lifeguard	Hire Temp Appointment	1384.00	02-MAR-17		
Isaac Iverson	BS9587	00	Office Assistant	Hire Temp Appointment	830.40	16-MAR-17		
Blake Johnson	BS9828	00	Student Recycling	Hire Temp Appointment	1200.00	22-FEB-17		
Kyla Karst	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	23-MAR-17		
Kyla Karst	BS9838	01	Phonathon Supervisor	Hire Temp Appointment	1920.00	23-MAR-17		
Minayo Kawamura	BS9902	00	BHTV Videographer	Hire Temp Appointment	200.00	22-FEB-17		
Brooklyn Ketcham	BS9844	00	Peer Tutor - Math 341/342	Hire Temp Appointment	960.00	06-APR-17		
Shae Knox	BS9963	00	Child Care Worker	Hire Temp Appointment	692.00	04-APR-17		
Rachel Kremer	BS9963	00	Child Care Worker	Hire Temp Appointment	1038.00	15-MAR-17		
Kanyon Lalley	BS9967	00	Resident Assistant on Duty	Hire Temp Appointment	1038.00	17-MAR-17		
Shelby Larson	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-17		
Alexandrea Leclair	BS9865	00	Student Telecounselor	Hire Temp Appointment	1050.00	06-MAR-17		
Sarah Leiby	BE9249	00	Soccer Camp Clinician	Hire Temp Appointment	300.00	22-MAR-17		

Taylor Lenz	BS9583	00	RHA President	Hire Temp Appointment	500.00	22-MAR-17
Taylor Lenz	BS9967	00	Resident Assistant on Duty	Hire Temp Appointment	1038.00	17-MAR-17
Denim Lind	BS9821	00	Student Grant Reasearch	Hire Temp Appointment	3015.00	22-FEB-17
Theresa Marsh	BS9963	01	Child Care Worker	Hire Temp Appointment	692.00	04-APR-17
Olivia McCann	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	30-MAR-17
Matthew McCaskell	BS9990	00	Disability Receptionist	Hire Temp Appointment	519.00	28-MAR-17
Clair McEnelly	BE9160	00	Sanford Lab Science Presenter	Hire Temp Appointment	250.00	22-MAR-17
Josie McKenna	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	24-MAR-17
Gregory Midzak	BS9844	00	Peer Tutor - EXS Fitness Asses	Hire Temp Appointment	1440.00	22-FEB-17
Jose Morales Snyder	BS9835	00	PR and Marketing Assistant	Hire Temp Appointment	1557.00	30-MAR-17
Dennis Morton	BS9580	00	Student Admin Support	Hire Temp Appointment	1730.00	22-MAR-17
Dale Nemec	BS9615	00	Volunteer Coordinator	Hire Temp Appointment	692.00	06-MAR-17
Morghan Oleson	BS9964	00	Information Specialist	Hire Temp Appointment	692.00	27-MAR-17
Lydia Oliver	BS9990	00	Disability Receptionist	Hire Temp Appointment	175.00	28-MAR-17
Mariah Palmquist	BS9967	00	Resident Assistant on Duty	Hire Temp Appointment	1038.00	17-MAR-17
Chaein Park	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	525.00	22-FEB-17
Tori Parks	BS9946	00	Archival Assistant	Hire Temp Appointment	800.00	22-MAR-17
Micah Pennel	BW9822	00	Music Work Study	Hire Temp Appointment	1384.00	22-FEB-17
Lauren Pierce	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	24-MAR-17
Ariel Pozorski	BS9798	00	Receptionist	Hire Temp Appointment	1038.00	22-FEB-17
Schneider Prophete	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	720.00	22-MAR-17
Tahiry Razafimanjato	BS9828	0	Student Recycling	Hire Temp Appointment	9600.00	22-MAR-17
Sharon Rendon	BE9301	05	Math Coaching	Hire Temp Appointment	812.50	22-FEB-17
Sharon Rendon	BE9301	05	Math Coaching	Hire Temp Appointment	650.00	22-MAR-17
Cassidy Steele	BS9781	00	Rec Sports Official	Hire Temp Appointment	1384.00	14-MAR-17
Jacqueline Stroup	BS9714	00	Student Library Clerk Supv	Hire Temp Appointment	1140.00	22-FEB-17
Jacqueline Stroup	BS9715	00	Student Library Clerk	Hire Temp Appointment	1038.00	22-FEB-17
Jacqueline Stroup	BS9946	00	Archival Assistant	Hire Temp Appointment	1200.00	22-MAR-17
Jacqueline Stroup	BS9967	00	Resident Assistant on Duty	Hire Temp Appointment	1038.00	17-MAR-17
Samuel Suess	BS9811	00	Tutor - MIS	Hire Temp Appointment	1200.00	22-FEB-17
Serena Tennis	BS9963	00	Child Care Worker	Hire Temp Appointment	692.00	04-APR-17
Amber Thomas	BW9869	00	Telecounselor	Hire Temp Appointment	700.00	13-MAR-17
Samantha Trinneer	BS9562	00	Food Service Worker	Hire Temp Appointment	1140.00	22-FEB-17
Heidi Vanlishout	BS9985	00	Parking Office	Hire Temp Appointment	820.00	22-FEB-17
Amber Wallace	BS9963	00	Child Care Worker	Hire Temp Appointment	692.00	04-APR-17
Nichole Walters	BS9819	00	Office Assistant	Hire Temp Appointment	352.00	22-MAR-17
Brittany Whitney	BE9399	00	Art Model	Hire Temp Appointment	660.00	22-MAR-17
Elizabeth Williams	BS9844	00	Peer Tutor - BADM 482	Hire Temp Appointment	1440.00	22-FEB-17
Rachel Winters	BS9700	00	Student Business Office	Hire Temp Appointment	1750.00	12-APR-17
Lanaya Young	BS9974	00	Night Assistant	Hire Temp Appointment	3598.23	22-FEB-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Justin Logue	BS9840	00	Student Senate President	Change Salary Rate/Pay Grade	1300.00	666.68	-633.32	

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Roxie Ahlbrecht	BE9160	00	Sanford Lab Science Presenter	TV013	21-MAR-17
Margaret Austin	BE9301	00	Math Coach	TV013	21-MAR-17
Margaret Austin	BE9301	00	Math Coach	TV013	21-APR-17
Bradley Branson	BS9583	00	RHA Vice-President	TV012	21-APR-17
Jessie Clark	BW9912	00	Sanford Lab Student Employee	TV012	02-MAR-17
Clayton Cooch	BE9188	00	NFE Temp Exempt - DOE Grant	TV013	21-MAR-17
Marina Curuchet	BW9702	00	Student HR Assistant	TV012	21-MAR-17
Connie Feist	BE9192	00	Head Women's Triathlon Coach	TV013	21-APR-17
Ela Gunes	BG9992	00	MBA Graduate Research Asst	TV012	21-APR-17
Anna Hafele	BG9999	05	MSIG Grad Assistant	TV012	21-APR-17
Riston Haugen	BS9890	01	Lab Assistant	TV012	21-APR-17
Molly Howard	BS9554	00	JZ SP Student Assistant	TV012	21-APR-17
Sarah Leiby	BE9249	00	Soccer Camp Clinician	TV013	21-APR-17

Tayler Lenz	BS9583 00	RHA President	TV012	21-APR-17
Clair McEnelly	BE9160 00	Sanford Lab Science Presenter	TV013	21-APR-17
Dennis Morton	BW9680 00	Administrataive Office Support	TV012	21-APR-17
Sharon Rendon	BE9301 05	Math Coaching	TV013	21-MAR-17
Sharon Rendon	BE9301 05	Math Coaching	TV013	21-APR-17
Alexander Rettinghouse	BS9910 00	Student Grounds Assistant	TV012	21-MAR-17
Kendra Savery	BW9968 00	Student Engagement Specialist	TV012	21-MAR-17
Alison Schultes	BW9802 00	Receptionist	TV012	21-MAR-17
Jessica Sea	BS9830 00	Printing Center Assistant	TV012	21-MAR-17
Jacqueline Stroup	BW9718 00	Library Clerk	TV012	21-MAR-17
Jacqueline Stroup	BW9719 00	Library Clerk Supervisor	TV012	21-MAR-17
Allan Stubbs	BW9838 00	FWS Storekeeper Assistant	TV012	13-MAR-17
Nichole Walters	BS9819 00	Office Assistant	TV012	02-APR-17
Nichole Walters	BW9824 00	Office Assistant	TV012	21-MAR-17
Rachel Winters	BW9704 00	Student Office Asst FWS	TV012	11-APR-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Eric Clapham	BE9680	01	Assist Prof/Psyc 101	Overload for Teaching	4608.00	22-FEB-17
Kelly Kirk	BE9631	01	Instructor Hist 492	Hire Temp Appointment	1000.00	22-FEB-17
Charles Lamb	BE9817	01	Professor Biology - Overload	Overload for Teaching	11044.59	22-FEB-17
Laura Prosser	BE9741	01	Overload- BADM 280 B001	Hire Temp Appointment	1877.82	22-MAR-17
Wei Song	BE9725	01	Overload BADM 310 B601	Hire Temp Appointment	2846.80	22-MAR-17
Wan Wei	BE9607	01	Overload- BADM 491 B008	Hire Temp Appointment	1653.34	22-MAR-17

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kelly Kirk	BE9631	01	Instructor Hist 492	TV013	21-MAR-17

Faculty Non-Benefit Eligible (FAC2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Phillip Mize	BE9619	00	Adj Instr Math 095	Hire Temp Appointment	6456.00	22-FEB-17
Bernard Schuchmann	BE9484	01	Adj BADM 411 B001	Hire Temp Appointment	1817.00	22-MAR-17

ECLS 45 Volunteers
Banner ID Name Department Institution
There are no volunteers for the dates entered

P2RNJOB

South Dakota Board of Regents

BOR Routine

04/25/2017 15:03:24

Date Range : 22-FEB-17 thru 21-APR-17
For :DSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jason Kearin	DE9746	00	Building Maint Specialist	Appointment	48879.06	01-MAR-17
David Maher	DE9754	00	Facility Worker - Richardson	Appointment	28977.03	17-APR-17
Jeffrey Mott	DE9756	00	Building Maintenance Floater	Appointment	25500.31	17-APR-17
Chelsea Smidt	DE9510	00	Print Shop Assistant	Appointment	27039.48	27-FEB-17
Brenda Walloch	DE9568	00	Secretary - College of Comp	Hire Temp Appointment	23357.95	17-MAR-17

Career Service Benefit Eligible (CSA1)

Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Adj.								
Brian Benson	DE9755	00	Building Maint Specialist	Change Salary Rate/Pay Grade	47245.28	48879.06	1633.78	
Eric Hass	DE9758	00	Physical Plant Manager I	Change Salary Rate/Pay Grade	44823.14	46466.31	1643.17	
Anne Hauglid	DE9602	00	Senior Secretary	Reclassification	28565.48	29993.02	1427.54	
Kelvin Hoekman	DE9747	00	Building Maint Specialist	Change Salary Rate/Pay Grade	42340.71	43991.15	1650.44	
Lachelle Nelson	DE9773	00	Duplicate/Bind Equip Operator	Change Salary Rate/Pay Grade	27099.97	27913.06	813.09	
Cynthia Petrone	DE9790	00	Program Assistant I	Reclassification	29023.95	32759.37	3735.42	
Shelly Rawstern	DE9811	00	Policy/Data Analyst	Reclassification	41736.54	41736.54	0.00	
Carrie Slaathaug	DE9804	00	Annual Fund Phonathon Mngr	Sal Adj to 5% Range at 6 mo	34319.34	35213.72	894.38	

Career Service Benefit Eligible (CSA1)

Temporary Salary Adjustments(ST)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Adj.								
Shannon Vostad	DE9787	00	Senior Secretary -BIS	Temporary Additional Duties	33645.75		1009.37	
34655.12								
Patricia Weber	DE9769	00	Bookstore Buyer	Temporary Additional Duties	33645.74		3364.57	
37010.31								

Career Service Benefit Eligible (CSA1)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Sandra Geuther	DE9568	00	Senior Secretary	TV001	17-MAR-17
Dana Hoff	DE9620	00	Transfer Student/Vets Ben Coor	TV001	21-APR-17
David Maher	DE9756	00	Building Maintenance Floater	SA017	16-APR-17
Nicholas Pagnotta	DE9595	00	Facility Worker	TV002	05-APR-17
Laurie Rohlck	DE9526	00	Senior Secretary	TV001	06-MAR-17
Jason Kearin	SE8342	00	Building Maint Specialist	SA018	28-FEB-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Kelly Allen	DE9947	00	Residence Hall Dir-Higbie Hall	Supervisor Change	26667.00	22-MAR-17
John Johnston	DE9978	01	VP for Institutional Advance	Appointment	110000.00	08-MAR-17
Starla Stensaas	DE9586	00	Dir of Communication/Marketing	Appointment	85000.00	03-APR-17

Name Adj.	POSN	SUFF	Job Desc	Non-Faculty Benefit Eligible (NFE1) (NFE1) Temporary Salary Adjustments(ST)	Change Reason Desc	Ann. Sal.	New Base	Diff.	New

Daniel Friedrich	UE8205	00	Guest Speaker		Shared Employee Agreement	375.00		750.00	
1125.00									

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Nicole Claussen	DE9516	00	Assistant Director of Int Prog	SA011	21-APR-17
Annie Donaldson	DE9617	00	Emry Hall/ Summer Res Dir	TV001	21-APR-17
Annie Donaldson	DE9946	01	Interim Richardson Hall Dir	TV001	21-APR-17
Heather Gillespie	DE9972	00	Bookstore Director	TV003	24-MAR-17
Andrew Gross	DE9958	00	Assistant WBB Coach	TV001	21-APR-17
David Roberts	DE9563	00	Assistant Director of Res Life	TV001	21-MAR-17
Daniel Friedrich	UE8205	00	Guest Speaker	TV013	21-APR-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Omobolanle Atimise	DS8926	00	Student Labor - HealthPoint	Hire Temp Appointment	928.80	24-MAR-17
Ethelle Bean	DS8955	00	Student Labor-ADA	Hire Temp Appointment	1038.00	15-MAR-17
Mitchel Bogue	DS8949	00	Student Labor-Library	Hire Temp Appointment	692.00	22-MAR-17
Mitchel Bogue	DW9981	00	Work Study-Library	Hire Temp Appointment	2200.00	22-MAR-17
James Boit	DS8939	00	Student Labor - Gala Worker	Hire Temp Appointment	400.00	03-MAR-17
Nelly Burkitt	DS8917	00	Student-Resident Assistant	Hire Temp Appointment	30.00	22-FEB-17
Jeremiah Burkman	DS8949	00	Labor-Library	Hire Temp Appointment	692.00	22-MAR-17
Jeremiah Burkman	DW9981	00	Work Study-Library	Hire Temp Appointment	2200.00	22-MAR-17
Joel Carmona-Rojas	DS8918	00	Student Labor - DSU Live	Hire Temp Appointment	692.00	30-MAR-17
Kaylee Cushing	DS8987	00	Student Labor-Bookstore	Hire Temp Appointment	692.00	10-APR-17
Vaibhav Dahiya	DS8939	00	Student Labor - Gala Worker	Hire Temp Appointment	400.00	03-MAR-17
Marshall Dennert	DE9528	00	Events Driver for Baseball	Hire Temp Appointment	5719.89	13-MAR-17
Vinicius Freitas	DS8939	00	Student Labor- Gala Worker	Hire Temp Appointment	400.00	03-MAR-17
Caleb Hanisch	DS8949	00	Student Labor-Library	Hire Temp Appointment	692.00	22-MAR-17
Caleb Hanisch	DW9081	00	Work Study-Library-Summer	Hire Temp Appointment	2200.00	22-MAR-17
Ryan Hermann	DS8913	00	Student Labor-COC	Hire Temp Appointment	544.50	22-FEB-17
Hope Juntunen	DS8954	00	Student Labor-Research Assist	Hire Temp Appointment	900.00	23-FEB-17
Kelsey Kitzelman	DS8949	00	Student Labor-Library	Hire Temp Appointment	692.00	22-MAR-17
Logan Leighton Jager	DS8949	00	Student Labor-Library	Hire Temp Appointment	692.00	22-MAR-17
Logan Leighton Jager	DW9981	00	Work Study-Library	Hire Temp Appointment	3078.00	22-MAR-17
Victoria Martin	DS8976	00	Student Labor-Trojan Times	Hire Temp Appointment	200.00	22-MAR-17
Garrett Mullins	DS8976	00	Student Labor-Trojan Times	Hire Temp Appointment	200.00	22-MAR-17
Caitlin Murray	DS8981	00	Student Labor - Phonathon	Hire Temp Appointment	1038.00	28-FEB-17
Tareq Nasralah	DS8939	00	Student Labor - Gala Worker	Hire Temp Appointment	400.00	03-MAR-17
Innocent Ncuringoma	DW9981	00	Work Study-Library	Hire Temp Appointment	1100.00	13-MAR-17
Samantha Nielsen	DS8928	00	Labor - Liberal Arts	Hire Temp Appointment	60.00	22-MAR-17
Ogechukwu Odi	DS8939	00	Student Labor - Gala Worker	Hire Temp Appointment	400.00	03-MAR-17
Hope Peckenpaugh	DS8949	00	Student Labor-Library Assist	Hire Temp Appointment	692.00	22-MAR-17
Dyshawn Proudlove	DS8955	00	Student Labor-ADA Notetaker	Hire Temp Appointment	692.00	31-MAR-17
Jake Rundell	DS8918	00	Student Labor - DSU Live	Hire Temp Appointment	692.00	30-MAR-17
Elizabeth Schliep	DS8949	00	Labor-Library	Hire Temp Appointment	1730.00	22-FEB-17
Kiran Shrikhande	DS8939	00	Student Labor - Gala Worker	Hire Temp Appointment	400.00	03-MAR-17
Dheer Uprety	DS8939	00	Student Labor - Gala Worker	Hire Temp Appointment	400.00	03-MAR-17
Robert Uttermark	DE9541	00	Student Teaching Supervisor	Hire Temp Appointment	750.00	03-APR-17
Ryan Voyles	DS8949	00	Student Labor-Library	Hire Temp Appointment	692.00	22-MAR-17
Ryan Voyles	DW9981	00	Work Study-Library	Hire Temp Appointment	2200.00	22-MAR-17
Madison Whitcomb	DS8949	00	Student Labor-Library	Hire Temp Appointment	692.00	22-MAR-17
Madison Whitcomb	DW9981	00	Work Study-Library	Hire Temp Appointment	2200.00	22-MAR-17
Abbey Young	DS8949	00	Student Labor-Library	Hire Temp Appointment	692.00	22-MAR-17
Abbey Young	DW9981	00	Work Study-Library	Hire Temp Appointment	2200.00	22-MAR-17

Student Employment and NFE Non-Benefit Eligible (NFE2)											
Name Adj.	POSN	SUFF	Job Desc	Permanent Salary Adjustment(SP)				Ann. Sal.	New Base	Diff.	New
				Change	Reason	Desc					
Jovana Bogdanovic	DW9991	00	Work Study-ITS Help Desk	Change	Salary	Rate/Pay Grade		1100.00	1100.00	0.00	
Nicholas Boone	DW9997	00	Work Study-Athletics	Change	Salary	Rate/Pay Grade		2200.00	2200.00	0.00	
Mason Gulbranson	DW9991	00	Work Study-ITS Help Desk	Change	Salary	Rate/Pay Grade		2200.00	2200.00	0.00	
Kayla Janssen	DW9993	00	Work Study-Community Cntr	Change	Salary	Rate/Pay Grade		2200.00	2200.00	0.00	
Michael Krause	DW9991	00	Work Study-ITS Help Desk	Change	Salary	Rate/Pay Grade		2200.00	2200.00	0.00	
David Noid	DW9997	00	Work Study-Athletics	Change	Salary	Rate/Pay Grade		2200.00	2200.00	0.00	
Jerricka Thompson	DW9972	00	Work Study-America Reads	Change	Salary	Rate/Pay Grade		2200.00	2200.00	0.00	
Drew Wiese	DW9997	00	Work Study-Athletics	Change	Salary	Rate/Pay Grade		2200.00	2200.00	0.00	
Desalegn Zemenfes	DW9991	00	Work Study-ITS Help Desk	Change	Salary	Rate/Pay Grade		2200.00	2200.00	0.00	

Student Employment and NFE Non-Benefit Eligible (NFE2) Terminated									
Name	POSN	SUFF	Job Desc	Change	Reason	Desc	Eff. Date		
Omobolanle Atimise	DW9979	00	Work Study-CAHIT	TV012			23-MAR-17		
Mitchel Bogue	DW9981	00	Work Study-Library	TV012			21-MAR-17		
Mitchel Bogue	DW9981	00	Work Study-Library	TV012			21-APR-17		
James Boit	DS8939	00	Student Labor - Gala Worker	TV012			04-MAR-17		
Linda Brozik	DS8995	00	DSU Portal Assistant	TV013			21-APR-17		
Jeremiah Burkman	DW9981	00	Work Study-Library	TV012			21-MAR-17		
Jeremiah Burkman	DW9981	00	Work Study-Library	TV012			21-APR-17		
Joel Carmona-Rojas	DS8976	00	Student Labor-Trojan Times	TV012			21-APR-17		
Jared Chavez	DS8976	00	Student Labor-Trojan Times	TV012			21-APR-17		
Kaylee Cushing	DW9995	00	Work Study-Bookstore	TV012			09-APR-17		
Vaibhav Dahiya	DS8939	00	Student Labor - Gala Worker	TV012			04-MAR-17		
Amanda Dicke	DW9997	00	Work Study-Athletics	TV012			30-MAR-17		
Preston Evans	DS8917	00	Student-Resident Assistant	TV012			27-MAR-17		
Vinicius Freitas	DS8920	00	Labor-Student Transit Driver	TV012			25-MAR-17		
Vinicius Freitas	DS8939	00	Student Labor - Gala Worker	TV012			04-MAR-17		
Michael Garry	DS8976	00	Student Labor-Trojan Times	TV012			21-APR-17		
Rajesh Godasu	DS8934	00	Labor-IA Reseach Assist	TV012			21-MAR-17		
Caleb Hanisch	DW9081	00	Work Study-Library-Summer	TV012			21-MAR-17		
Caleb Hanisch	DW9081	00	Work Study-Library-Summer	TV012			21-APR-17		
Ryan Hermann	DS8913	00	Student Labor-COC	TV012			21-APR-17		
Luther Johnson	DS8932	00	Student Labor-Student Union	TV012			27-FEB-17		
Kelsey Kitzelman	DW9981	00	Work Study-Library	TV012			21-APR-17		
Logan Leighton Jager	DW9981	00	Work Study-Library	TV012			21-MAR-17		
Logan Leighton Jager	DW9981	00	Work Study-Library	TV012			21-APR-17		
Tareq Nasrallah	DS8939	00	Student Labor - Gala Worker	TV012			04-MAR-17		
Innocent Ncuringoma	DW9981	00	Work Study-Library	TV012			23-MAR-17		
Samantha Nielsen	DS8928	00	Labor - Liberal Arts	TV012			21-APR-17		
Ogechukwu Odi	DS8939	00	Student Labor - Gala Worker	TV012			04-MAR-17		
Emmanuel Opoku	DS8920	00	Labor-Student Transit Driver	TV012			10-MAR-17		
Trent Osborne	DE9541	00	Student Teaching Supervisor	TV013			21-APR-17		
Logan Peckenpaugh	DW9981	00	Work Study-Library	TV012			21-MAR-17		
Brenden Reifers	DS8976	00	Student Labor-Trojan Times	TV012			21-APR-17		
Kiran Shrikhande	DS8939	00	Student Labor - Gala Worker	TV012			04-MAR-17		
Jenna Sorsen	DS8976	00	Student Labor-Trojan Times	TV012			21-APR-17		
Keegan Struble	DS8976	00	Student Labor-Trojan Times	TV012			21-APR-17		
Joseph Swanson	DS8976	00	Student Labor-Trojan Times	TV012			21-APR-17		
Dheer Uprety	DS8939	00	Student Labor - Gala Worker	TV012			04-MAR-17		
Ryan Voyles	DW9981	00	Work Study-Library	TV012			21-MAR-17		
Ryan Voyles	DW9981	00	Work Study-Library	TV012			21-APR-17		
Madison Whitcomb	DW9981	00	Work Study-Library	TV012			21-MAR-17		
Madison Whitcomb	DW9981	00	Work Study-Library	TV012			21-APR-17		
Abbey Young	DW9981	00	Work Study-Library	TV012			21-MAR-17		
Abbey Young	DW9981	00	Work Study-Library	TV012			21-APR-17		

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Richard Avery	DE9921	02	ACT Prep Session	Supplemental Appointment	200.00	22-FEB-17
Justin Blessinger	DE9900	02	ACT Prep Session	Supplemental Appointment	200.00	22-FEB-17
William Sewell	DE9926	03	ACT Prep Session	Supplemental Appointment	200.00	22-MAR-17
Patrick Videau	DE9929	01	ACT Prep Session	Supplemental Appointment	200.00	22-FEB-17

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Richard Avery	DE9921	02	ACT Prep Session	TV013	21-MAR-17
Justin Blessinger	DE9900	02	ACT Prep Session	TV013	21-MAR-17
William Sewell	DE9926	03	ACT Prep Session	TV013	21-APR-17
Patrick Videau	DE9929	01	Assist Prof-ACT Prep Session	TV013	22-MAR-17

Faculty Non-Benefit Eligible (FAC2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Susan Filler	DE9715	00	Adjunct Instructor	Hire Temp Appointment	860.80	22-FEB-17
Michael Hunhoff	DS8913	00	Student Labor-COC	Hire Temp Appointment	544.50	22-FEB-17
Andrew Kramer	DS8913	00	Student Labor-COC	Hire Temp Appointment	544.50	22-FEB-17
Cody Welu	DS8913	00	Student Labor-COC	Hire Temp Appointment	544.50	22-FEB-17
Shawn Zwach	DS8913	00	Student Labor-COC	Hire Temp Appointment	544.50	22-FEB-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Susan Filler	DE9715	00	Adjunct Instructor	TV013	21-MAR-17
Tyler Flaagan	DS8913	00	Student Labor-COC	TV012	21-APR-17
Michael Hunhoff	DS8913	00	Student Labor-COC	TV013	21-APR-17
Andrew Kramer	DS8913	00	Student Labor-COC	TV012	21-APR-17
Cody Welu	DS8913	00	Student Labor-COC	TV012	21-APR-17
Shawn Zwach	DS8913	00	Student Labor-COC	TV012	21-APR-17

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00206389	Stephen Cordell	Arts & Sciences	DSU
A00172580	Jacquelyn Krakow	Arts & Sciences	DSU
A00210612	Kendall Ten Haken	Arts & Sciences	DSU
A00211345	John Trout	Arts & Sciences	DSU
A00191476	Casey Bourque	Athletics - Intercolleg Athletics	DSU
A00177166	Dylan Johnson	College of Computing	DSU
A00213103	Phyzon Milton	Director of Diversity	DSU
A00213699	Sriram Jayadeep	International Coordinator	DSU

P2RNJOB

South Dakota Board of Regents

BOR Routine

04/25/2017 15:05:28

Date Range : 22-FEB-17 thru 21-APR-17
For :NSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
David Bacon	NE9791	00	Communications Network Spec	Appointment	47506.29	03-APR-17
Russell Heier	NE9872	00	Information Tech Specialist	Appointment	48000.00	13-MAR-17
Cheng Peng	NE9656	00	Math Tutor - UC	Hire Temp Appointment	1560.00	22-FEB-17
Alan Rieger	NE9960	00	Facility Worker	Appointment	24959.52	16-MAR-17
Karen Sadler	NE9323	00	Education Technology Associate	Appointment	47007.10	22-FEB-17

Career Service Benefit Eligible (CSA1)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
John Peterson	NE9960	00	Facility Worker	TI000	22-FEB-17
Xin Wang	NE9698	00	Program Assistant	TI000	27-FEB-17

Career Service Non-Benefit Eligible (CSA2)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Thomas Butch	NE9871	13	Score Clock \$42.50/game	Hire Temp Appointment	1190.00	22-FEB-17
Mark Comstock	NE9871	08	NSU BB Announcer \$37.50/game	Hire Temp Appointment	0.00	22-FEB-17
Roger Roth	NE9871	08	NSU BB Scorebook \$37.50/game	Hire Temp Appointment	1050.00	22-FEB-17
Eugene Smith	NE9871	09	Shot Clock NSU BB \$37.50/game	Hire Temp Appointment	1050.00	22-FEB-17
Ramona Smith	NE9871	12	NSU BB Stats \$30./game	Hire Temp Appointment	840.00	22-FEB-17

Career Service Non-Benefit Eligible (CSA2)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Thomas Butch	NE9871	13	Score Clock - \$42.50/game	TV013	21-MAR-17
Mark Comstock	NE9871	08	NSU BB Announcer \$37.50/game	TV013	21-MAR-17
Jason Gab	NE9449	00	NSU Events/Barnett Ctr	TV013	21-MAR-17
Christine Hauck	NE9974	13	OCE-BADM 284-N800T	TV013	21-MAR-17
Kendall Hoellein	NE9871	07	Game Worker-Flat rate/game	TV013	21-APR-17
Shari Holmes	NE9667	00	Assistant Concessions	TV013	01-APR-17
Verne Little	NE9873	07	Bus Driver	TV013	01-APR-17
Roger Roth	NE9871	08	NSU BB Scorebook \$37.50/game	TV013	21-MAR-17
Eugene Smith	NE9871	09	Shot Clock NSU BB \$37.50/game	TV013	21-MAR-17
Ramona Smith	NE9871	12	NSU BB Stats \$30./game	TV013	21-MAR-17
Vicky Smith	NE9871	02	Cashier/Men's Athletics	TV013	01-APR-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Susan Bostian	NE9641	02	Interim VP for Student Affairs	Supplemental Appointment	3288.00	22-MAR-17
Jesse Currier	NE9703	00	Defensive Coordinator	Transfer From State Agency	43000.00	22-FEB-17
Curtis Fredrickson	NE9780	02	BONUS-2017 NSIC Tourney Champs	Supplemental Appointment	2000.01	22-MAR-17
Elyce Kastigar	NE9638	01	Bonus	Supplemental Appointment	1750.00	22-FEB-17
Paula Krueger	NE9798	03	BONUS-2017 NSIC Tourney Champs	Supplemental Appointment	750.00	22-MAR-17
Erin Olson	NE9944	00	Counseling Ctr Prog Coordntr	Appointment	38500.00	27-FEB-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Lauren Bittner	NE9648	00	Coordinator	TV001	04-APR-17
Elyce Kastigar	NE9638	00	Head Coach	TV002	13-MAR-17
JoEllen Friedrichsen	NE9641	00	VPSA & Enrollment Mgmt	TV009	31-MAR-17
Elyce Kastigar	NE9638	01	Bonus	TV013	13-MAR-17
Britt Lorenz	NE9579	00	Adj Inst BADM 284 Sec N01	TV013	21-MAR-17
Britt Lorenz	NE9579	01	Adj Inst BADM 284 Sec N02	TV013	21-MAR-17
Lara Nelson	NE9692	00	Fitness Instructor	TV013	01-APR-17
Paul Tuke	NE9866	00	ESL Instructor	TV009	17-MAR-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Rachel Baer	NS9312	00	Peer Advisor	Hire Temp Appointment	1050.00	22-FEB-17
Brandon Barrett	NS9398	01	Wolf Pack - \$25.73/performance	Hire Temp Appointment	180.11	22-FEB-17
Torriano Barrett	NS9398	02	Wolf Pack - \$25.73/performance	Hire Temp Appointment	180.11	22-FEB-17
Tyler Beck	NS9398	00	Wolf Pack \$25.73/performance	Hire Temp Appointment	180.11	22-FEB-17
Elise Benner	NS9456	00	Concession Worker	Hire Temp Appointment	30.00	22-FEB-17
Luke Bergjord	NS9407	00	Student Musician - Dr. VanGent	Hire Temp Appointment	75.00	22-FEB-17
Brandon Bicek	NS9470	00	Macot Appearance	Hire Temp Appointment	10.00	22-MAR-17
Jacque Bratcher	NS9407	00	Student Musician - Dr. VanGent	Hire Temp Appointment	25.00	22-FEB-17
Alexandra Burke	NS9398	01	Wolf Pack-\$25.73/Performance	Hire Temp Appointment	180.11	22-FEB-17
Tanner Chilson	NS9398	00	Wolf Pack \$25.73/Performance	Hire Temp Appointment	154.38	22-FEB-17
Tanner Chilson	NS9407	00	Student Musician-Dr. VanGent	Hire Temp Appointment	75.00	22-FEB-17
Thomas Chisholm	NS9456	00	Concession Worker	Hire Temp Appointment	30.00	22-FEB-17
Naomi Davis	NS9398	00	Wolf Pack \$25.73/Performance	Hire Temp Appointment	205.84	22-FEB-17
Naomi Davis	NS9407	00	Nutcracker Asst Nov 29, 2016	Hire Temp Appointment	20.00	22-FEB-17
Tessa Durnin	NW9447	01	Work Study-Biology	Hire Temp Appointment	1050.00	28-FEB-17
Morgan Ehnert	NS9374	00	Student Labor - Library	Hire Temp Appointment	700.00	17-APR-17
Sarah Fast	NS9374	00	Student Labor - Library	Hire Temp Appointment	700.00	17-APR-17
Scott Glodt	NS9398	02	Wolf Pack \$25.73/Performance	Hire Temp Appointment	205.84	22-FEB-17
Johnathan Gorr	NS9398	01	Wolf Pack \$25.73/Performance	Hire Temp Appointment	128.65	22-FEB-17
Nora Groft	NE9478	00	Course Dvlpmt Applied Eng Comm	Hire Temp Appointment	0.00	22-FEB-17
Megan Hanson	NS9280	00	SI Leader	Hire Temp Appointment	1050.00	22-MAR-17
Marcus Heggelund	NW8309	00	W/s Off Campus Boys/Girls Club	Hire Temp Appointment	1050.00	22-FEB-17
Kevin Heilman	NS9377	00	Student Technology Fellow	Appointment	5454.00	22-FEB-17
Adam Henning	NS9398	00	Wolf Pack \$25.73/Performance	Hire Temp Appointment	231.57	22-FEB-17
Joshua Hinkemeyer	NS9470	03	Mascot Appearances	Hire Temp Appointment	20.00	22-MAR-17
Pe Pet Hlaing	NS9374	00	Student Labor - Library	Hire Temp Appointment	700.00	17-APR-17
Su Hlaing	NS9308	00	E-learning Student Labor	Hire Temp Appointment	1600.00	23-FEB-17
Errol Hochstetler	NS9456	00	Concession Worker	Hire Temp Appointment	30.00	22-FEB-17
Brianna Jackson	NS9471	00	Student Labor-Men's Athletics	Hire Temp Appointment	800.00	28-MAR-17
Eliza Jacob	NW9408	01	Work Study-Intercoll Athl	Hire Temp Appointment	800.00	27-MAR-17
Paulo Jimenez Cossio	NS9398	02	Wolf Pack \$25.73/Performance	Hire Temp Appointment	205.84	22-FEB-17
Taylor Johnson	NS9398	05	Wolf Pack \$25.73/Performance	Hire Temp Appointment	102.92	22-FEB-17
Taylor Johnson	NS9407	00	Student Musician - Dr. VanGent	Hire Temp Appointment	75.00	22-FEB-17
Emily Meidinger	NS9398	00	Wolf Pack \$25.73/Performance	Hire Temp Appointment	180.11	22-FEB-17
Shahara Jalal Meridha	NS9308	03	E-learning Student Labor	Hire Temp Appointment	1200.00	22-FEB-17
Nicole Monanian	NE9638	00	Interim Head Swim Coach	Hire Temp Appointment	0.00	22-MAR-17
Mikayla Nuese	NS9407	01	Student Musician - Dr. VanGent	Hire Temp Appointment	25.00	22-FEB-17
Lauren Paatela	NS9277	00	Writing Tutor	Appointment	1400.00	13-MAR-17
Nolan Parks	NS9471	00	Athletic Games Operations	Hire Temp Appointment	1027.50	22-MAR-17
Nicholas Ries	NS9398	03	Wolf Pack - \$25.73/Performance	Hire Temp Appointment	154.38	22-FEB-17
Nicholas Ries	NS9407	00	Student Musician - Dr. VanGent	Hire Temp Appointment	75.00	22-FEB-17
Cordell Ring	NS9470	00	Mascot Appearances	Hire Temp Appointment	40.00	22-MAR-17
Betser Roney	NS9453	00	Student Shuttle Driver	Hire Temp Appointment	1200.00	22-MAR-17
Molly Royals	NS9398	01	Wolf Pack - \$25.73/Performance	Hire Temp Appointment	205.84	22-FEB-17
Molly Royals	NS9407	00	Student Labor-Music	Appointment	25.00	22-FEB-17
Tanner Schabot-Shultis	NS9398	01	Wolf Pack \$25.73/Performance	Hire Temp Appointment	180.11	22-FEB-17
Colton Schaefer	NS9398	02	Wolf Pack - \$25.73/Performance	Hire Temp Appointment	205.84	22-FEB-17

Colton Schaefer	NS9407 01	Student Musician- Dr. VanGent	Hire Temp Appointment	75.00	22-FEB-17
Miranda Snell	NW8309 00	W/S Off-Campus-Sonshine Patch	Hire Temp Appointment	718.40	22-MAR-17
Kayla Sproles	NS9399 00	Student Labor - Art	Hire Temp Appointment	12.50	22-FEB-17
Elsa Swanson	NS9398 01	Wolf Pack - \$25.73/Performance	Hire Temp Appointment	205.84	22-FEB-17
Deanne Taylor	NW9460 00	Work Study-University College	Hire Temp Appointment	700.00	13-APR-17
Romario Thomas	NS9456 00	Concession Worker	Hire Temp Appointment	30.00	22-FEB-17
Brady Vandevort	NS9398 00	Wolf Pack - \$25.73/Performance	Hire Temp Appointment	154.38	22-FEB-17
Brady Vandevort	NS9407 00	Student Musician- Dr. VanGent	Hire Temp Appointment	75.00	22-FEB-17
Asher Wahl	NS9273 00	Math Tutor	Hire Temp Appointment	1050.00	22-MAR-17
Taylor Wall	NS9399 00	Student Labor - Art	Hire Temp Appointment	12.50	22-FEB-17
Jesse Williams	NW8309 00	W/S Off-Campus DormAide-SDSBVI	Hire Temp Appointment	1050.00	24-FEB-17
Joni Willoughby	NS9398 01	Wolf Pack - \$25.73/Performance	Hire Temp Appointment	205.84	22-FEB-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Brianna Arbogast	NS9321 00		Rural Student Teacher	TV012	21-APR-17
Brandon Barrett	NS9398 01		Wolf Pack - \$25.73/performance	TV012	21-MAR-17
Torriano Barrett	NS9398 02		Wolf Pack - \$25.73/performance	TV012	21-MAR-17
Mikayla Bartels	NS9283 00		OCE Student Labor	TV012	21-APR-17
Tyler Beck	NS9398 00		Wolf Pack \$25.73/performance	TV012	21-MAR-17
Elise Benner	NS9456 00		Concession Worker	TV012	21-MAR-17
Luke Bergjord	NS9407 00		Student Musician - Dr. VanGent	TV013	21-MAR-17
Brandon Bicek	NS9470 00		Macot Appearance	TV012	21-APR-17
Cassandra Bottum	NS9321 00		Rural Student Teacher	TV012	21-APR-17
Jacque Bratcher	NS9407 00		Student Musician - Dr. VanGent	TV012	21-MAR-17
Alexandra Burke	NS9398 01		Wolf Pack-\$25.73/Performance	TV012	21-MAR-17
Tanner Chilson	NS9398 00		Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Tanner Chilson	NS9407 00		Student Musician-Dr. VanGent	TV012	21-MAR-17
Thomas Chisholm	NS9456 00		Concession Worker	TV012	21-MAR-17
Austin Coombes	NW9447 00		Work Study-Biology	TV012	21-MAR-17
Hallee Cronin	NS9321 00		Rural Student Teacher	TV012	21-APR-17
Emily Cruse	NS9407 00		Recording Tech	TV012	21-APR-17
Naomi Davis	NS9398 00		Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Naomi Davis	NS9407 00		Nutcracker Asst Nov 29, 2016	TV012	21-MAR-17
Tabitha Devoss	NS9321 00		Rural Student Teacher	TV012	21-APR-17
Taylor Ellingson	NS9307 00		Residential Mentor PASS	TV012	21-APR-17
Scott Glodt	NS9398 02		Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Johnathan Gorr	NS9398 01		Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Rachel Hartmann	NS9321 00		Rural Student Teacher	TV012	21-APR-17
Adam Henning	NS9398 00		Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Joshua Hinkemeyer	NS9470 03		Mascot Appearances	TV012	21-APR-17
Errol Hochstetler	NS9456 00		Concession Worker	TV012	21-MAR-17
Paulo Jimenez Cossio	NS9398 02		Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Taylor Johnson	NS9398 05		Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Taylor Johnson	NS9407 00		Student Musician - Dr. VanGent	TV012	21-MAR-17
Alexandria Lockhart	NS9294 00		Student Labor - Intramurals	TV012	21-APR-17
Jessica McClain	NS9307 00		Residential Mentor PASS	TV012	21-APR-17
Emily Meidinger	NS9398 00		Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Nicole Monanian	NE9638 00		Interim Head Swim Coach	TV013	21-APR-17
Mikayla Nuese	NS9321 00		Rural Student Teacher	TV012	21-APR-17
Mikayla Nuese	NS9407 00		Recording Tech	TV012	21-APR-17
Mikayla Nuese	NS9407 01		Student Musician - Dr. VanGent	TV012	21-MAR-17
Rebecca Oelslager	NW9311 00		Work Study-President	TV012	31-MAR-17
Amber Ogren	NS9321 00		Rural Student Teacher	TV012	21-APR-17
Nolan Parks	NS9471 00		Athletic Games Operations	TV012	21-APR-17
Tanner Peltier	NS9307 00		Residential Mentor PASS	TV012	21-APR-17
Emily Phelps	NW8465 00		Workstudy-Admissions	TV012	31-MAR-17
Leah Reilly	NS9307 00		Residential Mentor Pass	TV012	21-APR-17
Nicholas Ries	NS9321 00		Rural Student Teacher	TV012	21-APR-17
Nicholas Ries	NS9398 03		Wolf Pack - \$25.73/Performance	TV012	21-MAR-17
Nicholas Ries	NS9407 00		Student Musician - Dr. VanGent	TV012	21-MAR-17
Cordell Ring	NS9470 00		Mascot Appearances	TV012	21-APR-17
Molly Royals	NS9398 01		Wolf Pack - \$25.73/Performance	TV012	21-MAR-17
Molly Royals	NS9407 00		Student Labor-Music	TV012	21-MAR-17

Tanner Schabot-Shultis	NS9398 01	Wolf Pack \$25.73/Performance	TV012	21-MAR-17
Colton Schaefer	NS9398 02	Wolf Pack - \$25.73/Performance	TV012	21-MAR-17
Colton Schaefer	NS9407 01	Student Musician- Dr. VanGent	TV012	21-MAR-17
Donavan Soulek	NS9321 00	Rural Student Teacher	TV012	21-APR-17
Rachael Springfield	NW9321 00	Work Study-Bookstore	TV012	03-APR-17
Kayla Sproles	NS9399 00	Student Labor - Art	TV012	21-APR-17
Jordan Stotz	NS9321 00	Rural Student Teacher	TV012	21-APR-17
Elsa Swanson	NS9398 01	Wolf Pack - \$25.73/Performance	TV012	21-MAR-17
Romario Thomas	NS9456 00	Concession Worker	TV012	21-MAR-17
Paige Tooker	NS9321 00	Rural Student Teacher	TV012	21-APR-17
Brady Vandevort	NS9398 00	Wolf Pack - \$25.73/Performance	TV012	21-MAR-17
Brady Vandevort	NS9407 00	Student Musician- Dr. VanGent	TV012	21-MAR-17
Kamie Wagar	NS9321 00	Rural Student Teacher	TV012	21-APR-17
Taylor Wall	NS9399 00	Student Labor - Art	TV012	21-APR-17
Emmanuel Wik	NS9321 00	Rural Student Teacher	TV012	21-APR-17
Joni Willoughby	NS9398 01	Wolf Pack - \$25.73/Performance	TV012	21-MAR-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Alyssa Anderson	NE9654	00	Stipend for OLC RFP Grant	Supplemental Appointment	1500.00	22-MAR-17
Gayle Bortnem	NE9984	00	Prepare/Conduct MentorTraining	Supplemental Appointment	500.00	22-FEB-17
Michael Bronikowski	NE9845	00	15ContHrsFA2016;10SP2017/1hrOL	Overload for Teaching	1322.00	22-FEB-17
Abderrahman Elkhader	NE9701	01	Overload-Math 342	Overload for Teaching	2404.00	22-MAR-17
Marcela Fafalak	NE9829	02	O/L .5 Cont Hrs-Piano lessons	Overload for Teaching	788.04	22-FEB-17
Joy Korman	NE9478	01	Overload-Master Teacher	Hire Temp Appointment	860.01	22-FEB-17
Grant Manhart	NE9829	09	1crO/LWolfPACK/1crO/L31cr lssn	Overload for Teaching	3896.64	22-FEB-17
Amber Mathern	NE9654	00	Requirements for OLC RFP Grant	Supplemental Appointment	1500.00	22-FEB-17
Todd Muehler	NE9654	00	OLC RFP Grant/OnlineCrseDesign	Supplemental Appointment	1500.00	22-MAR-17
Michelle Nelin-Maruani	NE9478	01	Overload-Master Teacher	Hire Temp Appointment	860.01	22-FEB-17
Ricardo Rojas	NE9701	01	Overload-Math 101	Overload for Teaching	1455.00	22-MAR-17
Michael Skyles	NE9829	12	1 cr O/L for Spring Musical	Overload for Teaching	1119.50	22-FEB-17
Robert Vodnoy	NE9829	01	1crOLDlr Pit Orchestra SPMusic	Overload for Teaching	1556.60	22-FEB-17
Jeffrey Walz	NE9478	02	Course Dvlpmt - US Govt	Supplemental Appointment	430.00	22-MAR-17
Timothy Woods	NE9829	16	O/L 1cr MUEN 130	Overload for Teaching	1911.24	22-FEB-17

Faculty Non-Benefit Eligible (FAC2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Bo Beck	NE9479	00	Supervise 1 Tchr Ed Candidate	Hire Temp Appointment	476.00	22-FEB-17
Matthew Christensen	NE9832	09	RS-4sec ENGL101 BV HS	Hire Temp Appointment	2200.00	22-FEB-17
Nancy Cutler	NE9479	07	Sprvs 5pre-stdt teach ELED496	Hire Temp Appointment	1428.00	22-MAR-17
Carol Fischer	NE9757	07	Accompany Opera Scenes FALL'16	Hire Temp Appointment	600.00	22-MAR-17
Laura Jacobs	NE9832	14	RS-1secENGL210/2SecSPCM101Chtn	Hire Temp Appointment	1650.00	22-FEB-17
Jeanne James-Hansen	NE9832	00	RS-1secENGL101FA2016 Abdn Cntl	Hire Temp Appointment	550.00	22-FEB-17
Jeanne James-Hansen	NE9832	01	RS-1 sec ENGL 210 Roncalli	Hire Temp Appointment	550.00	22-MAR-17
Janelle Klapperich	NE9479	08	Student Teacher Sprvsr	Appointment	400.00	22-FEB-17
Julie Poeppel	NE9479	11	Student Teacher Sprvsr	Hire Temp Appointment	283.33	22-FEB-17
Julie Poeppel	NE9984	00	Prepare/Conduct Mentor Trng	Hire Temp Appointment	500.00	22-MAR-17
Jeremy Risty	NE9832	09	RS-3sec HIST 152 BV HS	Hire Temp Appointment	1650.00	22-FEB-17
Amy Sanderson	NE9974	01	OCE-SOC 458-N800T	Hire Temp Appointment	3231.00	22-MAR-17
William Trentham	NE9466	02	MATH 101; MATH 102	Hire Temp Appointment	2954.00	22-MAR-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Carol Fischer	NE9757	07	Accompany Opera Scenes FALL'16	TV013	21-APR-17
Jeanne James-Hansen	NE9832	00	RS-1secENGL101FA2016 Abdn Cntl	TV013	21-MAR-17
Janelle Klapperich	NE9479	08	Student Teacher Sprvsr	TV013	21-APR-17
Julie Poeppel	NE9984	00	Prepare/Conduct Mentor Trng	TV013	21-APR-17
Christy Schuett	NE9908	01	Adj Inst CGPS765 10 cont hrs	TV013	21-MAR-17

ECLS 45 Volunteers			
Banner ID	Name	Department	Institution
A00128067	Gerardo Magana	Intercolleg Athletics	NSU
A00198073	Adam Acker	School of Arts & Sciences	NSU

P2RNJOB

South Dakota Board of Regents

BOR Routine

04/25/2017 15:06:58

Date Range : 22-FEB-17 thru 21-APR-17

For :SDSMT

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Alexa Jutila	ME9993	00	Program Assistant I	Appointment	33279.36	30-MAR-17
Andrew Simco	ME9219	00	SD Mines Rckr Shp DT Coord	Appointment	22181.49	22-FEB-17
Hallie Vigil	ME9748	00	Registrar Coord (Rgstrtn Offcr	Appointment	35879.31	13-MAR-17

Career Service Benefit Eligible (CSA1)

Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Nicole Aslesen	ME9559	00	Program & Events Manager(PAII)	Change in Overtime Eligibility	40434.42	40434.42	0.00	
Julia Easton	ME9403	00	Web/Interactive Specialist	End of Probation Adjust	39477.64	41453.60	1975.96	
Jodi Mathis	ME9448	00	Marketing Specialist (PAII)	Change in Overtime Eligibility	34319.34	34319.34	0.00	
Jodi Mathis	ME9448	00	Marketing Specialist (PAII)	End of Probation Adjust	34319.34	36035.31	1715.97	
Diana O'Toole	ME9353	00	Asst Registrar (Rgistrtn Offr)	Permanent Additional Duties	37293.68	39165.65	1871.97	
Megan Rank	ME9269	00	Facility Worker	End of Probation Adjust	22567.57	23690.74	1123.17	
Timothy Tillman	ME9311	00	Crpntr/Pntr (Sr Bldg Maint Wrk	End of Probation Adjust	30221.82	31740.19	1518.37	

Career Service Benefit Eligible (CSA1)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Heidi Cuny	ME9307	00	Facility Worker - Night	TV000	14-APR-17
Julia Easton	ME9403	00	Web/Interactive Specialist	SA011	26-MAR-17
Lawrence Haag	ME9268	00	Facility Worker - Days	TV000	24-MAR-17
Alexa Jutila	ME9879	00	Secretary	SA011	29-MAR-17
Marsha Kelly	ME9501	00	Cntrctng Offcr III (Sr Acctnt)	TV000	11-APR-17
Kevin Rivera	ME9460	00	Computer Support Team Leader	TV000	05-APR-17
Hallie Vigil	ME9993	00	Program Assistant I	SA011	12-MAR-17
Cathy Durkin	ME9258	00	Test Proctor	TV013	21-MAR-17
Cathy Durkin	ME9258	00	Test Proctor	TV013	21-APR-17

Career Service Non-Benefit Eligible (CSA2)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Patricia Rezin	ME9608	00	Temp Bookstore	Hire Temp Appointment	545.45	22-MAR-17
John Smith	ME9258	00	Test Proctor (Sr Secretary)	Hire Temp Appointment	500.00	22-FEB-17
John Smith	ME9258	00	Test Proctor (Sr Secretary)	Hire Temp Appointment	500.00	22-MAR-17

Career Service Non-Benefit Eligible (CSA2)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Marie Romano	ME9258	00	Test Proctor	TV013	21-APR-17
John Smith	ME9258	00	Test Proctor (Sr Secretary)	TV013	21-MAR-17
John Smith	ME9258	00	Test Proctor (Sr Secretary)	TV013	21-APR-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)								
Appointments(AA)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date		
Julia Easton	ME9442	00	Web Designer	Appointment	48000.00	27-MAR-17		
Kristen Kugler	ME9331	01	Admissions Counselor	Appointment	42500.00	01-MAR-17		
Katie Ludvigson	ME9185	00	Export Control Officer	Appointment	65000.00	22-MAR-17		
Cody O'Neill	ME9535	00	Asst FB Coach-Offensive Line	Appointment	34000.00	22-MAR-17		
Maribeth Price	ME9883	00	Dean of Graduate Education	Appointment	150000.00	01-APR-17		
Charles Ray	ME9712	00	Communications Manager	Appointment	55000.00	22-FEB-17		
Jungho So	ME9205	00	Post-Doctoral Research Sci	Appointment	53000.00	22-FEB-17		
Non-Faculty Benefit Eligible (NFE1) (NFE1)								
Permanent Salary Adjustment(SP)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Adj.								
Adam Kuenkel	ME9357	00	Fabrication Education Spclst	Reclassification	38104.87	44000.00	5895.13	
Kristen Kugler	ME9331	00	Asst Dir of Admissions	Permanent Change in FTE	35000.00	42500.00	7500.00	
Non-Faculty Benefit Eligible (NFE1) (NFE1)								
Terminated								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date			
Sui Tung	ME9348	00	Research Scientist II	SA011	22-FEB-17			
Zhao Wang	ME9574	00	Postdoctoral Research Sci	TV000	21-APR-17			
Student Employment and NFE Non-Benefit Eligible (NFE2)								
Appointments(AA)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date		
Vinod Amar	ME9177	00	CBE Postdoctoral Res Sci	Hire Temp Appointment	42893.64	03-MAR-17		
Santosh Rathana Paul Bandlamudi	MG9964	01	GRA/CBE/Benjamin	Hire Temp Appointment	2653.00	22-MAR-17		
Dawn Barbeau	MS9924	00	Graduate DOS Intern	Hire Temp Appointment	600.00	22-FEB-17		
Haleh Barmaki	MS9986	00	Museum Student Worker	Hire Temp Appointment	918.00	27-FEB-17		
Lucian Bedard	MS9940	00	CABS UG Research - Heglund	Hire Temp Appointment	798.00	22-FEB-17		
Aaron Bost	MS9950	02	MECH/Muci/Hourly	Hire Temp Appointment	3000.00	16-MAR-17		
Julian Brackins	MS9953	00	MES/Kellar/USD Student Hourly	Hire Temp Appointment	1244.12	22-FEB-17		
Troy Brady	MS9926	00	Intramural Official	Hire Temp Appointment	216.00	14-MAR-17		
Marcus Cannon	MS9965	00	HRLY/CEE/HAFFNER	Hire Temp Appointment	864.00	10-APR-17		
Samuel Carroll	MS9923	00	ADA Proctor	Hire Temp Appointment	200.00	10-APR-17		
Seungyun Choi	MS9900	00	Campus Safety - Student	Hire Temp Appointment	1038.00	22-FEB-17		
John Colton	MS9950	00	Surovek/Undergraduate Reseache	Hire Temp Appointment	960.00	08-MAR-17		
Zachery Crandall	MG9969	00	GTA Math Proctor / MCS - Riley	Hire Temp Appointment	5000.00	22-FEB-17		
Steven Dixler	MS9950	02	Researcher/Hourly/Muci	Hire Temp Appointment	3828.80	16-MAR-17		
Jackson Fiddler	MS9926	00	Intramural Official	Hire Temp Appointment	216.00	14-MAR-17		
Jon Fisher	MG9995	00	Nano GRA	Hire Temp Appointment	9520.00	22-FEB-17		
John Hillard	MS9953	00	MET/Kellar/Hourly Reserach	Hire Temp Appointment	2469.81	22-FEB-17		
Nicolas Jean-Baptiste	ME9664	00	Athlto Equip Mgr/Asst FB Cch	Hire Temp Appointment	15599.70	20-MAR-17		
Christopher Jensen	MS9956	00	ENGM grad Stdt HRLY	Hire Temp Appointment	2760.00	22-FEB-17		
Nayda Jones	MS9911	01	OMA Student Assistant	Hire Temp Appointment	720.00	22-FEB-17		
Alec Knox	MS9929	01	Break RA	Hire Temp Appointment	173.00	03-MAR-17		
Chase Krog	MS9929	01	Break RA	Hire Temp Appointment	173.00	03-MAR-17		
Kuanysh Kuramyssova	ME9176	00	Research Scientist I	Hire Temp Appointment	8325.66	27-FEB-17		
Max Lampert	MS9970	00	CBE Student	Hire Temp Appointment	500.00	22-MAR-17		
David Langerman	MS9953	00	MET/Kellar/Hourly Student	Hire Temp Appointment	2469.81	22-FEB-17		
Tom Laskowski	MS9976	01	ITS Tech Fellow	Hire Temp Appointment	5760.00	22-MAR-17		
Jie Liu	ME9389	00	Research Scientist I	Hire Temp Appointment	18639.00	16-MAR-17		
Naomi Manzer	MS9986	01	Museum Student Worker	Hire Temp Appointment	918.00	27-FEB-17		
Sterling Richard	MS9959	00	Student/GEOL/Roggenthen	Hire Temp Appointment	3900.15	22-FEB-17		
Rashad Ridley	MS9926	01	Intramural Official	Hire Temp Appointment	216.00	14-MAR-17		
William Roggenthen	ME9498	00	Res Sci IV	Appointment	2089.36	22-FEB-17		
Megan Rohrer	MS9956	00	IE UG, Studt hourly- Dr Piper	Hire Temp Appointment	1320.00	22-MAR-17		

Ishaan Shetye	MS9929	01	Break RA	Hire Temp Appointment	86.50	03-MAR-17
Weston Shutts	MS9950	00	ME/Lalley/Hourly	Hire Temp Appointment	864.00	22-FEB-17
Christopher Smith	MS9936	00	Grad - Assistant / MCS - Riley	Hire Temp Appointment	4320.00	22-FEB-17
Trey Smith	MS9926	00	Intramural Official	Hire Temp Appointment	216.00	14-MAR-17
Woodlin Smith	MS9932	00	Physics Hourly - Schnee	Hire Temp Appointment	2000.10	22-FEB-17
Jamall Taylor	MS9926	01	Intramural Official	Hire Temp Appointment	288.00	21-MAR-17
Michael Thompson	MS9932	00	Physics Hourly - Schnee	Hire Temp Appointment	2000.10	22-FEB-17
Drew Vance	MS9965	00	HRLY/CEE/Geza	Hire Temp Appointment	384.00	22-MAR-17
Vaughn Vargas	MS9959	00	Student/GEOL/Sawyer	Hire Temp Appointment	1920.00	22-FEB-17
Sarah Watson	MS9959	00	Student Worker/GEOL/Sawyer	Hire Temp Appointment	4160.16	22-FEB-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Leave of Absence(LA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
William Roggenthen	ME9498	00	Res Sci IV	LWOP Personal Reason	81904.16	22-MAR-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Santosh Rathana Paul Bandlamudi	MG9964	00	GRA/CBE/Benjamin	TV012	21-MAR-17
Santosh Rathana Paul Bandlamudi	MG9964	01	GRA/CBE/Benjamin	TV012	21-APR-17
Avijit Basu	ME9200	00	Research Engineer II	TV013	08-APR-17
Aaron Bost	MS9950	01	ME-Research Student	TV012	21-MAR-17
Kodee Click	MS9927	00	WiSE Mentor	TV012	21-APR-17
Steven Dixler	MS9950	01	Researcher/Hourly/Muci	TV012	21-MAR-17
Matthew Dondelinger	MG9972	01	CABS GRA - Smirnova	TV012	21-APR-17
Emmy Dressen	MS9927	00	WiSE Mentor	TV012	21-APR-17
Molly Erickson	MS9940	00	CABS UG Research - Kunza	TV012	21-APR-17
Amanda Geersen	MS9980	01	Surbeck Event Manager	TV012	09-MAR-17
Taylor Green	MW9967	00	CEE/WS/Haffner	TV012	21-APR-17
Karjana Hagen	MS9927	00	WiSE Mentor	TV012	21-APR-17
Andrew Heimark	MS9986	00	Museum Student Employee	TV012	21-MAR-17
Andrew Heimark	MW9989	00	FWS - Museum of Geology	TV012	07-MAR-17
Kelsey Hibl	MS9927	00	WiSE Mentor	TV012	21-APR-17
Kathryn Hines	MS9927	00	WiSE Mentor	TV012	21-APR-17
Jordan Hoops	MS9927	00	WiSE Mentor	TV012	21-APR-17
Jayla Jarnagin	MS9927	00	WiSE Mentor	TV012	21-APR-17
Brianna Jaward	MS9980	01	Surbeck Event Manager	TV012	09-MAR-17
Tiffany Johnson	MS9927	00	WiSE Mentor	TV012	21-APR-17
Mackenzie Kenney	MS9926	00	Athletics General	TV012	01-MAR-17
Mackenzie Kenney	MS9926	02	WBB Assistant Coach	TV012	06-MAR-17
Alec Knox	MS9929	01	Break RA	TV012	13-MAR-17
Chase Krog	MS9929	01	Break RA	TV012	13-MAR-17
Max Lampert	MS9970	00	CBE Student Hourly	TV012	21-MAR-17
Max Lampert	MS9970	00	CBE Student	TV012	21-APR-17
Tom Laskowski	MS9974	01	ITS Tech Fellow	TV012	21-MAR-17
Antoine Maines	MS9950	00	MECH/UG Stdnt Researcher	TV012	21-MAR-17
Christian Martinez	MW9989	00	FWS - Museum of Geology	TV012	02-MAR-17
Karli Mattson	MS9927	00	WiSE Mentor	TV012	21-APR-17
Emily Newton	MS9927	00	WiSE Mentor	TV012	21-APR-17
Mariah Novak	MS9927	00	WiSE Mentor	TV012	21-APR-17
Victoria Parks	MS9927	00	WiSE Mentor	TV012	21-APR-17
Diana Peck	MS9927	00	WiSE Mentor	TV012	21-APR-17
Kurukulasuriya Perera	MS9927	00	WiSE Mentor	TV012	21-APR-17
Kali Regenold	MS9927	00	WiSE Mentor	TV012	21-APR-17
Dallas Richter	ME9948	00	Assistant Women's BB Coach	TV013	21-APR-17
Margaret Rizor	MS9927	00	WiSE Mentor	TV012	21-APR-17
Dakotah Rusley	MS9976	01	ITS Student Worker	TV012	21-MAR-17
Morgan Schaefer	MS9940	00	CABS UG Research - Kunza	TV012	21-APR-17
Philip Schmeichel	MS9926	00	Sports Info Std Worker	TV012	01-MAR-17
Roye Schwab	MS9927	00	WiSE Mentor	TV012	21-APR-17
Ishaan Shetye	MS9929	01	Break RA	TV012	13-MAR-17
Bradley Spurlock	MS9926	00	Sports Information Std Worker	TV012	01-MAR-17

Jessica Teeslink	MS9927 00	WiSE Mentor	TV012	21-APR-17
Jessica Thompson	MS9927 00	WiSE Mentor	TV012	21-APR-17
Nicole Thompson	MS9927 00	WiSE Mentor	TV012	21-APR-17
Lynzie Trively	MS9940 00	CABS UG Research - Kunza	TV012	21-APR-17
Drew Vance	MS9965 00	HRLY/CEE/Geza	TV012	21-MAR-17
Adrian Vopnford	MS9927 00	WiSE Mentor	TV012	21-APR-17
Sarah Watson	MS9927 00	WiSE Mentor	TV012	21-APR-17
Johnathon Weber	MS9950 00	MECH/UG Stdnt Researcher	TV012	21-MAR-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Michael Hudgens	ME9852	01	Associate Professor	Supplemental Appointment	833.34	22-MAR-17
James Stone	ME9729	01	Professor	Supplemental Appointment	5000.00	22-FEB-17
James Stone	ME9729	01	Professor	Supplemental Appointment	5000.00	22-MAR-17

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Maribeth Price	ME9769	00	Professor	SA011	31-MAR-17
James Stone	ME9729	01	Professor	TV013	21-MAR-17
James Stone	ME9729	01	Professor	TV013	21-APR-17

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00212520	Trevor Mutchler	Career Center	SDSMT
A00212425	Haley Moline	Dept of Chem & Applied Bio Sciences	SDSMT
A00167403	Tyler Kubasta	Industrial Engineering	SDSMT
A00212521	Mitchell Neuhouse	Industrial Engineering	SDSMT
A00180122	Benjamin Love	Information Technology	SDSMT
A00197711	Chase Goddard	Mechanical Engineering	SDSMT
A00181803	Trevor Gunderson	Mechanical Engineering	SDSMT
A00170040	Samuel Hinricher	Mechanical Engineering	SDSMT
A00195160	Mitchell Hoff	Mechanical Engineering	SDSMT
A00165804	Kellan Johnson	Mechanical Engineering	SDSMT
A00163551	Bryce Kallhoff	Mechanical Engineering	SDSMT
A00152556	Sean Kittler	Mechanical Engineering	SDSMT
A00201212	Daniel Krieger	Mechanical Engineering	SDSMT
A00149887	Emmet Lang	Mechanical Engineering	SDSMT
A00206599	Kristin Lerdal	Mechanical Engineering	SDSMT
A00201226	Kurtis Mentele	Mechanical Engineering	SDSMT
A00165786	Cody Goetz	Mining Engineering & Management	SDSMT
A00180061	Zane Boylan	Student Activities & Leadership	SDSMT
A00152561	Hans Leong	Student Activities & Leadership	SDSMT

PZRNJOB

South Dakota Board of Regents
BOR Routine
Date Range : 22-FEB-17 thru 21-APR-17
For :SDSU

04/25/2017 15:08:49

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Andrew Becker	SE8330	00	Building Maint Specialist	Appointment	43679.16	03-APR-17
Nathan Braun	AE8220	00	Senior Ag Research Tech	Appointment	37023.29	23-FEB-17
Scott Cowan	SE8363	00	Custodial Services Supv I	Appointment	29140.24	27-FEB-17
Amanda Dixon	SE8709	04	Program Assistant II	Supplemental Appointment	75.00	22-FEB-17
Theresa Gruener	SE8735	00	Secretary	Appointment	29119.44	20-MAR-17
Nancy Haggerty	SE8391	00	Facility Worker	Appointment	27081.08	27-MAR-17
Sheree Heyduk	SE8377	00	Facility Worker	Appointment	25167.52	07-MAR-17
Tonya Kramer	SE8397	00	Facility Worker	Appointment	25167.52	03-APR-17
Kelley Kruger	SE6890	00	Senior Secretary	Appointment	30970.60	03-APR-17
Kelli Larson	SE8744	00	Senior Secretary	Appointment	9303.84	10-APR-17
Lindsey Larson	SE8573	00	Nutrition Assistant	Appointment	27559.47	22-FEB-17
Darci Laurenz	EE9510	00	Nutrition Assistant	Appointment	27039.48	22-FEB-17
Travis Prinsen	SE8334	00	Senior Building Maint Worker	Appointment	34797.73	03-APR-17
Sarah Rooney	SE8435	00	Financial Program Assistant	Appointment	32759.37	30-MAR-17
Dane Sanderson	SE8323	00	Building Maint Specialist	Appointment	44719.14	03-APR-17
Rebekah Schroeder	SE8617	00	Library Technician	Appointment	25729.11	13-MAR-17
Samantha Sheridan	SE8885	00	Program Assistant II	Appointment	39519.24	20-MAR-17
Cheryl Van Arsdol	SE8671	00	Senior Secretary	Appointment	31719.39	27-FEB-17
Deborah Vigdal	SE7490	00	Program Assistant I	Appointment	36461.70	27-MAR-17

Career Service Benefit Eligible (CSA1)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Nancy DeMains	SE8880	00	Program Assistant I	Sal Adj to 5% Range at 6 mo	31989.78	32759.37	769.59	
Kellee Dragt	SE8769	00	Senior Secretary	End of Probation Adjust	30263.42	31781.79	1518.37	
Aren Field	SE8801	00	Laboratory Technician	End of Probation Adjust	29577.03	31053.80	1476.77	
Scott Hallan	SE8755	00	Financial Program Assistant	End of Probation Adjust	36399.30	37314.48	915.18	
Michelle Leeds	SE6603	00	Secretary	End of Probation Adjust	27039.48	28391.45	1351.97	
Shana Stevens	SE8662	00	Secretary	End of Probation Adjust	27725.87	28412.25	686.38	

Career Service Benefit Eligible (CSA1)
Temporary Salary Adjustments(ST)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Jeremy Carr	SE8421	00	Facility Worker	Temporary Additional Duties	28183.46		1409.17	29592.63
Steven Charging	SE6683	00	Facility Worker	Temporary Additional Duties	27081.08		1354.05	28435.13
Jesse Lapsley	SE8911	00	Computer Support Specialist	Temporary Additional Duties	41724.00		4172.40	45896.40
Andrew Rodeghier	SE8147	00	Facility Lead Worker	Temporary Additional Duties	28682.65		1434.13	30116.78
Kenneth Schipper	SE7255	00	Facility Worker	Temporary Additional Duties	28183.46		1409.17	29592.63

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kimberly Brendsel	SE8435	00	Financial Program Assistant	TV001	10-MAR-17
Scott Cowan	SE8419	00	Facility Worker	SA011	26-FEB-17
Toni Engle	SE8385	00	Facility Worker	TI000	20-MAR-17
Ty Frederick	SE7347	00	Lead Facility Worker	TV001	06-APR-17
Sheree Heyduk	SE7350	00	Facility Worker	SA017	06-MAR-17
Duresa Kabato	SE8382	00	Facility Lead Worker	TV001	17-MAR-17
Nathan Korn	SE8330	00	Building Maint Specialist	TV001	28-FEB-17
Doyle Loving	SE8350	00	Senior Building Maint Worker	TV001	21-MAR-17
Michael Mediger	SE6419	00	Senior Building Maint Worker	TV001	21-MAR-17
Mary Modica	EE9704	00	Senior Secretary	TV001	08-MAR-17
Christina Rodeghier	SE8430	00	Facility Worker	TV001	19-APR-17
Sarah Rooney	SE6749	00	Accounting Assistant	SA011	29-MAR-17
Anthony Silva	SE6862	00	Senior Building Maint Worker	TV001	21-MAR-17
Casey Simmons	SE8445	00	Building Maint Specialist	TI000	14-MAR-17
Cheryl Van Arsdol	SE9612	00	Senior Secretary	SA017	26-FEB-17
Deborah Vigdal	SE8873	00	Program Assistant I	SA017	26-MAR-17
Shannon Wade	SE8874	00	Secretary	TI000	06-MAR-17
Cody Wegner	SE7342	00	Facility Worker	TV001	28-FEB-17
Amanda Dixon	SE8709	04	Program Assistant II	TV013	21-MAR-17
Lee Doyle	SE8064	00	Building Maint Specialist	TD000	26-MAR-17
Lance Dyer	SE8908	00	Senior Comp Sup Spec	TV009	21-MAR-17
Kim Petersen	SE6348	00	Physical Plant Manager I	TR001	21-MAR-17
Michelle Schaefer	SE8871	00	Financial Program Assistant	TV009	05-APR-17

Career Service Non-Benefit Eligible (CSA2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Courtney Birkholtz	SE4532	00	Temp Gardener	Hire Temp Appointment	24959.52	06-MAR-17
Todd Bortnem	AE4652	01	Temp Ag Research Tech	Hire Temp Appointment	31199.40	22-MAR-17
Wyatt Brown	SE4474	00	Temp Gardener	Hire Temp Appointment	22879.56	10-APR-17
Christina Castillo	SE4498	00	Temp Event Parking	Hire Temp Appointment	150.00	22-FEB-17
Nicholas Castillo	SE4498	00	Temp Event Parking	Hire Temp Appointment	230.00	22-FEB-17
Sheila Cochrane	SE4656	02	Temp Satellite Imagery	Hire Temp Appointment	24959.52	22-FEB-17
Jackson Cornish	SE4498	00	Temp Event Parking	Hire Temp Appointment	80.00	22-FEB-17
Paul Dybedahl	SE4477	00	Temp Office Assistant	Hire Temp Appointment	19239.63	22-FEB-17
Charles Ellis	AE4651	01	Temp Seasonal Ag Research Tech	Hire Temp Appointment	23565.95	01-MAR-17
Mark Ennis	AE4520	00	Temp Ag Research Tech	Hire Temp Appointment	24959.52	22-MAR-17
Anlly Fresno Rueda	AE4658	00	Temp Lab Worker	Hire Temp Appointment	17991.65	03-APR-17
Maggan Froseth	SE4476	00	Temp Ticket Office	Hire Temp Appointment	28079.46	20-MAR-17
Jacquelyn Gehrt	AE4527	00	Temp Sage Grouse Tech	Hire Temp Appointment	20799.60	01-APR-17
Lee Gilbertson	AE4536	01	Temp Sr Ag Research Tech	Hire Temp Appointment	41599.20	03-APR-17
Dylan Gravenhof	AE4524	00	Temp Fisheries Resrch Tech	Hire Temp Appointment	24959.52	22-MAR-17
Bryan Gums	AE4989	13	Temp Farm Worker	Hire Temp Appointment	23919.54	01-APR-17
Timothy Heinz	SE4480	00	Temp Facility Worker	Hire Temp Appointment	24543.53	22-FEB-17
Charles Henris	EE4883	00	Temp Horticulture Assist	Hire Temp Appointment	25479.51	22-MAR-17
Matthew Holland	SE4584	00	Temp Seasonal I Summit League	Hire Temp Appointment	18719.64	27-FEB-17
Matthew Holland	SE4584	01	Temp Seasonal I Video Asst	Hire Temp Appointment	19759.62	22-FEB-17
Shannon Hone	AE4527	00	Temp Sage Grouse Tech	Hire Temp Appointment	20799.60	01-APR-17
Kristen Intermill	SE4498	00	Temp Event Parking	Hire Temp Appointment	240.00	22-FEB-17
Lacey Julson	AE4531	00	Temp Lab Tech	Hire Temp Appointment	31199.40	22-FEB-17
Stetson Kastengren	SE4939	00	Temp Car Washer	Hire Temp Appointment	19239.63	14-MAR-17
Erin McKeown	SE4492	00	Temp Research Tech	Hire Temp Appointment	20799.60	03-APR-17

Tyler Meyer	SE4474 00	Asst Gardener-Hrly Temp	Hire Temp Appointment	21839.58	06-MAR-17
Dee Miller	SE4516 00	Temp Program Assistant	Hire Temp Appointment	31199.40	22-FEB-17
Daniel Oedekoven	AE4520 00	Temp Sr Ag Research Tech	Hire Temp Appointment	31199.40	22-MAR-17
Lori Puetz	SE4532 01	Temp Gardener	Hire Temp Appointment	19759.62	22-MAR-17
Jianli Qi	SE4479 00	Temp Research Assist	Hire Temp Appointment	25999.50	22-FEB-17
Anne Rath	SE4497 00	Temp Secretary	Hire Temp Appointment	20799.60	27-MAR-17
Tasha Rausch	SE4573 00	Temp Pharmacist I	Hire Temp Appointment	112754.63	17-APR-17
Cindy Schnabel	EE4883 00	Temp Horticulture Assist	Hire Temp Appointment	25479.51	21-MAR-17
Glenn Schumacher	SE4532 00	Temp Gardener	Hire Temp Appointment	20279.61	27-MAR-17
Ardis Sween	SE4505 01	Temp Program Assistant	Hire Temp Appointment	31199.40	15-MAR-17
Victoria Vertin	SE4478 00	Temp Special Events Tech	Hire Temp Appointment	24959.52	29-MAR-17
Nicholas Welbig	SE4497 01	Temp Ed Visitor Center	Hire Temp Appointment	20799.60	22-MAR-17
Karin Woltjer	EE4883 00	Temp Horticulture Assist	Hire Temp Appointment	25479.51	22-MAR-17
Jessica Wulf	SE4475 00	Temp Family Daycare Specialist	Hire Temp Appointment	31199.40	02-MAR-17

Career Service Non-Benefit Eligible (CSA2)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Jungsook Kim	AE4539	00	Temp Lab Aide	Sal Adj-Unusual Circumstance	18199.65	22879.56	4679.91	
Jianli Qi	SE4479	00	Temp Research Assist	Sal Adj-Unusual Circumstance	25999.50	27039.48	1039.98	

Career Service Non-Benefit Eligible (CSA2)
Temporary Salary Adjustments(ST)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base
Diff.						
New Adj.						

There were no records found for this group.

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Nathan Braun	AE4647	00	Temp Ag Research Manager	TV013	21-MAR-17
Christina Castillo	SE4498	00	Temp Event Parking	TV013	21-MAR-17
Nicholas Castillo	SE4498	00	Temp Event Parking	TV013	21-MAR-17
Kristie Ching	SE4560	00	Temp Group Fitness Instructor	TV013	21-APR-17
Jackson Cornish	SE4498	00	Temp Event Parking	TV013	21-MAR-17
Mina Doerner	SE4482	00	Temp Nursing Assistant	TV013	21-MAR-17
Paul Dybedahl	SE4477	00	Temp Office Assistant	TV013	21-MAR-17
Jesse Gergen	SE4551	01	Temp Seasonal Worker	TV013	01-APR-17
Frankie Herrera	SE4498	00	Temp Event Parking	TV013	30-MAR-17
Matthew Holland	SE4584	00	Temp Seasonal I Summit League	TV013	21-MAR-17
Kristen Intermill	SE4498	00	Temp Event Parking	TV013	21-MAR-17
Kevin Jerez Bogota	AE4658	00	Temp Ag Research Tech	TV013	21-MAR-17
Terrence Lally	SE4529	00	Temp seasonal I	TV013	03-MAR-17
Taylor McKeown	SE4515	00	Temp Museum Aide	TV013	21-APR-17
Elizabeth Nayebare	AE4529	00	Temp Lab Assistant	TV013	21-MAR-17
Jeannette Niles	SE4924	00	Temp Payroll Staff Assist	TV013	21-MAR-17
Susan Plaine	SE4484	00	Temp Guideline Reviewer	TV013	21-APR-17
Lori Puetz	SE4532	00	Temp Seasonal I	TV013	21-MAR-17
Jianli Qi	AE4533	00	Temp Lab Tech	TV013	21-MAR-17
Anne Rath	SE4530	00	Temp Front Desk Attendant	TV013	21-MAR-17
Glenn Schumacher	AE4531	01	Temp Research Assistant	TV013	21-MAR-17
Ronade Similien	AE4652	00	Temp Ag research tech	TV013	15-APR-17
Nicholas Welbig	SE4497	00	Temp Seasonal I	TV013	21-MAR-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date

-						
Peter Bauman	EE9756	01	Extension Field Specialist II	Supplemental Appointment	2750.00	22-FEB-17
Brian Bergstrom	SE9795	00	Assistant Coach-Football	Appointment	60000.00	14-MAR-17
Christopher Bono	SE9814	05	Head Coach-Wrestling	Supplemental Appointment	500.00	22-MAR-17
Nathan Bylander	SE9661	00	Professional Academic Advisor	Appointment	47500.00	22-MAR-17
Wendy Dailey	SE8864	13	Fac & Serv Employment Coord	Supplemental Appointment	725.00	22-FEB-17
Rodney DeHaven	SE9812	12	Head Coach-Track & Field	Supplemental Appointment	2000.00	22-MAR-17
Mary Fishback	SE6588	01	Prog Coord-Master Public Healt	Supplemental Appointment	1000.00	22-FEB-17
Nuria Garcia-Fernandez	SE8504	00	Research Associate II	Appointment	52000.00	08-MAR-17
Xiangming Guan	SE7587	05	Asst Dean-Research/Professor	Supplemental Appointment	2750.00	22-FEB-17
Carolyn Hart	SE8557	00	Coordinator-Mrktg/Dvlp	Appointment	43000.00	03-APR-17
Dennis Hedge	SE9995	00	Provost/VP-Academic Affairs	Appointment	251000.00	01-MAR-17
Geoffrey Henebry	SE8200	03	Director	Supplemental Appointment	37500.00	22-FEB-17
Asha Hertler	SE7575	00	Academic Advisor	Appointment	47500.00	22-FEB-17
Kathleen Heylens	SE8855	15	Sr Assc AD-Compliance/SWA	Supplemental Appointment	150.00	22-FEB-17
Tammy Hintz	SE6763	00	Safety & Health Consultant	Appointment	20587.03	01-MAR-17
Andrew Janssen	SE9797	00	Assistant Coach-Soccer	Appointment	40000.00	04-APR-17
Aaron Johnston	SE9819	32	Head Coach-Women's Basketball	Supplemental Appointment	1000.00	22-MAR-17
Charles Klinkefus	SE8104	15	Assistant Coach-Men's Basketba	Supplemental Appointment	1000.00	22-MAR-17
Thomas Otzelberger	SE9820	01	Head Coach-Men's Basketball	Supplemental Appointment	10000.00	22-MAR-17
Adam Parsons	SE6888	03	Asst Coach-Strength & Conditio	Supplemental Appointment	625.00	22-FEB-17
Nikki Prosch	EE9702	01	Extension Field Specialist I	Supplemental Appointment	1000.00	22-FEB-17
Hilary Risner	EE9721	00	Extension 4H Advisor	Appointment	40000.00	22-FEB-17
Kenneth Sherin	EE9753	00	Program Director	Appointment	78500.00	06-MAR-17
John Stiegelmeier	SE9821	10	Head Coach-Football	Supplemental Appointment	6500.00	22-MAR-17
Suzanne Stluka	EE9755	07	Program Director-Food & Family	Supplemental Appointment	19580.00	22-FEB-17
Brock Thompson	SE9818	02	Head Coach-Women's Soccer	Supplemental Appointment	625.00	22-FEB-17
Brock Thompson	SE9818	03	Head Coach-Women's Soccer	Supplemental Appointment	1200.00	22-MAR-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.

Neal Foster	SE9906	00	Manager-Seed Cert Division	Change Salary Rate/Pay Grade	74456.00	90000.00	15544.00	
Becky Jensen	SE6594	00	Dir Dietetics Intern Prg/Instrc	Reclassification	60377.00	64604.00	4227.00	
Andrea Kieckhefer	SE9578	00	Creative Svc/Brndg/Public Mng	Title Change	57797.00	57797.00	0.00	
Mark Luebker	SE7070	00	Web & Strategic Comm Mngr	Title Change	72046.00	72046.00	0.00	
Kari O'Neill	EE9855	00	Com Vital Field Spec/Ext FS II	Title Change	72512.00	72512.00	0.00	
Peggy Schlechter	EE9836	00	Com Vital Field Spec/Ext FS II	Title Change	61013.00	61013.00	0.00	
Kenneth Sherin	EE9813	00	Com Vital Field Spec/Ext FS II	Title Change	63916.00	63916.00	0.00	
Mary Stock	SE9871	00	Program Coord-Orient & Program	Permanent Additional Duties	45937.00	48500.00	2563.00	
Paul Thares	EE9758	00	Com Vital Field Spec/Ext FS II	Title Change	55724.00	55724.00	0.00	
Kevin Vander Wal	SE8261	00	Ag Research Mgr/Spec	Change in Overtime Eligibility	43304.77	47500.00	4195.23	

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Temporary Salary Adjustments(ST)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.

Aaron Aure	SE7772	00	Tech & Data Mngt Coordinator	Temporary Additional Duties	70000.00		1166.68	71166.68
Paul Johnson	EE9832	00	Extension Associate	Temporary Additional Duties	80079.00		5338.72	85417.72

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Stephanie Baxter	SE6397	00	Regional Coordinator-GEAR UP	TV001	23-FEB-17
Cody Burggraaff	SE9645	00	Residence Hall Director	TV001	31-MAR-17
Nathan Bylander	SE7210	00	Retention Advisor	SA011	21-MAR-17
Donald Challis	SE6906	00	Asst VP-Safety & Securit	TV001	04-APR-17
Scott Cortus	AE9898	00	Environment Research Coord.	TV001	06-MAR-17
Jessica English	SE6553	00	Digital Initiatives Coordinato	TV001	24-FEB-17
Luke Ganschow	SE7804	00	Energy Conservation Engineer	TV001	07-APR-17
Dennis Hedge	SE9984	00	Inter. Provost/Executive VP-AA	SA011	28-FEB-17
Rebecca Leslie	SE6858	00	Div Outreach & Engmnt Coord	TV002	14-MAR-17
Kathryn Reeves	EE9806	00	Extension Field Specialist III	TV007	21-MAR-17
Kenneth Sherin	EE9813	00	Com Vital Field Spec/Ext FS II	SA011	05-MAR-17
Frank Wedemeyer	SE6388	00	Head Coach-Soccer	TV001	21-MAR-17
Lisa Wells	SE7307	00	Grant Program Specialist	TI000	28-FEB-17
Peter Bauman	EE9756	01	Extension Field Specialist II	TV013	21-MAR-17
Christopher Bono	SE9814	05	Head Coach-Wrestling	TV013	21-APR-17
Wendy Dailey	SE8864	13	Fac & Serv Employment Coord	TV013	21-MAR-17
Rodney DeHaven	SE9812	12	Head Coach-Track & Field	TV013	21-APR-17
Karelyn Farrand	EE9887	00	Regional 4H Youth Prog Advisor	TR000	21-MAR-17
Mary Fishback	SE6588	01	Prog Coord-Master Public Healt	TV013	21-MAR-17
Nuria Garcia-Fernandez	AE9091	00	Post Doc Research Associate	TV013	07-MAR-17
Xiangming Guan	SE7587	05	Asst Dean-Research/Professor	TV013	21-MAR-17
Geoffrey Henebry	SE8200	03	Director	TV013	21-MAR-17
Kathleen Heylens	SE8855	15	Sr Assc AD-Compliance/SWA	TV013	21-MAR-17
Aaron Johnston	SE9819	32	Head Coach-Women's Basketball	TV013	21-APR-17
Steven Kalsbeck	AE8241	00	Research Associate II	TR001	21-APR-17
Charles Klinkefus	SE8104	15	Assistant Coach-Men's Basketba	TV013	21-APR-17
Thomas Otzelberger	SE9820	01	Head Coach-Men's Basketball	TV013	21-APR-17
Adam Parsons	SE6888	03	Asst Coach-Strength & Conditio	TV013	21-MAR-17
Nikki Prosch	EE9702	01	Extension Field Specialist I	TV013	21-MAR-17
Adam Satterwhite	SE7558	00	Coordinator-Football Operation	TV009	05-APR-17
John Stiegelmeier	SE9821	10	Head Coach-Football	TV013	21-APR-17
Suzanne Stluka	EE9755	07	Program Director-Food & Family	TV013	21-MAR-17
Brock Thompson	SE9818	02	Head Coach-Women's Soccer	TV013	21-MAR-17
Brock Thompson	SE9818	03	Head Coach-Women's Soccer	TV013	21-APR-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Karim Abdelsalam	SG8013	00	Graduate Research Assistant	Hire Temp Appointment	21268.00	22-MAR-17
Karim Abdelsalam	SG8013	01	Graduate Research Assistant	Hire Temp Appointment	21268.00	02-MAR-17
Laura Alexander	ES9807	02	student hrly 4-H Office Assist	Hire Temp Appointment	5280.00	13-MAR-17
Troy Alley	SE6761	00	Temporary Clinical Assistant	Hire Temp Appointment	4000.00	22-FEB-17
Anil Aluru	AS9175	00	student hrly Office Work	Hire Temp Appointment	4800.00	07-MAR-17
Paige Anderson	AS9184	00	student hrly Animal Tech	Hire Temp Appointment	4152.00	02-MAR-17
Christopher Andrews	SW9501	00	WS Cashier	Hire Temp Appointment	4800.00	22-FEB-17
Amanda Appel	SE6324	00	Post Doc Research Associate	Hire Temp Appointment	19347.12	13-MAR-17
Nujhat Azad	SS9793	00	student hrly Phonejack	Hire Temp Appointment	4320.00	01-MAR-17
Bennet Baker	AS9194	00	student hrly Lab Assist	Hire Temp Appointment	4800.00	22-FEB-17
Anna Barr	SS8696	00	student hlry Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Sara Bartlett	SE6708	08	Temporary Clinical Assistant	Hire Temp Appointment	2434.00	22-MAR-17
Brittney Bendinelli	SW9501	00	WS Support Staff	Hire Temp Appointment	4958.40	22-FEB-17
Erin Benz	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	27-FEB-17

Ethan Berg	SS7778	00	student hrly Gardener	Hire Temp Appointment	4800.00	29-MAR-17
Courtney Berntsen	SS7756	00	student hrly Member Services	Hire Temp Appointment	4152.00	22-FEB-17
Emily Berzonsky	SS7865	00	student hrly FRUVED Research	Hire Temp Appointment	4800.00	22-FEB-17
Rachel Beumer	SE6797	04	NFE Temp Professional Exempt	Hire Temp Appointment	4660.00	22-FEB-17
Basanta Bhusal	SS8548	00	student hrly State Tech	Hire Temp Appointment	4152.00	22-MAR-17
Brian Boese	SS7848	00	student hrly WRI Assist	Hire Temp Appointment	5280.00	22-MAR-17
Samantha Bowker	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	24-MAR-17
Jacob Brandt	AS9156	00	student hrly Farm Worker	Hire Temp Appointment	4320.00	22-MAR-17
Elizabeth Buckhaus	AS9216	00	student hrly Feedlot Worker	Hire Temp Appointment	4152.00	14-MAR-17
Shayla Burton	SW9501	00	WS Admin Assistant	Hire Temp Appointment	4320.00	22-FEB-17
Gustavo Carmona Gonzalez	SS7845	01	student hrly IM Official	Hire Temp Appointment	4152.00	22-MAR-17
Alejandro Casella	AG9816	03	Graduate Research Assistant	Supplemental Appointment	300.00	22-FEB-17
Vinay Ceela	AS9188	00	student hrly Lab Assist	Hire Temp Appointment	4800.00	13-MAR-17
Muhammed Ceesay	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	13-APR-17
Abigail Ceremuga	SW9501	00	WS Office Assistant	Hire Temp Appointment	4152.00	22-FEB-17
Jamie Chalcraft	AS9159	00	student hrly Research Assist	Hire Temp Appointment	6240.00	22-FEB-17
Jacey Chorlton	SS8474	00	student hrly Equestrian	Hire Temp Appointment	4152.00	03-MAR-17
Allison Christenson	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	23-FEB-17
Cord Cnossen	SS7777	00	student hrly Plant Worker	Hire Temp Appointment	4152.00	22-MAR-17
Cody Coulter	SS8673	00	student hrly Equipment Assist	Hire Temp Appointment	4152.00	18-MAR-17
Nicholas Covington	SS7917	03	stdnt hrly Research Equipment	Hire Temp Appointment	4800.00	22-MAR-17
Brittni Cowan	SE6796	00	Temporary Clinical Assistant	Hire Temp Appointment	3460.00	22-FEB-17
Amanda Crawford	SS7660	00	student hrly Research Assist	Hire Temp Appointment	4800.00	06-MAR-17
Gabriel De Souza	SS8548	00	student hrly State Tech	Hire Temp Appointment	4152.00	22-FEB-17
Joel Derickson	SS7848	00	student hrly Research Assist	Hire Temp Appointment	5280.00	22-MAR-17
Chinonso Diejomaoh	SS7944	00	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Cole Dierks	AS9217	00	student hrly Bio Science Aide	Hire Temp Appointment	5784.00	29-MAR-17
Derik Dillon	SS8673	00	student hrly Equipment Assist	Hire Temp Appointment	4152.00	18-MAR-17
Laura Drackley	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	22-FEB-17
Taylor Duerr	SS8474	00	student hrly Equestrian	Hire Temp Appointment	4152.00	06-MAR-17
Peter Dvoracek	SS8696	00	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Danielle Dvorak	SW9501	00	WS Admin Assistant	Hire Temp Appointment	4152.00	22-FEB-17
Andrew Engelmann	SW9501	00	WS FA Office Assistant	Hire Temp Appointment	4800.00	22-FEB-17
Molly Engeseth	SE6796	01	Temporary Clinical Assistant	Hire Temp Appointment	540.00	22-FEB-17
Naomi England	SS8673	00	student hrly Equipment Assist	Hire Temp Appointment	4152.00	18-MAR-17
Elizabeth Ann Esser	SS7865	00	student hrly FRUVED Assist	Hire Temp Appointment	4800.00	22-FEB-17
John Evans	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	04-APR-17
Traci Fejfar	SE6708	00	Temporary Clinical Assistant	Hire Temp Appointment	4660.00	22-FEB-17
Katelynn Field	SE6708	00	Temporary Clinical Assistant	Hire Temp Appointment	2660.00	22-FEB-17
Tyrell Fisk	SW9671	00	WS Office Assistant	Hire Temp Appointment	4320.00	22-FEB-17
Karissa Flier	SE6708	00	Temporary Clinical Assistant	Hire Temp Appointment	4660.00	22-FEB-17
Andrew Foley	AS9183	01	student hrly Research Assist	Hire Temp Appointment	4152.00	27-MAR-17
Jennifer Fossum	SW9501	00	WS Gallery Assistant	Hire Temp Appointment	4152.00	22-FEB-17
Erika Franzen-Ackerman	SS8768	00	student hrly Office Assistant	Hire Temp Appointment	4200.00	05-APR-17
Laura Frye	SS7787	00	student hrly Farm Crew	Hire Temp Appointment	4159.20	22-FEB-17
Laura Frye	SS7787	01	student hrly Farm Crew Holiday	Hire Temp Appointment	4632.00	22-FEB-17
Austin Galinat	AS9221	00	student hrly BH Trout Project	Hire Temp Appointment	5760.00	22-MAR-17
Megan Garms	AS9184	00	student hrly Animal Tech	Hire Temp Appointment	4152.00	10-APR-17
Megan Geis	SS9793	00	student hrly Phonejack	Hire Temp Appointment	4320.00	01-MAR-17
Megan Gengler	SS8765	00	student hrly Student Driver	Hire Temp Appointment	4152.00	22-FEB-17
Carter Gilk	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	04-APR-17
Sergio Lourenco Goncalves	SS7871	02	student hrly Custodial Staff	Hire Temp Appointment	4152.00	06-MAR-17
Dusty Gorder	AS9171	00	student hrly Driver	Hire Temp Appointment	4152.00	22-MAR-17
Zachary Hagen	SS7756	00	student hrly Member Services	Hire Temp Appointment	4152.00	29-MAR-17
Zachary Hagen	SS7878	00	student hrly Operations Mnger	Hire Temp Appointment	4800.00	13-MAR-17
Zachary Hagen	SS7878	01	student hrly Special Events	Hire Temp Appointment	6240.00	13-MAR-17
Cody Hall	AS9171	00	student hrly Driver	Hire Temp Appointment	4152.00	22-MAR-17
Connor Hall	SS7937	01	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Nicole Hamilton	SS7888	01	student hrly Writer	Hire Temp Appointment	4800.00	15-MAR-17

Connor Hansen	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	04-APR-17
Isaac Harris	SS8548	00	student hrly State Tech	Hire Temp Appointment	4152.00	24-FEB-17
Dominic Heidt	SW9520	00	WS Blueprint Student Manager	Hire Temp Appointment	4800.00	22-MAR-17
Dominic Heidt	SW9623	00	WS Blue Print Manager	Hire Temp Appointment	4800.00	23-FEB-17
Jacob Helget	AS9171	00	student hrly Driver	Hire Temp Appointment	4152.00	22-MAR-17
Susan Hennen	SW9547	00	WS Office Assistant	Hire Temp Appointment	4560.00	22-FEB-17
Joshua Hieb	SS7712	00	student hrly Research Assist	Hire Temp Appointment	5760.00	10-APR-17
Mariah Hodne	SS7660	00	student hrly Research Assist	Hire Temp Appointment	4800.00	06-MAR-17
Russell Hoffman	AS9171	00	student hrly Driver	Hire Temp Appointment	4152.00	22-FEB-17
Abigail Hopp	SS8688	00	student hrly Union Set-up Crew	Hire Temp Appointment	4152.00	03-MAR-17
Emily Huber	SG8003	05	Graduate Research Assistant	Hire Temp Appointment	5748.00	22-MAR-17
Anna Husman	SE6708	09	Temporary Clinical Assistant	Hire Temp Appointment	2000.00	22-FEB-17
Supriya Jadhav	SG7962	00	Graduate Research Assistant	Hire Temp Appointment	16304.00	22-FEB-17
Sanmati Jain	SS7662	00	student hrly Chem Ed Assist	Hire Temp Appointment	7200.00	22-FEB-17
Fatima Javid	SS7798	00	student hrly Laundry Assist	Hire Temp Appointment	4152.00	31-MAR-17
Fatima Javid	SW9498	00	WS Laundry Assist	Hire Temp Appointment	4152.00	31-MAR-17
Tyler Jensen	SW9501	00	WS 4-H Office Assistant	Hire Temp Appointment	5404.80	22-FEB-17
Xiaozhu Jin	AS9192	00	student hrly Lab Tech	Hire Temp Appointment	4800.00	06-MAR-17
Amanda John	SS7928	01	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Benjamin Johnson	AS9172	00	student hrly Lab Assistant	Hire Temp Appointment	5040.00	22-MAR-17
Brita Johnson	AS9147	01	student hrly Research Tech	Hire Temp Appointment	5280.00	22-FEB-17
Christine Johnson	SE6796	00	Temporary Clinical Assistant	Hire Temp Appointment	1460.00	22-FEB-17
Kaitlin Johnston	SE6761	00	Temporary Clinical Assistant	Hire Temp Appointment	4660.00	22-MAR-17
Blaze Jones	SS7787	00	student hrly Farm Crew	Hire Temp Appointment	4152.00	22-FEB-17
Blaze Jones	SS7787	01	student hrly Farm Crew Holiday	Hire Temp Appointment	4632.00	22-FEB-17
Maralee Jones	SE6796	00	Temporary Clinical Assistant	Hire Temp Appointment	2340.00	22-FEB-17
Trey Jones	SS7787	00	student hrly Farm Crew	Hire Temp Appointment	4152.00	22-FEB-17
Trey Jones	SS7787	01	student hrly Farm Crew Holiday	Hire Temp Appointment	4632.00	22-FEB-17
Jennifer Karlen	SS8044	00	student hrly Office Assistant	Hire Temp Appointment	4800.00	22-MAR-17
Thomas Kaufman	SS7756	00	student hrly Member Services	Hire Temp Appointment	4152.00	29-MAR-17
Thomas Kaufman	SS7878	00	student hrly Operations Mngr	Hire Temp Appointment	4800.00	13-MAR-17
Thomas Kaufman	SS7878	01	student hrly Special Events	Hire Temp Appointment	6240.00	13-MAR-17
Tamara Keefner	SE6544	00	Temporary Clinical Assistant	Hire Temp Appointment	6660.00	22-FEB-17
Garrett Keegan	SS7878	02	student hrly Operations Mngr	Hire Temp Appointment	4800.00	14-MAR-17
Garrett Keegan	SS7878	03	student hrly Special Events	Hire Temp Appointment	6240.00	14-MAR-17
Melissa Kerr	SS7928	00	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Laura Kessler	SE6708	03	Temporary Clinical Assistant	Hire Temp Appointment	2000.00	22-FEB-17
Robin Keyser	SS7865	00	student hrly Ignite Research	Hire Temp Appointment	7200.00	22-FEB-17
Alexis Klein	SW9501	00	WS Support Staff	Hire Temp Appointment	4689.60	22-FEB-17
Camille Klima	SS8765	00	student hrly Student Driver	Hire Temp Appointment	4152.00	10-MAR-17
Anneliese Klinzmann	AS9140	00	student hrly Lab Assistant	Hire Temp Appointment	4320.00	22-FEB-17
Jenero Knowles	AS9164	00	student hrly Lab Worker	Hire Temp Appointment	4800.00	22-MAR-17
David Kocer	AS9179	00	student hrly Field & Lab Asst.	Hire Temp Appointment	5640.00	05-APR-17
Hallie Koppi	SS7845	00	student hrly IM Official	Hire Temp Appointment	4152.00	13-MAR-17
Madeline Kovach	SS7902	00	student hrly Housing Assist	Hire Temp Appointment	4800.00	10-APR-17
Kyle Kramer	SW9568	00	WS Sheep Unit	Hire Temp Appointment	4152.00	27-FEB-17
Maggie Kringen	SS7879	02	student hrly Personal Trainer	Hire Temp Appointment	4320.00	22-FEB-17
Maggie Kringen	SS7879	03	student hrly Fitness Attendant	Hire Temp Appointment	4152.00	22-FEB-17
Sarah Krush	SE6708	01	Temporary Clinical Assistant	Hire Temp Appointment	2000.00	22-MAR-17
Natalie Kuehni	AS9144	00	student hrly Swine unit	Hire Temp Appointment	4152.00	22-FEB-17
London Lambert	SS7917	00	student hrly Research Assist	Hire Temp Appointment	4800.00	17-MAR-17
Matthew Larson	SS7878	00	student hrly Operations Mngr	Hire Temp Appointment	4800.00	14-MAR-17
Matthew Larson	SS7878	01	student hrly Special Events	Hire Temp Appointment	6240.00	14-MAR-17
Kristina Laska	AS9194	00	student hrly Lab Assistant	Hire Temp Appointment	4800.00	22-FEB-17
Chelsy Lesmeister	SW9501	00	WS Admin Assistant	Hire Temp Appointment	4320.00	22-FEB-17
Alicia Levesque	AS9144	00	student hrly Swine Unit	Hire Temp Appointment	4152.00	01-MAR-17
Alexander Lippincott	SS7844	00	student hrly Aviation Trainer	Hire Temp Appointment	8280.00	11-APR-17
Victor Lobato Da Silva Costa	SS8749	00	student hrly PAC Worker	Hire Temp Appointment	4248.00	22-FEB-17
Hilary Loehrer	SW9501	00	WS 4-H Assistant	Hire Temp Appointment	5712.00	22-FEB-17

Kristina Luczak	SS7937 00	student hry Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Alexander Luke	SS7723 00	student hrly Break Coverage	Hire Temp Appointment	4800.00	03-MAR-17
Mariangel Machado Gimenez	SS9793 00	student hrly Phonejack	Hire Temp Appointment	4320.00	01-MAR-17
Monique Mack	SS7845 00	student hrly IM Official	Hire Temp Appointment	4152.00	23-FEB-17
Monique Mack	SW9500 00	WS IM Official	Hire Temp Appointment	4152.00	27-FEB-17
Monique Mack	SW9501 00	WS Habitat for Humanity	Hire Temp Appointment	4152.00	22-FEB-17
Sanka Madduma Kaluge	SS8548 00	student hrly State Tech	Hire Temp Appointment	4152.00	01-MAR-17
Lesley Mason	SS8673 00	student hrly Equipment Assist	Hire Temp Appointment	4152.00	18-MAR-17
Leanna Maxson	SS8765 00	student hrly Student Driver	Hire Temp Appointment	4152.00	01-MAR-17
Morgan McCall	SS7878 02	student hrly Operations Mnger	Hire Temp Appointment	4800.00	13-MAR-17
Morgan McCall	SS7878 03	student hrly Special Events	Hire Temp Appointment	6240.00	13-MAR-17
McKenzie Mertens	SS7845 00	student hrly IM Official	Hire Temp Appointment	4152.00	15-MAR-17
Michaela Metter	SW9501 00	WS Community Impact Assist	Hire Temp Appointment	4800.00	22-FEB-17
Ryan Michel	SS7917 02	student hrly Resrch Solar Cell	Hire Temp Appointment	4800.00	06-MAR-17
Faith Mildenberger	SW9623 00	WS Union Manager	Hire Temp Appointment	4296.00	22-FEB-17
Faith Mildenberger	SW9739 00	WS Union Manager	Hire Temp Appointment	4296.00	22-MAR-17
Molly Millage	SS7660 00	student hrly Research Assist	Hire Temp Appointment	4800.00	24-FEB-17
Thomas Mitzel	SS7812 00	student hrly Meat Lab	Hire Temp Appointment	4152.00	22-MAR-17
Britney Moeller	SS7854 00	student hrly Break Coveage CA	Hire Temp Appointment	4800.00	02-MAR-17
Anna Mohr	AS9176 00	student hrly Research Assist	Hire Temp Appointment	4152.00	22-FEB-17
Kristin Mohr	AS9176 01	student hrly Research Assist	Hire Temp Appointment	4104.00	22-FEB-17
Payton Monson	SG8017 01	Graduate Research Assistant	Supplemental Appointment	81.00	22-FEB-17
Seth Moret	AS9179 00	student hrly Field & Lab Rsrch	Hire Temp Appointment	4152.00	22-MAR-17
Keely Moriarty	SS7661 00	student hrly Research Intern	Hire Temp Appointment	4800.00	22-FEB-17
Kirsten Muhmel	SW9520 00	WS Blueprint Designer	Hire Temp Appointment	4296.00	22-MAR-17
Dennisen Nelson	SS7787 00	student hrly Farm Worker	Hire Temp Appointment	4152.00	22-FEB-17
Dennisen Nelson	SS7787 01	student hrly Farm Crew Holiday	Hire Temp Appointment	4632.00	22-FEB-17
Ryan Neumann	SS8548 00	student hrly State Tech	Hire Temp Appointment	4152.00	22-MAR-17
Morea Nichols	SS8688 00	student hrly Union Set-up Crew	Hire Temp Appointment	4152.00	03-MAR-17
Stacie Nielsen	SE6708 04	Temporary Clinical Assistant	Hire Temp Appointment	3000.00	22-FEB-17
Sarah Nussbaum	SE6761 00	Temporary Clinical Assistant	Hire Temp Appointment	7300.00	22-FEB-17
Asuka Ohno	SS7865 00	student hrly FRUVED Assist	Hire Temp Appointment	4800.00	22-FEB-17
Britney Ohrlund	SE6796 00	Temporary Clinical Assistant	Hire Temp Appointment	4660.00	22-FEB-17
Onyinye Okpa	SS9793 00	Student hrly Phonejack	Hire Temp Appointment	4320.00	15-MAR-17
Hunter Olson	SS7865 00	student hrly FRUVED Assist	Hire Temp Appointment	4800.00	22-FEB-17
Morgan Orel	SS8447 00	student hrly Dispatcher	Hire Temp Appointment	6499.20	13-MAR-17
Leanna Owen	SS7984 00	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Shelby Owen	SE6761 00	Temporary Clinical Assistant	Hire Temp Appointment	8660.00	22-FEB-17
Justin Pabst	SS7816 00	student hrly Break Coverage CA	Hire Temp Appointment	4320.00	03-MAR-17
Jacquelyn Pajl	AS9184 00	student hrly Animal Tech	Hire Temp Appointment	4152.00	10-APR-17
Franklin Parker	SS7855 00	student hrly CNC Operater	Hire Temp Appointment	9600.00	22-MAR-17
Viraj Patel	SS8696 00	student hrly Break Covearge CA	Hire Temp Appointment	4800.00	03-MAR-17
Jyotshana Paudyal	SG9887 00	Graduate Admin Assistant	Hire Temp Appointment	7800.00	22-FEB-17
Dillon Pedersen	SS7712 00	student hrly Research Assist	Hire Temp Appointment	5760.00	10-APR-17
Storm Peterson	SS7988 00	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Mitchell Petit	SS7808 00	student hrly Programmer	Hire Temp Appointment	4800.00	22-FEB-17
Nicole Pinkelman	SS7775 00	student hrly Knutson Assist	Hire Temp Appointment	5760.00	24-FEB-17
Nicole Pinkelman	SS7865 00	student hrly Ignite Research	Hire Temp Appointment	7200.00	22-FEB-17
Cassius Pond	AS9177 00	student hrly Field & Lab Asst.	Hire Temp Appointment	4152.00	22-FEB-17
Briana Powell	SE6796 00	Temporary Clinical Assistant	Hire Temp Appointment	8000.00	22-FEB-17
Peter Price	AG8009 00	Graduate Research Assistant	Hire Temp Appointment	21329.00	03-MAR-17
Maselino Pupungatoa	SS8673 00	student hrly Equipment Assist	Hire Temp Appointment	4152.00	18-MAR-17
Georgiale Quail	SW9587 00	WS Office Assistant	Hire Temp Appointment	4560.00	22-FEB-17
Anne Rae	SS7845 00	student hrly IM Official	Hire Temp Appointment	4152.00	16-MAR-17
Alanna Ragle	SW9501 00	WS FA Assistant	Hire Temp Appointment	4152.00	03-APR-17
Gopirajah Rajamanickam	AE9073 01	Temporary Research Scholar	Hire Temp Appointment	33279.36	03-APR-17
Danielle Rang	SS7845 00	student hrly IM Official	Hire Temp Appointment	4152.00	24-MAR-17
Jaclyn Rauen	SE6708 08	Temporary Clinical Assistant	Hire Temp Appointment	153.84	22-MAR-17
Alexandra Rausch	SS7778 01	student hrly Gardener Assist	Hire Temp Appointment	5280.00	22-MAR-17

Taylor Reis	SW9501 00	WS Office Assistant	Hire Temp Appointment	4152.00	22-FEB-17
Anthony Reker	SS7844 00	student hrly Aviation Trainer	Hire Temp Appointment	8280.00	17-APR-17
Morgan Robbins	SS7845 00	student hrly IM Official	Hire Temp Appointment	4152.00	16-MAR-17
Burgandy Roberts	AS9172 00	student hrly Lab Assist	Hire Temp Appointment	5040.00	22-FEB-17
Carter Roberts	SS7778 00	student hrly Gardener	Hire Temp Appointment	4800.00	22-MAR-17
Erika Roeber	SS7814 00	student hrly Print Lab Assist	Hire Temp Appointment	4680.00	22-FEB-17
Hailee Rogich	AS9144 00	student hrly Swine Unit	Hire Temp Appointment	4152.00	20-MAR-17
Kaylee Rosenkranz	AS9140 00	student hrly Lab Assist	Hire Temp Appointment	4320.00	22-FEB-17
Kaylee Rosenkranz	SS7777 00	student hrly Plant Worker	Hire Temp Appointment	4152.00	27-MAR-17
Michelle Rystrom	SE6797 01	NFE Temp Professional Exempt	Hire Temp Appointment	3600.00	22-FEB-17
Mohammed Salman	SS8147 01	student hrly Survey Lab Assist	Hire Temp Appointment	7200.00	22-MAR-17
Justine Sauter	SE6708 03	Temporary Clinical Assistant	Hire Temp Appointment	2340.00	22-FEB-17
Morgan Schaefer	SS7778 00	student hrly Gardener	Hire Temp Appointment	4800.00	13-MAR-17
Kasey Schmidt	SS7944 00	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Jamison Schneckloth	AS9177 00	student hrly Field & Lab Asst	Hire Temp Appointment	6240.00	19-APR-17
Chelsea Schossow	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	4152.00	22-FEB-17
Chelsea Schossow	SS7787 01	student hrly Farm Crew Holiday	Hire Temp Appointment	4632.00	22-FEB-17
Scott Schroeder	AS9156 00	student hrly Farm Worker	Hire Temp Appointment	4320.00	22-MAR-17
Charles Schuknecht	SW9501 00	WS Support Staff	Hire Temp Appointment	4560.00	22-FEB-17
Nicole Severson	SS7865 00	student hrly FRUVED Assist	Hire Temp Appointment	4800.00	22-FEB-17
Sushil Singh	AE9066 00	Temp Food Engin Technologist	Hire Temp Appointment	45760.00	02-MAR-17
Allison Siver	SS8765 00	student hrly Student Driver	Hire Temp Appointment	4152.00	23-FEB-17
Jay Skaar	SS8548 02	student hrly Events Manager	Hire Temp Appointment	4656.00	11-APR-17
Ryan Skadsen	SW9501 00	WS Office Assistant	Hire Temp Appointment	4152.00	22-FEB-17
Alexandera Snyder	SS7777 00	student hrly Dairy Plant	Hire Temp Appointment	4152.00	22-MAR-17
Audrey Souza	AS9208 00	student hrly Sheep Unit	Hire Temp Appointment	4152.00	22-FEB-17
Codi Sparling	SS7845 01	student hrly IM Official	Hire Temp Appointment	4152.00	22-MAR-17
Robert Speirs	SS7888 00	student hrly Intern	Hire Temp Appointment	5280.00	03-APR-17
Rajab Suliman	AS9139 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	13-MAR-17
Akash Suryavanshi	SS7662 00	student hrly Chem Ed Assist	Hire Temp Appointment	7200.00	22-FEB-17
Riley Svoboda	SS8147 01	student hrly Survey Lab Assist	Hire Temp Appointment	7200.00	22-MAR-17
Galen Swanson	AS9171 01	student hrly Driver	Hire Temp Appointment	4152.00	22-MAR-17
Stephanie Sweesy	SS8037 00	student hrly Facility Worker	Hire Temp Appointment	4152.00	22-FEB-17
Lorraine Sweetman	SW9547 00	WS Office Assistant	Hire Temp Appointment	4560.00	22-FEB-17
Allison Swenson	SS7845 00	student hrly IM Official	Hire Temp Appointment	4152.00	16-MAR-17
Trevor Tande	AS9213 00	student hrly Computer Support	Hire Temp Appointment	7200.00	22-FEB-17
Daniel Timm	SS7720 00	student Event Parking	Hire Temp Appointment	90.00	22-FEB-17
Derek Tramp	AS9189 00	student hrly Lab Assistant	Hire Temp Appointment	4800.00	22-MAR-17
Hope Veurink	SE6796 00	Temporary Clinical Assistant	Hire Temp Appointment	2340.00	22-FEB-17
Ashley Waagen	AS9156 00	student hrly Farm Worker	Hire Temp Appointment	4800.00	29-MAR-17
Christopher Waibel	AS9138 00	student hrly Technician	Hire Temp Appointment	4800.00	10-APR-17
Lindsay Wallace	AS9138 00	student hrly Technician	Hire Temp Appointment	4800.00	10-APR-17
Mary Walloch	SE6708 09	Temporary Clinical Assistant	Hire Temp Appointment	2434.00	22-FEB-17
Patrick Watchorn	SS7845 00	student hrly IM Official	Hire Temp Appointment	4152.00	16-MAR-17
Jarod Weber	AS9505 00	student hrly AES Farm Dept	Hire Temp Appointment	5520.00	01-APR-17
Brendan Wechsler	SS7988 00	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
Tanner Wetzel	SS8696 00	student hrly Break Coverage CA	Hire Temp Appointment	4800.00	03-MAR-17
David Wick	SS8037 00	student hrly Facility Worker	Hire Temp Appointment	4800.00	22-FEB-17
Austin Wieseler	AG8016 00	Graduate Research Assistant	Hire Temp Appointment	19369.00	22-FEB-17
Francesca Willard	SS7660 00	student hrly Research Assist	Hire Temp Appointment	4800.00	24-FEB-17
Cody Willett	SS8548 00	student hrly State Tech	Hire Temp Appointment	4152.00	01-MAR-17
Jacob Wolfe	SS7897 00	student hrly Bookstore	Hire Temp Appointment	4320.00	24-FEB-17
Blair Wright	SS9793 00	student hrly Phonejack	Hire Temp Appointment	4320.00	14-MAR-17
Woubet Alemu	SE6712 00	Post Doc Research Associate	Hire Temp Appointment	52000.00	22-FEB-17
Tyler Glidden	SE6626 01	Coordinator-Mens Bball Oper	Supplemental Appointment	1000.00	22-MAR-17
Eric Henderson	SE7555 01	Asst Coach-Mens Basketball	Supplemental Appointment	1000.00	22-MAR-17
Benjamin Walker	SE9800 01	Asst Coach-Men's Basketball	Supplemental Appointment	1000.00	22-MAR-17
Hankui Zhang	SE8105 01	Post Doc Research Associate	Supplemental Appointment	1000.00	22-FEB-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Permanent Salary Adjustment (SP)

Name Adj.	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Alahakoon Achchillage Dilmini	AG7023	00	Graduate Research Assistant	Change Salary Rate/Pay Grade	16904.00	21629.00	4725.00	
Jared Anderson	SS7776	00	student hrly patrol officer	Sal Adj-Unusual Circumstance	4680.00	4920.00	240.00	
Matthew Avenson	SS8749	01	student hrly PAC	Sal Adj-Unusual Circumstance	4200.00	4320.00	120.00	
Jordan Bartholf	SS7879	01	student hrly PT	Sal Adj-Unusual Circumstance	4104.00	4320.00	216.00	
Marissa Bergseng	AS9184	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4104.00	4224.00	120.00	
Jack Buysse	SS8548	00	student hrly Union Manager	Sal Adj-Unusual Circumstance	4152.00	4272.00	120.00	
Nathan Byers	AS9219	00	student hrly plant seed lab	Sal Adj-Unusual Circumstance	4200.00	4392.00	192.00	
Collin Citrowske	SS8749	01	student hrly PAC	Sal Adj-Unusual Circumstance	4200.00	4320.00	120.00	
Amanda Farr	SS7762	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4224.00	4344.00	120.00	
Douglas Fiedler	AS9219	00	student hrly seed lab	Sal Adj-Unusual Circumstance	4224.00	4416.00	192.00	
Kelsey Garber	SS7759	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4104.00	4224.00	120.00	
Cody Hall	AS9180	00	student hrly PISciX72611300	Sal Adj-Unusual Circumstance	6240.00	7200.00	960.00	
Logan Harris	AS9184	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4344.00	4464.00	120.00	
Evan Howell	AS9219	00	student hrly seed lab	Sal Adj-Unusual Circumstance	4440.00	4632.00	192.00	
Logan Hunter	SS7936	01	student hrly CA break coverage	Sal Adj-Unusual Circumstance	4104.00	4800.00	696.00	
Randy Johnson	SG8027	00	Grad Teach Assist-Instructor	Change Salary Rate/Pay Grade	1536.00	2303.00	767.00	
Ryan Johnson	SS8548	01	student hrly Operations Mngr	Sal Adj-Unusual Circumstance	4320.00	4776.00	456.00	
Lingqi Kong	SG7112	01	Graduate Research Assistant	Change Salary Rate/Pay Grade	17532.00	21532.00	4000.00	
Troy Kopp	AS9184	00	student hrly Vet & Biomed	Sal Adj-Unusual Circumstance	4896.00	4944.00	48.00	
Jennifer LaVoy	AS9219	00	student hrly seed lab	Sal Adj-Unusual Circumstance	4224.00	4416.00	192.00	
Rebecca Leddy	AS9184	00	student hrly vert & biomed	Sal Adj-Unusual Circumstance	4344.00	4464.00	120.00	
Tyler Lindgren	SS8548	03	student hrly State Tech Manger	Sal Adj-Unusual Circumstance	4200.00	4920.00	720.00	
George Mathew	SS8548	02	student hrly State Tech Coord.	Sal Adj-Unusual Circumstance	4200.00	4440.00	240.00	
Miranda McMullen	SS8007	04	student hrly Info Exch Manager	Sal Adj-Unusual Circumstance	4200.00	4680.00	480.00	
Ashutosh Mishra	AS9194	00	student hrly lab assistant	Sal Adj-Unusual Circumstance	5760.00	6720.00	960.00	
Kristin Mohr	AS9176	01	student hrly Research Assist	Sal Adj-Unusual Circumstance	4104.00	4224.00	120.00	
Logan Negus	SS8548	05	student hrly St Tech Equ Mngr	Sal Adj-Unusual Circumstance	4440.00	4920.00	480.00	
Ashley Ourada	SS7762	00	student hly vet & biomed	Sal Adj-Unusual Circumstance	4584.00	4704.00	120.00	
Jasmine Piepho	SS7761	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4104.00	4224.00	120.00	
Robert Reifenrath	AW9741	00	WS technician	Sal Adj-Unusual Circumstance	4704.00	4896.00	192.00	
Alex Rogen	SS7761	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4224.00	4344.00	120.00	
Sayan Sahu	SS8023	01	student hrly building crew	Sal Adj-Unusual Circumstance	4104.00	4800.00	696.00	
Viraj Samson	AS9194	00	student hrly lab assistant	Sal Adj-Unusual Circumstance	5040.00	5520.00	480.00	
Kelly Scegur	AS9219	00	student hrly seed lab	Sal Adj-Unusual Circumstance	4224.00	4416.00	192.00	
Andrew Schnabel	AS9219	00	student hrly seed lab	Sal Adj-Unusual Circumstance	4680.00	4872.00	192.00	
Kyle Schnabel	AS9219	00	student hrly seed lab	Sal Adj-Unusual Circumstance	4344.00	4536.00	192.00	
Bobbie Till	AS9184	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4224.00	4344.00	120.00	
Thad Tschetter	SS8548	03	student hrly State Tech Coord.	Sal Adj-Unusual Circumstance	4200.00	4440.00	240.00	
Brianna Weber	SS8093	01	student hrly Blueprint Manager	Sal Adj-Unusual Circumstance	4296.00	4776.00	480.00	

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Karim Abdelsalam	SG8013	01	Graduate Research Assistant	TV013	21-MAR-17
Taylin Albrecht	SS7912	01	Student Assoc Exec Board	TV012	21-APR-17
Talal Alharbi	SS7897	00	student hrly bookstore	TV012	23-MAR-17
Anil Aluru	SS7696	00	student hrly Mailroom	TV012	07-MAR-17
Jessica Bauers	SE6708	02	Temporary Clinical Assistant	TV013	21-MAR-17
Alicia Bergren	SS7799	00	student hrly climbing wall	TV012	30-MAR-17
Julie Bergstrom	SE6708	01	Temporary Clinical Assistant	TV013	21-APR-17

Brian Boese	SS8300 00	student hrly WRI assist	TV012	21-MAR-17
Michelle Bouchard	AG9838 02	Graduate Research Assistant	TV013	15-APR-17
Emily Bremmon	SS8143 01	Student Univ Program Council	TV012	21-APR-17
Joseph Burg	SS7752 00	stdnt hrly Officiate Practice	TV012	30-MAR-17
Analisa Buysse	SS9793 00	student hrly Phonejack	TV012	28-MAR-17
Alejandro Casella	AG9816 03	Graduate Research Assistant	TV013	21-MAR-17
Jennifer Chandler	SE6708 02	Temporary Clinical Assistant	TV013	21-APR-17
Biyi Chen	SG8007 02	Graduate Research Assistant	TV013	14-MAR-17
Alyssa Christianson	SS7841 01	student hrly research assist	TV012	22-FEB-17
Kaitlyn Cihoski	AS9195 01	student hrly Lab Assistant	TV012	21-MAR-17
Helen Conzemius	SS8143 02	Student Univ Program Council	TV012	21-APR-17
Brittni Cowan	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-17
Marcelo De Lima	AE9074 00	Temporary Post Doc Res Assc	TV013	15-MAR-17
Joel Derickson	SS7810 00	student hrly OIT tech	TV012	21-MAR-17
Brianna Doran	SS8143 01	Student Univ Program Council	TV012	21-APR-17
Andrew Engelmann	SW9501 00	WS FA Office Assistant	TV012	21-MAR-17
Molly Engeseth	SE6796 01	Temporary Clinical Assistant	TV013	21-MAR-17
Yolanda Escalante	SS8543 00	student hrly bookstore	TV012	23-MAR-17
Melissa Esser	SE6708 10	Temporary Clinical Assistant	TV013	21-MAR-17
Vilisa Even	SE6708 05	Temporary Clinical Assistant	TV013	21-APR-17
Danielle Evers	SS7743 00	stdnt hrly Wool judging coach	TV012	21-MAR-17
Traci Fejfar	SE6708 00	Temporary Clinical Assistant	TV013	21-APR-17
Katelynn Field	SE6708 00	Temporary Clinical Assistant	TV013	21-APR-17
Karissa Flier	SE6708 00	Temporary Clinical Assistant	TV013	21-MAR-17
Megan Geis	SS9793 00	student hrly Phonejack	TV012	21-APR-17
Sergio Lourenco Goncalves	SS7871 02	student hrly Custodial Staff	TV012	21-MAR-17
Chloe Goodhope	SS7805 00	student hrly Lab Assist	TV012	21-APR-17
Dusty Gorder	AS9171 00	student hrly Driver	TV012	21-APR-17
Andrew Grack	SS7845 00	student hrly IM supervisor	TV012	17-APR-17
Bailey Gullikson	AG8016 02	Graduate Research Assistant	TV013	21-APR-17
Logan Gutzmer	AS9221 00	student hrly Angler surveys	TV012	21-APR-17
Zachary Hagen	SS7845 00	student hrly IM supervisor	TV012	17-APR-17
Charles Halfmann	SG7727 02	Grad Teach Assist-Instructor	TV013	30-MAR-17
Cody Hall	AS9171 00	student hrly Driver	TV012	21-APR-17
Connor Hall	SS7937 01	student hrly Break Coverage CA	TV012	12-MAR-17
Seth Hartman	SS8093 03	student hrly Blueprint Design	TV012	03-APR-17
Dominic Heidt	SW9623 00	WS Blue Print Manager	TV012	21-MAR-17
Jacob Helget	AS9171 00	student hrly Driver	TV012	21-APR-17
Allyson Helms	SS7912 02	Student Assoc Exec Board	TV012	21-APR-17
D'Shaun Herman	SS8143 01	Student Univ Program Council	TV012	21-APR-17
Cole Hinz	SS8143 02	Student Univ Program Council	TV012	21-APR-17
Deanne Hoekstra	SE6761 01	Temporary Clinical Assistant	TV013	21-APR-17
Trenton Hofer	SS7752 00	stdnt hrly Officiate Practice	TV012	30-MAR-17
Russell Hoffman	AS9171 00	student hrly Driver	TV012	21-APR-17
Tiana Holmes	SS8724 01	student hrly transportation	TV012	29-MAR-17
Teri Hubbard	SE6708 00	Temporary Clinical Assistant	TV013	21-MAR-17
Emily Huber	SG8007 03	Graduate Research Assistant	TV013	21-MAR-17
Anna Husman	SE6708 09	Temporary Clinical Assistant	TV013	21-APR-17
Xiaozhu Jin	AS9197 01	student hrly PISci346471000	TV012	28-FEB-17
Brita Johnson	AW9732 00	WS Research Technician	TV012	21-MAR-17
Christine Johnson	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-17
Logan Johnson	SS8143 01	Student Univ Program Council	TV012	21-APR-17
Maralee Jones	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-17
Jennifer Karlen	SW9741 01	WS Office assistant	TV012	21-MAR-17
David Karst	SS9793 00	student hrly Phonejack	TV012	30-MAR-17
Sherese Kelliher	SE6708 07	Temporary Clinical Assistant	TV013	21-APR-17
Laura Kessler	SE6708 03	Temporary Clinical Assistant	TV013	21-APR-17
Sunghwan Kim	SG7763 00	Graduate Research Assistant	TV013	29-MAR-17
Mark Kirschenman	AS9180 01	student hrly Lab Assistant	TV012	28-FEB-17

Halley Klinkel	SE6708 00	Temporary Clinical Assistant	TV013	21-APR-17
Tessa Kopren	SS8143 01	Student Univ Program Council	TV012	21-APR-17
Kelsie Kroetch	SS7841 01	student hrly research assist	TV012	22-FEB-17
Kirby Krogstad	SS7912 01	Student Assoc Exec Board	TV012	21-APR-17
Sarah Krush	SE6708 01	Temporary Clinical Assistant	TV013	21-APR-17
Natalie Kuehni	AS9144 00	student hrly Swine unit	TV012	30-MAR-17
Allison Leedom	SE6708 02	Temporary Clinical Assistant	TV013	21-MAR-17
Taylor Lohan	SS7895 01	student hrly marketing & comm	TV012	24-MAR-17
Darwin Longieliere	SE6420 06	Temporary Internal Auditor	TV013	21-APR-17
Nicholas Lorang	SS7912 01	Student Assoc Exec Board	TV012	21-APR-17
Ketsia Lubiba	AS9191 00	student hrly PISciA8254855	TV012	12-APR-17
Kristina Luczak	SS7937 00	student hry Break Coverage CA	TV012	12-MAR-17
Alexander Luke	SS7723 00	student hrly Break Coverage	TV012	21-MAR-17
Jenna Lund	SS9793 00	student hrly Phonejack	TV012	09-APR-17
Sanka Madduma Kaluge	SS8548 00	student hrly State Tech	TV012	03-APR-17
Ann Matheny	SE6708 06	Temporary Clinical Assistant	TV013	21-APR-17
Brittney McClendon	SS8143 02	Student Univ Program Council	TV012	21-APR-17
Gloria Meyer	SE6761 03	Temporary Clinical Assistant	TV013	21-APR-17
Faith Mildenberger	SW9623 00	WS Union Manager	TV012	21-MAR-17
Madeline Miller	SE6761 01	Temporary Clinical Assistant	TV013	21-APR-17
Payton Monson	SG8017 01	Graduate Research Assistant	TV013	21-MAR-17
Debra Moore	SE6708 00	Temporary Clinical Assistant	TV013	21-APR-17
Seth Moret	AS9179 00	student hrly Field & Lab Rsrch	TV012	21-APR-17
Emily Murren	SE6708 04	Temporary Clinical Assistant	TV013	21-APR-17
Derek Nehring	SS7663 00	student hrly Center Scholar	TV012	21-MAR-17
Sophie Nepp	SS7841 01	student hrly research assist	TV012	22-FEB-17
Stacie Nielsen	SE6708 04	Temporary Clinical Assistant	TV013	21-APR-17
Candice O'Neal	SE6761 00	Temporary Clinical Assistant	TV013	21-APR-17
Britney Ohrlund	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-17
Sandra Olson	SE6665 04	Temp Pharm Skills Lab Coord	TV013	13-APR-17
Taylor Olson	AG7013 01	Graduate Research Assistant	TV013	07-APR-17
Benjamin Overstreet	SS7804 01	student hrly lab assist	TV012	21-MAR-17
Leanna Owen	SS7984 00	student hrly Break Coverage CA	TV012	13-MAR-17
Storm Peterson	SS7988 00	student hrly Break Coverage CA	TV012	12-MAR-17
Gopirajah Rajamanickam	AE9073 00	Temporary Research Scholar	TV013	14-MAR-17
Sarah Raml	SE6708 08	Temporary Clinical Assistant	TV013	21-MAR-17
Jaclyn Rauen	SE6708 06	Temporary Clinical Assistant	TV013	21-MAR-17
Jaclyn Rauen	SE6708 08	Temporary Clinical Assistant	TV013	21-APR-17
Alexandra Rausch	SS7948 01	student hrly McCrory Gardens	TV012	21-MAR-17
Mohammed Real	SS7897 00	student hrly bookstore	TV012	23-MAR-17
Jessica Reiners	AG9817 00	Graduate Research Assistant	TV013	21-MAR-17
Bailey Roshau	SS7897 00	student hrly bookstore	TV012	23-MAR-17
Katriona Roy	SW9523 00	WS bookstore worker	TV012	24-MAR-17
Mohammed Salman	SS8147 01	student hrly Survey Lab Assist	TV012	21-APR-17
Amanda Sandager	SE6708 01	Temporary Clinical Assistant	TV013	21-MAR-17
Paul Sanken	SS7756 00	stdnt hrly member service attnd	TV012	10-APR-17
Justine Sauter	SE6708 03	Temporary Clinical Assistant	TV013	21-APR-17
Anthony Schiller	SS7810 00	student hrly OIT technician	TV012	21-MAR-17
Michael Schmidt	SS7878 02	student hrly operation manager	TV012	21-MAR-17
Michael Schmidt	SS7878 04	student hrly special events	TV012	21-MAR-17
Laura Schmit	SS7912 01	Student Assoc Exec Board	TV012	21-APR-17
Kara Schoenfeld	SE6708 03	Temporary Clinical Assistant	TV013	21-APR-17
Cody Schwartz	SS9793 00	student hrly Phonejack	TV012	23-MAR-17
Alex Sindelar	AW9734 00	WS Lab technician	TV012	21-MAR-17
Poonam Singha	AS9189 00	student hrly Research Assist	TV012	01-APR-17
Marie Smidt	SE6761 00	Temporary Clinical Assistant	TV013	21-MAR-17
Robert Speirs	SS7912 01	Student Assoc Exec Board	TV012	21-APR-17
Kinard Sproles	SS8548 00	student hrly State Tech	TV012	21-MAR-17
Rebecca Steiner	SS7708 00	stdnt hrly Counsel & Human Dev	TV012	14-MAR-17

Kalina Sternhagen	SE6708 04	Temporary Clinical Assistant	TV013	21-APR-17
Cameron Sundmark	AS9221 00	student hrly survey assist	TV012	21-APR-17
Akash Suryavanshi	AS9188 00	student hrly lab assistant	TV012	21-MAR-17
Riley Svoboda	SS8147 01	student hrly Survey Lab Assist	TV012	27-MAR-17
Gabriela Swamy	AG9725 01	Graduate Research Assistant	TV013	31-MAR-17
Galen Swanson	AS9171 01	student hrly Driver	TV012	21-APR-17
Gabrielle Swenson	SW9900 00	WS Museum Aid	TV012	03-APR-17
Rachel Thiewes	ES9802 00	student hrly office assistant	TV012	21-MAR-17
Amber Thompson	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-17
Kathleen Threadgold	SE6708 08	Temporary Clinical Assistant	TV013	21-MAR-17
Yaqoob Thurston	AG7002 02	Graduate Research Assistant	TV013	21-APR-17
Daniel Timm	SS7720 00	student Event Parking	TV012	21-MAR-17
Vishal Tyagi	AS9185 00	student hrly 3X6632950	TV012	21-MAR-17
Vishal Tyagi	AS9188 00	student hrly lab assistant	TV012	21-MAR-17
Sierra Vanderzee	SW9523 00	WS bookstore worker	TV012	23-MAR-17
Hope Veurink	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-17
Luis Vindel Vargas	SS8548 01	student hrly Union Set-up Crew	TV012	27-FEB-17
Ashley Waagen	AS9156 00	student hrly Farm Worker	TV012	21-APR-17
Sierra Wagner	SS7810 00	student hrly OIT Tech	TV012	21-MAR-17
Melissa Waldner	SE6797 04	NFE Temp Professional Exempt	TV013	21-APR-17
Mary Walloch	SE6708 09	Temporary Clinical Assistant	TV013	21-MAR-17
Sean Walter	SS7810 00	student hrly OIT technician	TV012	21-MAR-17
Brendan Wechsler	SS7988 00	student hrly Break Coverage CA	TV012	12-MAR-17
Blair Wright	SS9793 00	student hrly Phonejack	TV012	21-MAR-17
Nicole Wyffels	SS8143 01	Student Univ Program Council	TV012	21-APR-17
Wenfeng Zhang	SE6631 00	Temp Lab Research Asst	TV013	31-MAR-17
Yiran Zhang	AS9197 01	student hrly Research Assist	TV012	21-MAR-17
William Radigan	AE9069 00	Temporary Research Assistant	TV001	21-MAR-17
Baojuan Zheng	SE7043 00	Post Doc Research Associate	TV001	21-MAR-17
Tyler Glidden	SE6626 01	Coordinator-Mens Bball Oper	TV013	21-APR-17
Eric Henderson	SE7555 01	Asst Coach-Mens Basketball	TV013	21-APR-17
Kee Tan	SE7238 00	Post Doc Research Associate	TV013	28-FEB-17
Benjamin Walker	SE9800 01	Asst Coach-Men's Basketball	TV013	21-APR-17
Hankui Zhang	SE8105 01	Post Doc Research Associate	TV013	21-MAR-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Melissa Behr	SE9481	00	Professor	Appointment	120000.00	06-MAR-17
Mary Bowne	SE9088	23	Associate Professor	Supplemental Appointment	3318.00	22-FEB-17
Sarah Clark	SE7509	09	Lecturer	Supplemental Appointment	1500.00	22-MAR-17
Mark Cochrane	SE9416	09	Professor	Supplemental Appointment	28754.00	22-FEB-17
Matthew Diersen	EE9127	17	Professor/Extension Specialist	Supplemental Appointment	7555.37	22-FEB-17
Charles Dieter	SE9495	29	Professor	Supplemental Appointment	2750.00	22-FEB-17
Maria Julius	SE9353	00	Instructor	Appointment	54834.00	22-FEB-17
Kendra Kattelmann	SE9346	32	Professor	Supplemental Appointment	14296.00	22-FEB-17
Rebecca Kuehl	SE9182	09	Associate Professor	Supplemental Appointment	500.00	22-MAR-17
Lacey McCormack	SE7664	13	Assistant Professor	Supplemental Appointment	9688.53	22-FEB-17
Jason McEntee	SE9162	14	Professor	Supplemental Appointment	2750.00	22-FEB-17
Jessica Meendering	SE8144	34	Associate Professor	Supplemental Appointment	11361.00	22-FEB-17
Cedric Neumann	SE9318	07	Assistant Professor	Supplemental Appointment	8612.00	22-FEB-17
David Roy	SE9418	14	Professor	Supplemental Appointment	36328.00	22-FEB-17
Christopher Saunders	SE9157	09	Associate Professor	Supplemental Appointment	9670.00	22-FEB-17
Sharon Vestal	SE8119	28	Associate Professor	Supplemental Appointment	3758.00	22-FEB-17
Matthew Vukovich	SE7789	01	Professor	Supplemental Appointment	4448.00	22-FEB-17
Michael Wimberly	SE9264	09	Professor	Supplemental Appointment	32157.00	22-FEB-17

Xiaoyang Zhang SE9417 04 Assc Prof/Sr Research Scient Supplemental Appointment 28040.00 22-FEB-17

Faculty Benefit Eligible (FAC1) Permanent Salary Adjustment(SP)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Kendra Kattelman	SE9346	00	Distin Prof/Dir-Didactic Prog.	Title Change	112493.00	112493.00	0.00	
Mary Kraljic	SE9379	00	Librarian	Change Faculty Rank	100310.00	100310.00	0.00	

Faculty Benefit Eligible (FAC1) Temporary Salary Adjustments(ST)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
There were no records found for this group.								

Faculty Benefit Eligible (FAC1) Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Mary Bowne	SE9088	23	Associate Professor	TV013	21-MAR-17
Sarah Clark	SE7509	09	Lecturer	TV013	21-APR-17
Mark Cochrane	SE9416	09	Professor	TV013	21-MAR-17
Matthew Diersen	EE9127	17	Professor/Extension Specialist	TV013	21-MAR-17
Charles Dieter	SE9495	29	Professor	TV013	21-MAR-17
Kendra Kattelman	SE9346	32	Professor	TV013	21-MAR-17
Rebecca Kuehl	SE9182	09	Associate Professor	TV013	21-APR-17
Lacey McCormack	SE7664	13	Assistant Professor	TV013	21-MAR-17
Jason McEntee	SE9162	14	Professor	TV013	21-MAR-17
Jessica Meendering	SE8144	34	Associate Professor	TV013	21-MAR-17
Cedric Neumann	SE9318	07	Assistant Professor	TV013	21-MAR-17
David Roy	SE9418	14	Professor	TV013	21-MAR-17
Christopher Saunders	SE9157	09	Associate Professor	TV013	21-MAR-17
Sharon Vestal	SE8119	28	Associate Professor	TV013	21-MAR-17
Matthew Vukovich	SE7789	01	Professor	TV013	21-MAR-17
Michael Wimberly	SE9264	09	Professor	TV013	21-MAR-17
Xiaoyang Zhang	SE9417	04	Assc Prof/Sr Research Scient	TV013	21-MAR-17

Faculty Non-Benefit Eligible (FAC2) Appointments(AA)						
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Ashley Hansen	SE6728	04	Temp Assistant Professor	Hire Temp Appointment	1545.00	22-FEB-17
Heidi Johnson	SE6562	00	Instructor	Hire Temp Appointment	3591.00	22-MAR-17
Elvita Landau	SE6329	00	Temporary Assistant Librarian	Hire Temp Appointment	4875.00	22-FEB-17
Karen Mammenga	SE6744	02	Temporary Instructor	Hire Temp Appointment	2250.00	22-MAR-17
Robert McCurdy	SE6537	00	Temporary Instructor	Hire Temp Appointment	1000.00	22-MAR-17
Bethany Scholten	SE7408	01	Instructor	Hire Temp Appointment	2700.00	22-MAR-17
Laura Schulte	SE7408	00	Instructor	Hire Temp Appointment	2700.00	22-FEB-17
Charles Carlson	SE6464	00	Instructor	Hire Temp Appointment	3738.50	22-MAR-17
Mary Walker	SE7600	13	Instructor	Supplemental Appointment	160.00	22-FEB-17

Faculty Non-Benefit Eligible (FAC2)
Permanent Salary Adjustment (SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Robin Peterson-Lund	SE7795	00	Assistant Professor	Change Salary Rate/Pay Grade	1300.00	2634.52	1334.52	

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Karen Mammenga	SE6744	02	Temporary Instructor	TV013	21-APR-17
Karen Mammenga	SE6761	00	Temporary Clinical Assistant	TV013	21-MAR-17
Laura Schulte	SE7408	00	Instructor	TV013	21-APR-17
Mary Walker	SE7600	13	Instructor	TV013	21-MAR-17

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00164580	Sarah Hill	Ag & Biological Sci-Academic Progs	SDSU
A00159372	Thayer Trenhaile	Ag & Biological Sci-Academic Progs	SDSU
A00213226	Lorraine Turner	Ag & Biological Sciences	SDSU
A00187293	Joseph Deboer	Ag & Biosystems Engineering	SDSU
A00171429	Chandler Jansen	Ag & Biosystems Engineering	SDSU
A00184141	Tia Muller	Ag & Biosystems Engineering	SDSU
A00001282	Kathleen Grady	Agricultural Heritage Museum	SDSU
A00160159	Roger Assmus	Agronomy,Horticulture, & Plant Sci	SDSU
A00212148	Andrew Florestano	Agronomy,Horticulture, & Plant Sci	SDSU
A00212147	Megan Florestano	Agronomy,Horticulture, & Plant Sci	SDSU
A00111199	Tiffany Gonda	Agronomy,Horticulture, & Plant Sci	SDSU
A00139451	Tate Griebel	Agronomy,Horticulture, & Plant Sci	SDSU
A00213343	Muhammed Koparan	Agronomy,Horticulture, & Plant Sci	SDSU
A00212279	Daniel Ostraat	Agronomy,Horticulture, & Plant Sci	SDSU
A00150052	Nicholas Peterson	Agronomy,Horticulture, & Plant Sci	SDSU
A00213345	Atilla Polat	Agronomy,Horticulture, & Plant Sci	SDSU
A00079028	Colin Tobin	Agronomy,Horticulture, & Plant Sci	SDSU
A00178243	Hunter Welch	Agronomy,Horticulture, & Plant Sci	SDSU
A00171584	Ethan Zimmerman	Agronomy,Horticulture, & Plant Sci	SDSU
A00179199	Andrew Berg	Animal Science	SDSU
A00197308	Joshua Brown	Animal Science	SDSU
A00212615	Reed Feller	Animal Science	SDSU
A00164245	Cameron Goodrich	Animal Science	SDSU
A00185604	Hayden Kerkaert	Animal Science	SDSU
A00185690	Brody Lindquist	Animal Science	SDSU
A00200655	Daniel Muller	Animal Science	SDSU
A00206077	Megan Muller	Animal Science	SDSU
A00192795	Daniel Roker	Animal Science	SDSU
A00172713	Kendrah Schafer	Animal Science	SDSU
A00193625	Stephen Simon	Animal Science	SDSU
A00165209	Paul Sitter	Animal Science	SDSU
A00168932	Alexander Spinler	Animal Science	SDSU
A00165721	Eric Tesch	Animal Science	SDSU
A00170721	Lane Weber	Animal Science	SDSU
A00210744	Luke Weber	Animal Science	SDSU
A00166995	Dalen Zuidema	Animal Science	SDSU
A00212460	Riley Berggren	Biology & Microbiology	SDSU
A00203033	Dane Hegdahl	Biology & Microbiology	SDSU
A00177554	Shay Reinke	Biology & Microbiology	SDSU

A00180236	Jalen Baldwin	Civil & Environmental Engineering	SDSU
A00198378	Austin Frosig	Civil & Environmental Engineering	SDSU
A00205449	Katherine Lane	Civil & Environmental Engineering	SDSU
A00213493	Nicholas Peterson	Civil & Environmental Engineering	SDSU
A00204162	Nathan Powell	Civil & Environmental Engineering	SDSU
A00208590	Mitchell Roemen	Civil & Environmental Engineering	SDSU
A00212780	Chelsea Ryan	Civil & Environmental Engineering	SDSU
A00194642	Megan St Aubin	Civil & Environmental Engineering	SDSU
A00212781	Blake Wolters	Civil & Environmental Engineering	SDSU
A00075227	Arlene Lichtenecker	Counseling & Human Development	SDSU
A00173658	Dikshi Bawa	Dairy & Food Science	SDSU
A00213223	Asma Aloufi	Electrical Engr & Computer Science	SDSU
A00212779	Brenda Jorgensen	Food & Families Programs-Ext	SDSU
A00213486	Madeline Borah	Health & Nutritional Sciences	SDSU
A00207232	Lisha Vandersteen	Health & Nutritional Sciences	SDSU
A00196044	Kali Bendix	Honors College	SDSU
A00212463	Nathan Adrian	Intramural & Club Sports	SDSU
A00166156	Jordan Anderson	Intramural & Club Sports	SDSU
A00212782	Reid Ayers	Intramural & Club Sports	SDSU
A00179795	Seth Boerboom	Intramural & Club Sports	SDSU
A00205132	Jacob Bruget	Intramural & Club Sports	SDSU
A00190454	Brody Erdman	Intramural & Club Sports	SDSU
A00192682	Cody Franken	Intramural & Club Sports	SDSU
A00212466	Micheal Friese	Intramural & Club Sports	SDSU
A00212462	Jearl Jesson	Intramural & Club Sports	SDSU
A00164909	Jacob Johnson	Intramural & Club Sports	SDSU
A00166774	Jordan Lanoue	Intramural & Club Sports	SDSU
A00164715	Jacob Mulder	Intramural & Club Sports	SDSU
A00184421	Nicolas Peterson	Intramural & Club Sports	SDSU
A00191139	Seth Peterson	Intramural & Club Sports	SDSU
A00212464	Justin Sebert	Intramural & Club Sports	SDSU
A00197037	Tanner Solberg	Intramural & Club Sports	SDSU
A00212465	Nathan Stang	Intramural & Club Sports	SDSU
A00191359	Timothy Wilhelmsen	Intramural & Club Sports	SDSU
A00212638	Landon Withrow	Intramural & Club Sports	SDSU
A00212281	Alexander Gray	Mechanical Engineering	SDSU
A00168152	Jacob Ostby	Mechanical Engineering	SDSU
A00192203	Cole Sullivan	Mechanical Engineering	SDSU
A00152296	Darrin Zomer	Mechanical Engineering	SDSU
A00164443	Alexander Kisecker	Music	SDSU
A00180002	Miranda Mack	Music	SDSU
A00166741	Lucas Zilverberg	Natural Resource Management	SDSU
A00197325	Maria Nagelhout	Pharmacy & Allied Hlth Professions	SDSU
A00147240	Kelsey Sanken	Pharmacy & Allied Hlth Professions	SDSU
A00148534	Alice Gengler	Physics	SDSU
A00148533	Marie Gengler	Physics	SDSU
A00150958	Sarah Mosset	Physics	SDSU
A00174901	Collin Sherard	Psychology	SDSU
A00212735	Sean Ervin	School of Design	SDSU
A00013693	Bobbi Lynn Gaukel	School of Design	SDSU
A00213228	Bruce Nearhood	West River Ag Center-Ext	SDSU
A00182125	Kaelyn Larson	West River Nursing	SDSU

P2RNJOB

South Dakota Board of Regents

BOR Routine

04/25/2017 15:10:02

Date Range : 22-FEB-17 thru 21-APR-17
For :USD

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Charles Anderton	UE6790	00	Info Spec/Graphic Designer	Appointment	36004.11	22-FEB-17
Elizabeth Augustine	QE9638	00	Program Assistant	Appointment	35151.32	30-MAR-17
Armando Barash	UE7127	00	University Law Enforcement Off	Appointment	47215.09	06-MAR-17
Victor Barash	UE9794	00	Security Officer	Appointment	29119.44	22-FEB-17
Alison Buckman	UE9655	00	Branding & Licensing Officer	Appointment	48005.48	22-FEB-17
Joshua Doan	UE6873	00	Registration Officer	Hire Temp Appointment	34943.33	23-MAR-17
Joan Ellefson	UE8998	00	Program Assistant I	Appointment	38479.26	22-FEB-17
Alexander Hanson	UE9354	00	Facility Worker	Appointment	26103.50	14-MAR-17
Thomas Hatzembuhler	UE6764	00	Visual Editor/Archivist	Appointment	35026.53	28-FEB-17
Tori Hurtig	UE9793	00	University Law Enforcement Off	Appointment	47215.09	06-MAR-17
Bryant Jackson	UE9125	00	Univ Law Enforcement Supervis	Appointment	51895.00	22-FEB-17
Justin Jons	QE9653	00	Senior Secretary	Transfer From State Agency	33591.35	13-MAR-17
Eileen Keiser	UE9785	00	Facility Worker	Appointment	26103.50	15-MAR-17
Andrew Lemrick	UE9359	00	Info Spec/Graphic Designer	Appointment	39935.23	22-FEB-17
Rosemarie Nelsen	UE9776	00	Facility Worker	Appointment	26103.50	13-APR-17
Nathanael Paulhus	UE9781	00	Facility Worker	Appointment	25625.11	10-APR-17
John Pittman	UE7246	00	Security Officer	Appointment	29119.44	27-MAR-17
Emily Posthumus	UE9691	00	Senior Secretary	Appointment	27351.47	13-MAR-17
Glenn Pulse	UE6889	00	Building Maint Specialist	Appointment	48151.07	03-APR-17
Levi Reuss	QE8993	05	Ath Instant Replay Monitor Ops	Supplemental Appointment	396.00	22-MAR-17
Steven Smith	UE9768	00	Facility Worker	Appointment	26103.50	13-MAR-17
Chonette Sommervold	UE8970	00	Program Assistant II	Appointment	42056.79	20-MAR-17
Darren Vandenberg	UE9788	00	Facility Worker	Appointment	25167.52	27-FEB-17
Randolph Voss	UE9659	02	Ath Instant Replay Tech/FB	Supplemental Appointment	400.00	22-MAR-17
Brandon Wanamaker	UE7074	00	Security Officer	Appointment	29119.44	22-MAR-17

Career Service Benefit Eligible (CSA1)

Permanent Salary Adjustment(SP)

Name Adj.	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Christine Brunken	UE9751	00	Facility Worker	End of Probation Adjust	25625.11	26650.11	1025.00	
Katie Carter	UE9107	00	BOR HR Rep III/Lead Payroll	Reclassification	45265.08	46029.51	764.43	
Stephanie Dominguez	UE9617	00	Registration Officer	Sal Adj to 5% Range at 6 mo	33487.36	35255.32	1767.96	
Daniel Edwards	UE9779	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17	
Donna Hansen	UE9780	01	CSA Employ of Month April 2017	Salary Enhance/Special Award	150.00			
Sarah Hanson-Pareek	UE9458	00	Curator - Digital Projects	Reclassification	40227.59	40716.12	488.53	
Amanda Huber	QE8768	01	March 2017 CSA Employ of Month	Salary Enhance/Special Award	150.00			
Lisa Ketcham	UE9689	00	Program Assistant I	Reclassification	32886.62	34880.93	1994.31	
Paul Lertola	UE9781	00	Facility Worker	End of Probation Adjust	25625.11	26906.36	1281.25	
Amanda Lynch	UE7200	00	Program Assistant I	Sal Adj to 5% Range at 6 mo	32469.01	32759.37	290.36	
Jaynie Mitchell	UE7144	00	Test Administrator	Sal Adj to 5% Range at 6 mo	27039.48	29577.03	2537.55	
Constance Packard	UE9720	00	Library Associate	End of Probation Adjust	28828.25	29701.83	873.58	
Lyman Packard	UE9323	00	Program Assistant I	Reclassification	29704.81	31199.40	1494.59	
Kristi Pearson	QE9622	00	Senior Secretary	Permanent Change in FTE	16823.83	25234.78	8410.95	
Amanda Schackow	UE9455	00	Registration Officer	Sal Adj to 5% Range at 6 mo	33487.36	35255.32	1767.96	
Glen Schmidt	UE9384	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17	
Douglas Standley	UE9203	00	Accounting Assistant	End of Probation Adjust	31781.79	33362.56	1580.77	
Jennifer Wilka	QE9680	00	Senior Secretary	End of Probation Adjust	31407.40	32988.17	1580.77	

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Armando Barash	UE7246	00	Security Officer	SA011	05-MAR-17
Vanessa Carlson	UE9633	00	Senior Secretary	TI001	20-APR-17
Shelly Clay	QE8721	00	Clinical Education Assistant	TV001	21-APR-17
Gabrielle Emmett	FE9948	00	Senior Secretary	TV000	14-APR-17
Holly Estwick	UE7556	00	Automated Mail Processor	SA011	21-MAR-17
Janet Fulk	QE9660	00	Department Manager	TV001	07-APR-17
Alexandra Gallo	UE7246	00	Security Officer	TV000	28-FEB-17
Vanessa Gleason	UE9124	00	Law Enforcement Officer	TV000	31-MAR-17
Esther Houts	UE9778	00	Facility Worker	TI000	18-APR-17
Jared Kuchta	UE7152	00	Facility Worker	SA017	22-FEB-17
Paul Lertola	UE9781	00	Facility Worker	TV000	02-APR-17
Marie Sander	UE7558	00	Print Shop Technician	TV000	21-APR-17
Justin Jons	SE8578	00	Registration Officer	SA018	12-MAR-17
Donna Hansen	UE9780	01	CSA Employ of Month April 2017	TV013	21-APR-17
Amanda Huber	QE8768	01	March 2017 CSA Employ of Month	TV013	21-MAR-17
Levi Reuss	QE8993	05	Ath Instant Replay Monitor Ops	TV013	21-APR-17
Donna Tucker	UE9286	00	Program Assistant I	TR001	21-APR-17
Randolph Voss	UE9659	02	Ath Instant Replay Tech/FB	TV013	21-APR-17

Career Service Non-Benefit Eligible (CSA2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Gregory Carpenter	QE8683	00	NCI Interviewer	Hire Temp Appointment	1040.00	22-FEB-17
Jean French	QE8683	00	NCI Interviewer	Hire Temp Appointment	1040.00	22-FEB-17
Karen Goblirsch	UE8495	01	Marketing Retail Clerk	Hire Temp Appointment	1950.00	22-FEB-17
Vernaline Gogue	QE8683	00	NCI Interviewer	Hire Temp Appointment	1040.00	22-FEB-17
Jill Hart	QE8683	00	NCI Interviewer	Hire Temp Appointment	780.00	22-MAR-17
Charles Henrie	QE8683	00	NCI Interviewer	Hire Temp Appointment	780.00	22-MAR-17
Sheri Hofer	UE8215	02	HS Sub Teacher	Hire Temp Appointment	5663.23	22-FEB-17
Robert Horton	UE8170	00	Law Library Associate	Hire Temp Appointment	2880.00	22-MAR-17
Amber Huntley	QE8683	00	NCI Interviewer	Hire Temp Appointment	78.00	22-FEB-17
Christopher Jacobson	QE8683	00	NCI Interviewer	Hire Temp Appointment	780.00	22-MAR-17
Brandy Jensen	UE8215	00	HS Sub Aide	Hire Temp Appointment	1179.01	01-APR-17
Bethany Latterell	QE8683	00	NCI Interviewer	Hire Temp Appointment	1040.00	22-FEB-17
Linda Mattson	UE7972	00	Grad School Temporary Assist	Hire Temp Appointment	4506.45	06-MAR-17
Rebekah McLaughlin	UE7999	00	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Cheryl Mockler	UE8495	00	Mktg Retail Clerk-Vermillion	Hire Temp Appointment	3276.00	22-FEB-17
Jody Nelson	UE9706	00	Grounds Keeper	Hire Temp Appointment	25541.91	22-MAR-17
Sarah Nelson	UE7579	00	PFBA Temp Assistant	Hire Temp Appointment	346.60	22-FEB-17
Deidre Owen	UE8008	00	Art Model	Hire Temp Appointment	1040.00	22-MAR-17
Douglas Pietz	QE8683	00	NCI Interviewer	Hire Temp Appointment	780.00	22-MAR-17
Lester Richards	QE8683	00	NCI Interviewer	Hire Temp Appointment	1040.00	22-FEB-17
James Robertson	UE8116	03	Research Assistant	Hire Temp Appointment	649.95	22-FEB-17
Melinda Sandau	QE9421	01	Sim Lab Tech - Watertown	Hire Temp Appointment	341.64	22-MAR-17
Elizabeth Schneider	QE8683	00	NCI Interviewer	Hire Temp Appointment	1040.00	22-FEB-17
Chaya Sides	UE8513	00	Front Desk Assistant	Hire Temp Appointment	1169.91	22-MAR-17
Eagappanath Thiruppathi	UE7515	01	BME Temp	Hire Temp Appointment	6929.21	22-MAR-17
Eugene Tyon	QE8683	00	NCI Interviewer	Hire Temp Appointment	1040.00	22-FEB-17
Hilary Wieck	UE8215	01	Head Start Sub Aide	Hire Temp Appointment	1565.08	22-FEB-17

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Emily Bye	UE8215	00	Head Start Babysitter	TV013	21-MAR-17
Deborah Cogburn	UE7261	00	Ath Facilities Game Day Staff	TV013	21-APR-17
Sheri Hofer	UE8215	02	HS Sub Teacher	TV013	21-MAR-17
Robert Horton	UE8170	00	Law Library Associate	TV013	21-MAR-17
Amber Huntley	QE8683	00	NCI Interviewer	TV013	21-MAR-17

Christopher Jacobson	QE8683 00	NCI Interviewer	TV013	21-APR-17
Brandy Jensen	UE8215 01	HS Sub Teacher Aide	TV013	21-MAR-17
Linda Mattson	QE9457 01	Temp Program Assistant	TV013	21-APR-17
Jody Nelson	UE9706 00	Grounds Keeper	TV013	29-MAR-17
Kraig Nelson	UE8522 00	Game Day Ticket Office Staff	TV013	21-APR-17
Sarah Nelson	UE7579 00	PFBA Temp Assistant	TV013	21-MAR-17
Glenda Ofstehage	UE7037 00	Int'l Ofc Temp Labor	TV013	21-MAR-17
Douglas Pietz	QE8683 00	NCI Interviewer	TV013	21-APR-17
Alec Plitzuweit	UE7261 00	Ath Facilities Game Day Staff	TV013	21-APR-17
Alexis Plitzuweit	UE7261 00	Ath Facilities Game Day Staff	TV013	21-APR-17
James Robertson	UE8116 03	Research Assistant	TV013	21-MAR-17
Melinda Sandau	QE9421 00	Sim Lab Tech - Watertown	TV013	21-MAR-17
Melinda Sandau	QE9421 01	Sim Lab Tech - Watertown	TV013	21-APR-17
Chaya Sides	UW8300 01	Wellness Center Fall/Spring WS	TV012	22-FEB-17
Eagappanath Thiruppathi	UE7515 01	BME Temp	TV013	21-MAR-17
Eagappanath Thiruppathi	UE7515 01	BME Temp	TV013	21-APR-17
Hilary Wieck	UE8215 00	HS Sub Teacher	TV013	21-MAR-17
Dana Wohlwend	FE9970 00	Temp. Part-time Sr. Secretary	TV013	22-MAR-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Sara Damjanovic	FE9994 00		Academic & Career Advisor	Appointment	45000.00	27-MAR-17
Daniel Fitzsimmons	UE9827 19		Track Camps - Assistant Coach	Supplemental Appointment	950.00	22-FEB-17
Holly Haddad	UE8984 01		Green Violin Band	Hire Temp Appointment	600.00	22-MAR-17
Alfred Kruger	UE7130 02		Assistant Coach - Track	Supplemental Appointment	2300.00	22-FEB-17
Na LI	UE6898 00		Post Doc Researcher	Appointment	47500.00	07-APR-17
Derek Miles	UE7162 06		Assistant Coach - Track	Supplemental Appointment	950.00	22-FEB-17
Marilyn Moor	QE9932 09		Education Coordinator	Hire Temp Appointment	1312.50	22-MAR-17
Adetokunbo Oredein	UE6875 00		Dir, Ctr for Div & Community	Appointment	63000.00	02-MAR-17
Brock Rops	QE8880 01		Basketball Referee	Hire Temp Appointment	120.00	22-FEB-17
Carrie Sanderson	QE8666 00		Dir, Ctr Prev Child Maltreat	Appointment	115000.00	03-APR-17
Elizabeth Taggart	UE6824 00		Dir of Law School Admissions	Appointment	52000.00	14-APR-17
Douglas Wagner	UE9891 00		MUC Director & Student Program	Appointment	51000.00	01-MAR-17
Ray Widner	QE9910 00		Research Associate I	Appointment	28079.46	06-MAR-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Adj.								
Gameli Ahelegbe	UE7219 07		Asst Coach - Men's Basketball	Salary Enhance/Special Award	2000.00			
Kimberly Albracht	UE9847 00		Asst Dir, Svc Learn/Underg Res	Title Change	43000.00	43000.00	0.00	
Kacie Anderton	UE9494 00		Center Teacher	Sal Adj-Unusual Circumstance	24138.00	25103.00	965.00	
Mallory Behlers	UE9493 00		EHS Home Visitor	Sal Adj-Unusual Circumstance	31346.00	32600.00	1254.00	
Jennifer Dobney	UE9499 00		Home Visitor	Sal Adj-Unusual Circumstance	23852.00	24806.00	954.00	
Shelly Donahue	UE7311 00		Home Visitor	Sal Adj-Unusual Circumstance	24532.50	25513.80	981.30	
Courtney Eidem	UE7247 00		HS Teacher	Sal Adj-Unusual Circumstance	9678.00	10065.12	387.12	
Lisa Feller	QE9970 00		Academic Prog Site Director	Title Change	54408.14	54408.14	0.00	
Kelene Fercho	QE9043 00		Functional Imaging Core Mgr	Reclassification	47500.00	59000.00	11500.00	
Cynthia Gutzman	UE9800 00		Center Teacher	Sal Adj-Unusual Circumstance	31017.14	32257.83	1240.69	
Austin Hansen	UE9825 03		Asst Coach - Mens Basketball	Salary Enhance/Special Award	2000.00			
David Herbster	UE9929 10		Director of Athletics	Salary Enhance/Special Award	1500.00			
Tasia Hofman	UE9488 00		HS Home Visitor	Sal Adj-Unusual Circumstance	32895.00	34210.80	1315.80	
Aaron Horn	UE7220 02		Asst Coach-Women's Basketball	Salary Enhance/Special Award	1000.00			
Michelle Knuppe	QE9974 00		Academic Prog Site Director	Title Change	38775.00	38775.00	0.00	
Cindy Knutson	UE9487 00		Center Teacher	Sal Adj-Unusual Circumstance	29737.49	30926.99	1189.50	
Melissa Knutson	UE9489 00		EHS Home Visitor	Sal Adj-Unusual Circumstance	32066.00	33348.64	1282.64	
Christen Lacey	UE9495 00		EHS Home Visitor	Sal Adj-Unusual Circumstance	32014.00	33294.56	1280.56	
Kathryn Magorian	QE9969 00		Academic Prog Site Director	Title Change	53404.02	53404.02	0.00	
Gina Mairose	UE7236 00		Advisor	Permanent Change in FTE	29998.80	39997.63	9998.83	
Cristi McClelland	UE7310 00		EHS Home Visitor	Sal Adj-Unusual Circumstance	33015.00	34335.60	1320.60	
Allyson McFarland	UE9485 00		EHS Home Visitor	Sal Adj-Unusual Circumstance	32404.00	33700.16	1296.16	
Kali Mehlhoff	UE7279 00		Center teacher	Sal Adj-Unusual Circumstance	18050.51	18772.53	722.02	
Kimberly Nerud	QE9972 00		Academic Prog Site Director	Title Change	52070.42	52070.42	0.00	

Kristin Nielson	UE6869	00	Center Teacher	Sal Adj-Unusual Circumstance	26004.00	27044.16	1040.16
Robert Nielson	UE9837	04	Head Coach - Football	Salary Enhance/Special Award	10000.00		
Heidi Olson	UE9496	00	Center teacher	Sal Adj-Unusual Circumstance	16617.24	17281.93	664.69
Eric Peterson	UE7598	05	Asst Coach - Men's Basketball	Salary Enhance/Special Award	2000.00		
Soren Peterson	UE7242	00	Asst Dir, Global Engage & FLP	Title Change	43000.00	43000.00	0.00
Dawn Plitzuweit	UE9835	02	Head Coach-Womens Basketball	Salary Enhance/Special Award	5000.00		
Carrie Roberts	UE9498	00	EHS Home Visitor	Sal Adj-Unusual Circumstance	32995.00	34314.80	1319.80
Russell Rose	UE8004	02	Asst Coach-Women's Basketball	Salary Enhance/Special Award	1000.00		
Ardis Semple	UE7100	00	HS Center Teacher	Sal Adj-Unusual Circumstance	19080.00	19843.20	763.20
Craig Smith	UE9830	02	Head Coach - Men's Basketball	Salary Enhance/Special Award	15000.00		
Kayla Tetschlag	UE9826	02	Asst Coach-Women's Basketball	Salary Enhance/Special Award	1000.00		
Caylyn Wagner	UE9497	00	Head Start Center base Teacher	Sal Adj-Unusual Circumstance	19080.00	19843.20	763.20
Amanda Wharton	UE9491	00	Center Teacher	Sal Adj-Unusual Circumstance	25951.00	26989.04	1038.04
Virginija Wilcox	UE6807	00	Assist Dir, Study Abroad & NSE	Title Change	40500.00	40500.00	0.00

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Travis Jensen	UE6824	00	Director, Law School Admission	TV001	10-MAR-17
Elizabeth Konz	UE9815	00	Admissions Counselor	TV000	13-MAR-17
Eric Kurtz	QE9947	00	Assoc Direct, Clinical Serv	TV001	21-APR-17
Matthew Moen	UE9029	00	Professor	TV001	06-APR-17
Matthew Moen	UE9984	00	Dean, College of Arts& Science	TV001	06-APR-17
Elizabeth Taggart	UE7058	00	Assist Dir, Market and Recruit	TV000	13-APR-17
Douglas Wagner	UE9901	00	Director of Prog & Activities	SA011	28-FEB-17
Gameli Ahelegbe	UE7219	07	Asst Coach - Men's Basketball	TV013	21-APR-17
Babu Baniya	UE7337	00	Postdoctoral Researcher	TV009	10-MAR-17
Daniel Fitzsimmons	UE9827	19	Track Camps - Assistant Coach	TV013	21-MAR-17
Kimberly Grieve	UE9992	02	VP Student Svs/Dean-Students	TV013	21-MAR-17
Holly Haddad	UE8984	01	Green Violin Band	TV013	21-APR-17
Austin Hansen	UE9825	03	Asst Coach - Mens Basketball	TV013	21-APR-17
David Herbster	UE9929	10	Director of Athletics	TV013	21-APR-17
Aaron Horn	UE7220	02	Asst Coach-Women's Basketball	TV013	21-APR-17
Heather Johnson	UE9546	03	Instructor	TV013	21-MAR-17
Alfred Kruger	UE7130	02	Assistant Coach - Track	TV013	21-MAR-17
Gina Mairose	UE8170	01	Law Library Admin Asst	TV013	21-MAR-17
Derek Miles	UE7162	06	Assistant Coach - Track	TV013	21-MAR-17
Marilyn Moor	QE9932	09	Education Coordinator	TV013	21-APR-17
Robert Nielson	UE9837	04	Head Coach - Football	TV013	21-APR-17
Eric Peterson	UE7598	05	Asst Coach - Men's Basketball	TV013	21-APR-17
Dawn Plitzuweit	UE9835	02	Head Coach-Womens Basketball	TV013	21-APR-17
Brock Rops	QE8880	01	Basketball Referee	TV013	21-MAR-17
Russell Rose	UE8004	02	Asst Coach-Women's Basketball	TV013	21-APR-17
Craig Smith	UE9830	02	Head Coach - Men's Basketball	TV013	21-APR-17
Kayla Tetschlag	UE9826	02	Asst Coach-Women's Basketball	TV013	21-APR-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Nicholas Akins	US8001	02	Student Model	Hire Temp Appointment	1560.00	22-FEB-17
Joshua Anderson	US8479	00	SGA Vice President	Hire Temp Appointment	692.00	22-MAR-17
Ross Arens	US7385	00	FB Student Videographer	Hire Temp Appointment	1299.90	22-MAR-17
Brittney Baker	US7385	00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Courtney Baker	US7385	00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Martin Balmer	US7992	02	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Aaron Breyer	US8199	00	Peer Advisor	Hire Temp Appointment	173.20	22-MAR-17
Mary Bullerdick	US8199	00	Peer Advisor	Hire Temp Appointment	173.20	22-MAR-17
Makenzie Burmeister	US7385	01	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Madeline Butterfield	US7385	00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Kirk Campbell	UW8481	00	SVRC Fall/Spring Workstudy	Hire Temp Appointment	1000.00	22-MAR-17
Anna Carnazzo	US7385	01	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Amanda Carpio	US7385	00	Soccer Camp Counselor	Hire Temp Appointment	433.30	17-APR-17
Joshua Childs	UG7687	03	GMP RESEARCH ASSITANT	Hire Temp Appointment	600.00	22-MAR-17

Scott Clabough	UW7430 00	Work Study	Hire Temp Appointment	700.00	14-MAR-17
Glynniel Costello	UW8066 00	Work Study	Hire Temp Appointment	800.00	14-MAR-17
Courtney Cowan	UW8264 02	Student Office Assistant	Hire Temp Appointment	1600.00	10-MAR-17
Lucas Crownover	US8434 01	Desk Worker	Hire Temp Appointment	749.61	22-MAR-17
Kaela DeJong	UW7994 02	Student Office Assistant III	Hire Temp Appointment	1600.00	07-MAR-17
Owen Dejong	US7992 00	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Donna Deloy	US7992 01	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Lavin Entwisle	US7397 00	AWOL Learning Partner	Hire Temp Appointment	74.91	22-FEB-17
Katelyn Floysand	US7385 01	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Timothy Flynn	US8479 00	SGA Business Manager	Hire Temp Appointment	519.00	22-MAR-17
Jade Fostvedt	US8100 05	Chemistry Student Assistant	Hire Temp Appointment	1624.88	22-FEB-17
Seth Fraser	US8100 00	Chemistry Student Assistant	Hire Temp Appointment	75.00	22-FEB-17
Adam Gerard	US7983 00	Student Technical Assistant	Hire Temp Appointment	1799.11	22-FEB-17
Spencer Gerdes	US7983 02	STC Musician	Hire Temp Appointment	100.00	22-FEB-17
Spencer Gerdes	US7983 03	Green Violin Band	Hire Temp Appointment	400.00	22-MAR-17
Madyson Gutknecht	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Christopher Haas	US7983 00	Student Technical Assistant	Hire Temp Appointment	1799.11	22-FEB-17
Jordan Hanson	US8479 00	SGA Office Manager	Hire Temp Appointment	519.00	22-MAR-17
Sydney Hardin	US7385 02	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Emily Hattouni	US8416 00	Recycling Program Student Work	Hire Temp Appointment	1169.91	03-APR-17
Joshua Hayes	UW7430 00	Work Study	Hire Temp Appointment	550.00	15-MAR-17
Amanda Hegg	US8416 00	Recycling Program Student Work	Hire Temp Appointment	1169.91	03-APR-17
Jacqueline Hendry	US8145 00	Student Labor	Hire Temp Appointment	135.00	22-FEB-17
Jacqueline Hendry	US8145 01	Student Labor	Hire Temp Appointment	120.00	22-FEB-17
Taylor Hrupek	US8434 01	Desk Worker	Hire Temp Appointment	749.61	22-MAR-17
Tiesha Jones	US7384 00	Fitness Instructor	Hire Temp Appointment	1494.89	14-MAR-17
Kathleen Juffer	US8199 00	Peer Advisor	Hire Temp Appointment	173.20	22-MAR-17
Tomas Kamenik	US8488 00	VP Mktg Budget Assistant	Hire Temp Appointment	1852.50	15-MAR-17
Sakshi Kanagala	US8208 00	HS Sitter	Hire Temp Appointment	1874.02	22-FEB-17
Sakshi Kanagala	US8208 01	EHS Sitter	Hire Temp Appointment	1499.22	22-FEB-17
Sakshi Kanagala	US8208 02	HS Sub Teacher	Hire Temp Appointment	2265.29	22-FEB-17
Sakshi Kanagala	US8208 03	HS Sub Teacher Aide	Hire Temp Appointment	1572.01	22-FEB-17
Taylor Karas	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	12-APR-17
Mollee Karst	US8199 00	Peer Advisor	Hire Temp Appointment	173.20	22-MAR-17
Taylor Kelly	US7385 01	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Taylor Kirtley	US7385 00	Ath Facilities Student Asst	Hire Temp Appointment	1689.87	01-APR-17
Emily Klein	US8416 02	Admissions Student Worker	Hire Temp Appointment	1124.41	22-FEB-17
Dillon Kober	US8145 00	Student Labor	Hire Temp Appointment	170.00	22-FEB-17
Madison Koehler	US8506 00	Front Desk Assistant	Hire Temp Appointment	1202.41	22-MAR-17
Brittany Kolbeck	UW7994 01	Student Office Assistant III	Hire Temp Appointment	900.00	01-MAR-17
Jordan Kuiper	UG7519 03	GMP RESEARCH ASSISTANT	Hire Temp Appointment	900.00	22-MAR-17
Meghan Kunkel	US8488 00	Marketing Student Work-Writer	Hire Temp Appointment	1124.41	22-MAR-17
Taryn LaBree	US7385 01	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Breanna Lende	US8443 00	Teacher Assistant	Hire Temp Appointment	3460.00	22-FEB-17
Rhye Leonard	US8046 02	Writing Center Tutor	Hire Temp Appointment	1176.41	22-FEB-17
Teivaskie Lewin	US7385 00	Track Camp Assistant	Hire Temp Appointment	350.00	22-FEB-17
Jacob Luiken	US7385 00	Track Camp Trainer	Hire Temp Appointment	240.00	22-FEB-17
Olivia Mann	US8073 12	Student Labor	Hire Temp Appointment	1040.00	22-MAR-17
Ellie Mausbach	UG7603 02	Graduate Teaching Assistant	Hire Temp Appointment	200.00	22-FEB-17
Theodora McMahon	US8199 00	Peer Advisor	Hire Temp Appointment	173.20	22-MAR-17
Teagan McNary	US8479 00	SGA President	Hire Temp Appointment	830.40	22-MAR-17
Kianna Menon	US8434 00	Desk Worker	Hire Temp Appointment	1124.41	23-FEB-17
Megan Miles	US8208 00	HS Sitter	Hire Temp Appointment	1499.22	16-MAR-17
Megan Miles	US8208 01	EHS Sitter	Hire Temp Appointment	1499.22	16-MAR-17
Madeline Mockler	US8443 00	Teacher Assistant	Hire Temp Appointment	1499.22	09-MAR-17
Madeline Molseed	US8479 00	SGA External Comm Mgr	Hire Temp Appointment	519.00	22-MAR-17
Brittany Norris	US8434 04	Desk Worker-Central Office	Hire Temp Appointment	1176.41	22-FEB-17
Jayde Ostermyer	UG7576 00	Graduate Admin Assistant	Hire Temp Appointment	2808.00	13-MAR-17
Subharaj Pal	US7402 00	Temp Part Time lab	Hire Temp Appointment	5200.20	28-MAR-17
Elizabeth Pekas	US7992 08	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Danielle Portz	US7992 03	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Elizabeth Price	US8506 00	Front Desk Assistant	Hire Temp Appointment	1516.55	22-FEB-17
Katlin Ptacek	US7385 01	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Andrew Quinn	US7992 00	Student Presenter	Hire Temp Appointment	75.00	22-FEB-17
Joshua Rezkalla	QS9342 00	Student Tutor	Hire Temp Appointment	1200.00	22-FEB-17
Parker Rytz	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	12-APR-17
David Saldana-Rico	US8479 00	UAAS Student Worker	Hire Temp Appointment	50.00	22-MAR-17
Hanna Sanyour	UG7417 06	GMP RESEARCH ASSISTANT	Hire Temp Appointment	900.00	22-MAR-17

Cyndal Sathe	US8479 00	Cheer Captain	Hire Temp Appointment	1125.00	22-FEB-17
Richard Sauer	US8479 00	Cheer Captain	Hire Temp Appointment	1125.00	22-FEB-17
Molly Schroeder	US7992 00	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Rachael Severson	US8506 00	Front Desk Assistant	Hire Temp Appointment	1137.41	22-MAR-17
Adam Slyter	US7983 01	STC Musician	Hire Temp Appointment	100.00	22-FEB-17
Adam Slyter	US8073 24	Student Labor	Hire Temp Appointment	866.60	22-MAR-17
Ebrin Stanley	US7983 01	STC Musician	Hire Temp Appointment	100.00	22-FEB-17
Dillon Starnier	US7992 00	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Nicole Steele	US7407 00	Student Library Assistant	Hire Temp Appointment	1499.22	22-FEB-17
Skylar Steffey	US7992 00	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Courtney Stodola	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Coral Suarez	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Miranda Swift	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Julie Teslow	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Cooper Thau	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	12-APR-17
Danielle Thu	US7385 00	Track Camp Assistant	Hire Temp Appointment	350.00	22-FEB-17
Kerstin Tuttle	US7983 01	STC Musician	Hire Temp Appointment	100.00	22-FEB-17
Brittany Two Elk	UW8481 00	NSS Fall/Spring Workstudy	Hire Temp Appointment	2720.00	01-MAR-17
Jenna Uher	US7385 01	Volleyball Camp Trainer	Hire Temp Appointment	60.00	22-MAR-17
Taylor Van Wyhe	US8479 00	UAAS Student Worker	Hire Temp Appointment	50.00	22-MAR-17
Levi Vander Weide	US8145 00	Student Labor	Hire Temp Appointment	135.00	22-FEB-17
Samantha Villwock	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Stephanie Vonderahe	UE8007 00	Illustration Talk	Hire Temp Appointment	100.00	22-MAR-17
Sheng Wang	US7992 00	Opera Pit	Hire Temp Appointment	717.95	22-MAR-17
Hayley Warren	US8479 00	Cheer Captain	Hire Temp Appointment	450.00	22-FEB-17
Megan Wegher	QS9450 01	Graduate Student Worker	Hire Temp Appointment	2072.98	22-MAR-17
Michelle While	UG7747 06	Graduate Research Assistant	Hire Temp Appointment	5333.33	22-MAR-17
Kelcee Willer	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	12-APR-17
Sydney Wilson	US7385 00	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
Derek Wolterman	US7385 00	FB Student Videographer	Hire Temp Appointment	1299.90	22-MAR-17
Ricki Yasgar	US7385 02	Soccer Camp Counselor	Hire Temp Appointment	433.30	22-MAR-17
John Yeary	US7401 00	Research Assistant	Hire Temp Appointment	519.90	22-FEB-17
John Koch	QE9657 04	Temp Admin Coordinator NAHSP	Hire Temp Appointment	18908.16	01-MAR-17

Student Employment and NFE Non-Benefit Eligible (NFE2)
Permanent Salary Adjustment(SP)

Name Adj.	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New

Tia Adamson	UW8409	01	Financial Aid Work-Study Asst.	Sal Adj-Unusual Circumstance	4000.00	2541.00	-1459.00	
Grace Auchstetter	UW8165	00	Law Library Student Worker	Sal Adj-Unusual Circumstance	1600.00	1850.00	250.00	
Wylin Baker	UW8481	00	SVRC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	1600.00	2350.00	750.00	
Gretchen Biersbach	US8046	00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80	
Elizabeth Bjorklund	UW8436	00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	3000.00	3000.00	0.00	
Elizabeth Bjorklund	UW8436	00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	3000.00	4000.00	1000.00	
Rebecca Borkowski	UW8481	00	SVRC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	2800.00	3550.00	750.00	
Deanna Bradshaw	US8046	00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80	
Rebecca Cordie	QS9477	01	BBS Student Lab Assistant	Sal Adj-Unusual Circumstance	4333.00	5979.54	1646.54	
Jamarian Davis	UW7403	03	Work Study	Sal Adj-Unusual Circumstance	1600.00	2200.00	600.00	
Kaela DeJong	UW7994	02	Student Office Assistant III	Sal Adj-Unusual Circumstance	1600.00	2400.00	800.00	
Jeanna Duncan	UW8012	00	Student Office Assistant III	Sal Adj-Unusual Circumstance	1600.00	1850.00	250.00	
Aaron Fest	US8434	02	Desk Worker	Sal Adj-Unusual Circumstance	3334.24	3334.24	0.00	
Brandi German	UW7399	00	Work Study	Sal Adj-Unusual Circumstance	1600.00	2400.00	800.00	
Johanna Girard	UW8012	00	Student Office Assistant III	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Katie Grausam	QG8920	02	Grad Assist - Research	Sal Adj-Unusual Circumstance	28084.00	28584.00	500.00	
Kallan Groseth	UW7404	02	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	1600.00	2300.00	700.00	
Taylor Gubbrud	US8046	00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80	
Wesley Hanson	US8434	02	Desk Worker	Sal Adj-Unusual Circumstance	3373.24	3431.74	58.50	
Mason Hatwan	UW8445	01	Reading Tutor	Sal Adj-Unusual Circumstance	2600.00	4000.00	1400.00	
Brittany Hodge	UW8445	00	Childcare Assistant	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Paden Hunt	UW8418	02	Work-Study Admissions Asst.	Sal Adj-Unusual Circumstance	1600.00	2600.00	1000.00	
Paden Hunt	UW8418	02	Work-Study Admissions Asst.	Sal Adj-Unusual Circumstance	2600.00	3100.00	500.00	
Jessica Jandera	UW7403	00	Student Worker	Sal Adj-Unusual Circumstance	1600.00	2200.00	600.00	
Hope Justesen	US8046	00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80	
Madeline Kaufman	UW7413	02	Ath Work Study/Ticket Office	Sal Adj-Unusual Circumstance	1600.00	2000.00	400.00	
Abigail Kayser	UW8129	02	Work Study	Sal Adj-Unusual Circumstance	1600.00	2300.00	700.00	
Shayla Kiertzner	UW8445	00	Reading Tutor	Sal Adj-Unusual Circumstance	1200.00	2100.00	900.00	

Evan King	US8434 01	Desk Worker	Sal Adj-Unusual Circumstance	3431.74	3431.74	0.00
Bethany Kozak	US8046 00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80
Mariah Larson	US8418 00	Work-Study Admissions Asst.	Sal Adj-Unusual Circumstance	2600.00	3200.00	600.00
Tamee Livermont	QS9477 01	BBS Lab Asst - McFadden Lab	Sal Adj-Unusual Circumstance	4333.00	5329.59	996.59
Shelby Loffelmacher	UW7408 00	Fall/Spring Library Workstudy	Sal Adj-Unusual Circumstance	1600.00	1700.00	100.00
Lucas Lund	US8046 00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80
Benjamin Lunn	UW7994 03	Student Office Assistant III	Sal Adj-Unusual Circumstance	1600.00	2400.00	800.00
Abby Maresh	UW8418 01	Work-Study Admissions Asst.	Sal Adj-Unusual Circumstance	1600.00	2200.00	600.00
Michael McGraw	UW8517 00	Ath Work Study/Football	Sal Adj-Unusual Circumstance	1600.00	1875.00	275.00
Madison Michels	UW8418 01	Admissions Student Worker	Sal Adj-Unusual Circumstance	2800.00	3400.00	600.00
Afiwa Missoh	UW8165 1	Law Library Student Worker	Sal Adj-Unusual Circumstance	1600.00	2100.00	500.00
Murtaza Nasir	US8199 00	FAST Grant Student Research	Salary Enhance/Special Award	3639.72	4549.65	909.93
Brendan Norris	US8434 01	Desk Worker	Sal Adj-Unusual Circumstance	3334.24	3431.74	97.50
Shane Olney	UW8048 00	Work Study	Sal Adj-Unusual Circumstance	1600.00	2800.00	1200.00
Maranda Olson	UW7976 01	Library Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1600.00	2500.00	900.00
Megan Olson	UW8300 01	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	4800.00	6200.00	1400.00
Samantha Petersen	US8434 00	Desk Worker	Sal Adj-Unusual Circumstance	1874.02	1906.52	32.50
Ashley Pooker	UW8012 00	Student Office Assistant III	Sal Adj-Unusual Circumstance	1600.00	2100.00	500.00
Derek Richae	US8199 00	FAST Grant Student Research	Salary Enhance/Special Award	4159.68	5196.00	1036.32
Logan Rolle	US8046 00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80
Jessica Ruiters	UW8481 00	SVRC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	1400.00	2150.00	750.00
Jordan Smith	UW7976 00	Library Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1600.00	2400.00	800.00
Tyler Smith	UW8517 02	Ath Work Study/Strength & Cond	Sal Adj-Unusual Circumstance	5000.00	8000.00	3000.00
Payton Steele	US8434 01	Desk Worker	Sal Adj-Unusual Circumstance	3334.24	3431.74	97.50
Nathan Stockfleth	UW8481 01	SVRC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	1600.00	3200.00	1600.00
Megan Swets	US8046 00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80
Hannah Voudry	UW8409 00	Financial Aid Work-Study	Sal Adj-Unusual Circumstance	1600.00	1000.00	-600.00
Blake Warner	UW8463 01	SCC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	2600.00	2750.00	150.00
Kallan Westergaard	US8046 00	Writing Center Tutor	Sal Adj-Unusual Circumstance	899.60	475.80	-423.80
Jessica Winterringer	UW8427 00	MUC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1600.00	2600.00	1000.00

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Jordan Anderson	UG7558	07	Graduate Research Assistant	TV012	21-APR-17
Brittney Baker	US7385	00	Soccer Camp Counselor	TV012	21-APR-17
Courtney Baker	US7385	00	Soccer Camp Counselor	TV012	21-APR-17
Maria Brady	US8479	02	SGA Office Manager	TV012	21-MAR-17
Jessica Brown	QS9459	00	Student Dental Assistant	TV013	21-MAR-17
Eugene Buhian	UW8490	00	Marketing Fall/Spring WS	TV012	21-MAR-17
Makenzie Burmeister	US7385	01	Soccer Camp Counselor	TV012	21-APR-17
Sarah Byrne	QW9353	00	Occup Therapy WS Office Assist	TV012	18-APR-17
Anna Carnazzo	US7385	01	Soccer Camp Counselor	TV012	21-APR-17
Amanda Carpio	US7385	00	Soccer Camp Counselor	TV012	21-APR-17
Charles Clarke	UG7730	00	Grad Research Assist Clinical	TV012	10-APR-17
William Coby	US8497	00	Legal Assistant	TV012	21-APR-17
Courtney Cowan	UW8264	02	Student Office Assistant	TV012	28-FEB-17
Jodie Davis	QW9479	00	BBS Work Study Lab Assistant	TV012	11-APR-17
Brandon Derby	US7508	02	Undergraduate Research Asst	TV012	21-MAR-17
Lavin Entwisle	US7397	00	AWOL Learning Partner	TV013	22-MAR-17
Katelyn Floydsand	US7385	01	Soccer Camp Counselor	TV012	21-APR-17
Madison Frain	UG7485	00	GAA - Athletics/Compliance	TV012	21-APR-17
Michael Fredrick	US8515	00	Ath Student Game Day Staff	TV012	21-APR-17
Brittany Gebhart	UW8436	02	Housing Fall/Spring WS	TV012	21-MAR-17
Spencer Gerdes	US7983	02	STC Musician	TV012	21-MAR-17
Spencer Gerdes	US7983	03	Green Violin Band	TV012	21-APR-17
Jubal Grant	US8434	00	Operations Crew	TV012	21-MAR-17
Natalie Gronlund	US8479	01	SGA Business Manger	TV012	21-MAR-17
Madyson Gutknecht	US7385	00	Soccer Camp Counselor	TV012	21-APR-17
Sydney Hardin	US7385	02	Soccer Camp Counselor	TV012	21-APR-17
Emily Hattouni	UW8445	01	Reading Tutor	TV012	21-MAR-17
Jacqueline Hendry	US8145	00	Student Labor	TV012	21-MAR-17
Jacqueline Hendry	US8145	01	Student Labor	TV012	21-MAR-17
Tyler Hoebelheinrich	US8488	04	Mktg Graphics Student III	TV012	21-MAR-17
McKenzie Holton	US8479	01	SGA External Comm Mgr	TV012	21-MAR-17

Mitchell Horst	UW8499 00	HR Fall/Spring WS	TV012	21-MAR-17
Kelly Howell	US7385 01	Ath Game Day Production Staff	TV012	21-APR-17
Keith Hurly	US8434 00	Mail Clerk	TV012	21-MAR-17
Laura Jackson	UG7479 00	Graduate Research Assistant	TV012	21-APR-17
Taylor Karas	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Taylor Kelly	US7385 01	Soccer Camp Counselor	TV012	21-APR-17
Dillon Kober	US8145 00	Student Labor	TV012	21-MAR-17
Taryn LaBree	US7385 01	Soccer Camp Counselor	TV012	21-APR-17
Breanna Lende	US8443 00	Teacher Assistant	TV012	21-APR-17
Teivaskie Lewin	US7385 00	Track Camp Assistant	TV012	21-MAR-17
Seth Lopour	US8073 01	Student Labor	TV012	21-MAR-17
Jacob Luiken	US7385 00	Track Camp Trainer	TV012	21-MAR-17
Olivia Mann	US8073 11	Student Labor	TV012	21-MAR-17
Phillip Mark	US8416 01	Admissions - Tour Guide	TV012	22-MAR-17
Casey Matthiesen	US8154 00	UG Research Assistant	TV012	21-MAR-17
Kiersten Meyer	QS9450 02	Graduate Student Worker	TV012	21-MAR-17
Fisher Mollet	US7385 00	Ath Game Day Production Staff	TV012	21-APR-17
Mara Morrill	US8434 00	Desk Worker	TV012	21-MAR-17
Samantha Norlin	US7385 00	Ath Facilities Game Day Staff	TV012	21-APR-17
Michelle Novak	US8479 01	SGA Vice President	TV012	21-MAR-17
Katlin Ptacek	US7385 01	Soccer Camp Counselor	TV012	21-APR-17
Andrew Quinn	US7992 00	Student Presentor	TV013	21-MAR-17
Parker Rytz	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Haley Sage	US7745 01	Tech Fellow	TV012	21-APR-17
David Saldana-Rico	US8434 00	Resident Assistant	TV012	21-MAR-17
David Saldana-Rico	US8479 00	UAAS Student Worker	TV012	21-APR-17
Hanna Sanyour	UG7417 05	Graduate Research Assistant	TV013	21-APR-17
Cyndal Sathe	US8479 00	Cheer Captain	TV012	21-MAR-17
Richard Sauer	US8479 00	Cheer Captain	TV012	21-MAR-17
Rachael Severson	UW8300 00	Wellness Center Fall/Spring WS	TV012	21-MAR-17
Holly Sidlo	UW7403 00	ACPC Workstudy	TV012	18-APR-17
Adam Slyter	US7983 01	STC Musician	TV012	21-MAR-17
Adam Slyter	US8073 23	Student Labor	TV012	21-MAR-17
Ebrin Stanley	US7983 01	STC Musician	TV013	21-MAR-17
Nathaniel Steinlicht	US8479 01	SGA President	TV012	21-MAR-17
Courtney Stodola	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Blake Story	US8434 01	Operations Crew	TV012	21-MAR-17
Coral Suarez	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Zbynek Surovec	US8344 00	Ticket Writer	TV012	14-MAR-17
Zbynek Surovec	US8344 01	Special Events	TV012	14-MAR-17
Julie Teslow	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Cooper Thau	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Trevor Thompson	US8434 00	Operations Crew	TV012	21-MAR-17
Danielle Thu	US7385 00	Track Camp Assistant	TV012	21-MAR-17
Kerstin Tuttle	US7983 01	STC Musician	TV012	21-MAR-17
Jenna Uher	US7385 01	Volleyball Camp Trainer	TV012	21-APR-17
Taylor Van Wyhe	US8479 00	UAAS Student Worker	TV012	21-APR-17
Levi Vander Weide	US8145 00	Student Labor	TV012	21-MAR-17
Thomas Vierhout	UG7413 05	Graduate Research Assistant	TV013	21-APR-17
Samantha Villwock	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Stephanie Vonderahe	UE8007 00	Illustration Talk	TV013	21-APR-17
Stephanie Vonderahe	US8362 00	Temp Grounds Assist	TV013	21-APR-17
Hayley Warren	US8479 00	Cheer Captain	TV012	21-MAR-17
Lia Washington	US8434 00	Desk Worker	TV012	21-MAR-17
Megan Wegher	QS9450 00	Graduate Student Worker	TV012	21-MAR-17
Michelle While	UG7747 05	Graduate Research Assistant	TV012	21-MAR-17
Anika Whiting	UW7985 00	Scene Shop Assistant	TV012	17-MAR-17
Kellie Willer	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Sydney Wilson	US7385 00	Soccer Camp Counselor	TV012	21-APR-17
Ricki Yasgar	US7385 02	Soccer Camp Counselor	TV012	21-APR-17
Xianchen Zhao	US7383 01	Test Center Studetn Assistant	TV012	21-MAR-17
John Koch	QE9657 03	Temp COE Coordinator	TV013	28-FEB-17
John Koch	QE9657 04	Temp Admin Coordinator NAHSP	TV013	28-FEB-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Kathryn Birkeland	UE9016	25	Assistant Professor	Hire Temp Appointment	1600.00	22-FEB-17
Darlene Bogenpohl	QE8732	07	Lecturer	Hire Temp Appointment	600.00	22-FEB-17
Elise Boxer	BE9310	00	AIS Speaker	Supplemental Appointment	500.00	22-MAR-17
David Burrow	UE9048	06	Acting Chair-Hist-Phil-NS	Hire Temp Appointment	2750.01	22-FEB-17
Darlene Fett	UE9182	27	NASM Document	Hire Temp Appointment	500.00	22-FEB-17
Ioana Galu	UE9130	02	Green Violoin Band	Hire Temp Appointment	800.00	22-MAR-17
Kurt Hackemer	UE9964	02	Interim Dean College of A&S	Department Chair/Dean Duties	3084.00	22-FEB-17
Joshua Houy	BE9310	00	AIS Speaker	Supplemental Appointment	150.00	22-MAR-17
David Lane	UE6838	02	Assistant Professor	Supplemental Appointment	5790.38	22-FEB-17
Ryan Los	UE7297	02	Education Tech INtegrationist	Continuing Education/Extension	4146.00	22-MAR-17
Thomas Martin	UE7771	05	Instructor	Hire Temp Appointment	3400.00	22-FEB-17
Thomas Martin	UE7771	06	Instructor	Hire Temp Appointment	650.00	22-MAR-17
J Memmott	QE9815	17	Professor	Continuing Education/Extension	3000.00	22-FEB-17
David Moskowitz	UE9158	35	NASM Document	Hire Temp Appointment	500.00	22-FEB-17
Matthew Nesmith	UE8928	11	Jazz Fest Adjudicator	Hire Temp Appointment	300.00	22-FEB-17
Jason Porter	UE7444	08	Associate Professor	Supplemental Appointment	5790.38	22-FEB-17
Carissa Regnerus	QE9734	21	Instructor	Hire Temp Appointment	600.00	22-FEB-17
John Smith	QE9816	25	Dentist	Hire Temp Appointment	350.00	22-FEB-17
Andrea Wange	UE7274	01	Gifted Camp Director	Supplemental Appointment	2000.00	22-MAR-17

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Shelie Vacek	QE8654	00	Asst Librarian & Head of WHSIC	SA017	06-MAR-17
Shelie Vacek	QE9758	00	Health Science Librarian	SA017	05-MAR-17
Kelly Bass	QE8909	02	Associate Professor	TV013	21-APR-17
Kathryn Birkeland	UE9016	25	Assistant Professor	TV013	21-MAR-17
Darlene Bogenpohl	QE8732	07	Lecturer	TV013	21-MAR-17
Elise Boxer	BE9310	00	AIS Speaker	TV013	21-APR-17
Darlene Fett	UE9182	27	NASM Document	TV013	21-MAR-17
Ioana Galu	UE9130	02	Green Violoin Band	TV013	21-APR-17
Joshua Houy	BE9310	00	AIS Speaker	TV013	21-APR-17
David Lane	UE6838	02	Assistant Professor	TV013	21-MAR-17
Ryan Los	UE7297	00	Education Tech Integrationist	TV009	21-MAR-17
Thomas Martin	UE7771	05	Instructor	TV013	21-MAR-17
Thomas Martin	UE7771	06	Instructor	TV013	21-APR-17
J Memmott	QE9815	17	Professor	TV013	21-MAR-17
David Moskowitz	UE9158	35	NASM Document	TV013	21-MAR-17
Matthew Nesmith	UE8928	11	Jazz Fest Adjudicator	TV013	21-MAR-17
Jason Porter	UE7444	08	Associate Professor	TV013	21-MAR-17
Carissa Regnerus	QE9734	21	Instructor	TV013	21-MAR-17
John Smith	QE9816	25	Dentist	TV013	21-MAR-17
Andrea Wange	UE7274	01	Gifted Camp Director	TV013	21-APR-17

Faculty Non-Benefit Eligible (FAC2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Robyn Adler	SE6708	05	Temporary Clinical Assistant	Hire Temp Appointment	2000.00	22-FEB-17
Ashley Baker	UE7053	03	Adjunct Instructor	Continuing Education/Extension	4146.00	22-FEB-17
Katie Brockberg	QE9393	03	BSN Clinical Faculty - Verm	Hire Temp Appointment	1100.50	22-MAR-17
Lacee Feltman	QE9393	01	BSN Clinical Faculty - Verm	Hire Temp Appointment	1178.00	22-FEB-17
Patricia Hall	QE9393	01	BSN Clinical Faculty - Verm	Hire Temp Appointment	821.50	22-MAR-17
Abigail Hubbling	QE9393	01	BSN Clinical Faculty - Verm	Hire Temp Appointment	1844.50	22-MAR-17
Robert Joyce	FE9974	00	OLLI Instructor	Hire Temp Appointment	105.00	22-FEB-17
Audrey Larsen	UE7056	01	Adjunct Instructor	Hire Temp Appointment	400.00	22-FEB-17
Christopher Larson	UE7998	00	Music Pianist	Hire Temp Appointment	50.00	22-FEB-17
Mark Lindell	UE7475	01	Adjunct Instructor	Continuing Education/Extension	3390.00	22-MAR-17
Sara Madden	QE9393	03	BSN Clinical Faculty - RC	Hire Temp Appointment	1800.00	22-MAR-17
Michelle Mayes	QE9393	04	BSN Clinical Faculty - Verm	Hire Temp Appointment	1658.50	22-MAR-17
Samuel McGee	QE9393	00	BSN Clinical Faculty - SF	Hire Temp Appointment	1100.50	22-MAR-17
Sandra Mollman	UE7054	07	Adjunct Instructor	Continuing Education/Extension	3390.00	22-MAR-17

Joelle Mulder	QE9393 01	BSN Clinical Faculty - Verm	Hire Temp Appointment	1658.50	22-MAR-17
Linda Pudenz	QE9393 05	BSN Clinical Faculty - SF	Hire Temp Appointment	2232.00	22-FEB-17
Richard Rognstad	UE7998 02	Conduct Double Bass Sectional	Hire Temp Appointment	80.00	22-FEB-17
Jennifer Senge	QE9393 06	BSN Clinical Faculty - SF	Hire Temp Appointment	126.00	22-FEB-17
Aimee Shea	UE7053 07	Adjunct Instructor	Continuing Education/Extension	3390.00	22-MAR-17
Dawn Spurlin	QE9393 07	BSN Clinical Faculty - Verm	Hire Temp Appointment	2480.00	22-MAR-17
Kenneth Tusha	QE9054 00	Temp Dentist	Hire Temp Appointment	2400.00	22-MAR-17
Keith Venhuizen	QE9054 00	Temp Dentist	Hire Temp Appointment	600.00	22-FEB-17
Keith Venhuizen	QE9054 00	Temp Dentist	Hire Temp Appointment	4800.00	22-MAR-17
Heidi Waters	QE9393 02	BSN Clinical Faculty - Verm	Hire Temp Appointment	6283.80	22-MAR-17
Stuart Zephier	UE7053 02	Correspondence Grader	Continuing Education/Extension	600.00	22-FEB-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Robyn Adler	SE6708 05		Temporary Clinical Assistant	TV013	21-APR-17
Shari Alarie	QE9393 02		BSN Clinical Faculty - SF	TV013	21-APR-17
Bridgett Block	QE9393 03		BSN Clinical Faculty - SF	TV013	21-APR-17
Katie Brockberg	QE9393 03		BSN Clinical Faculty - Verm	TV013	21-APR-17
Carol Dreke	QE9393 02		BSN Clinical Faculty - SF	TV013	21-APR-17
Amanda Dullerud	QE9393 01		BSN Clinical Faculty - SF	TV013	21-APR-17
David Erickson	UE7056 02		Correspondence Grader	TV013	22-FEB-17
Lacee Feltman	QE9393 01		BSN Clinical Faculty - Verm	TV013	21-APR-17
Erica Goembel	QE9393 04		BSN Clinical Faculty - Verm	TV013	21-APR-17
Patricia Hall	QE9393 01		BSN Clinical Faculty - Verm	TV013	21-APR-17
Sara Hanson	QE9393 03		BSN Clinical Faculty - SF	TV013	21-APR-17
Abigail Hubbling	QE9393 01		BSN Clinical Faculty - Verm	TV013	21-APR-17
Joshua Hughes	QE8773 01		Instructor	TV013	21-APR-17
Robert Joyce	FE9974 00		OLLI Instructor	TV013	21-MAR-17
Audrey Larsen	UE7056 01		Adjunct Instructor	TV013	21-APR-17
Christopher Larson	UE7998 00		Music Pianist	TV013	21-MAR-17
Mark Lindell	UE7475 00		Adjunct Instructor	TV013	21-MAR-17
Michelle Mayes	QE9393 04		BSN Clinical Faculty - Verm	TV013	21-APR-17
Samuel McGee	QE9393 00		BSN Clinical Faculty - SF	TV013	21-APR-17
Allison Mueller	QE9393 05		BSN Clinical Faculty - Verm	TV013	21-APR-17
Joelle Mulder	QE9393 01		BSN Clinical Faculty - Verm	TV013	21-APR-17
Beth Peterson	QE9393 02		BSN Clinical Faculty - SF	TV013	21-APR-17
Linda Pudenz	QE9393 05		BSN Clinical Faculty - SF	TV013	21-APR-17
Richard Rognstad	UE7998 02		Conduct Double Bass Sectional	TV013	21-MAR-17
Ann Rowenhorst	QE9393 04		BSN Clinical Faculty - SF	TV013	21-APR-17
Dawn Sawtell	QE9393 02		BSN Clinical Faculty - Verm	TV013	21-APR-17
Sarah Schuldt	QE9393 05		BSN Clinical Faculty - SF	TV013	21-APR-17
Jennifer Senge	QE9393 06		BSN Clinical Faculty - SF	TV013	21-MAR-17
Dawn Spurlin	QE9393 07		BSN Clinical Faculty - Verm	TV013	21-APR-17
Erin Stephens	QE9393 02		BSN Clinical Faculty - SF	TV013	21-APR-17
Kenneth Tusha	QE9054 00		Temp Dentist	TV013	21-APR-17
Keith Venhuizen	QE9054 00		Temp Dentist	TV013	21-MAR-17
Keith Venhuizen	QE9054 00		Temp Dentist	TV013	21-APR-17
Heidi Waters	QE9393 01		BSN Clinical Faculty - Verm	TV013	21-MAR-17
Sandra Wollan	QE9393 03		BSN Clinical Faculty - SF	TV013	21-APR-17
Stuart Zephier	UE7053 02		Correspondence Grader	TV013	21-MAR-17

ECLS 45 Volunteers			
Banner ID	Name	Department	Institution
A00149851	Michael Bosch	Biology	USD
A00202313	Timothy Aune	Child Care Services	USD
A00185742	Jamie Barnett	Child Care Services	USD
A00190890	Claire Bennett	Child Care Services	USD
A00202314	Molly Boell	Child Care Services	USD
A00213262	Erika Clark	Child Care Services	USD
A00202230	Brenda DeLano	Child Care Services	USD
A00132280	Jorgan Erdahl	Child Care Services	USD

A00150737	Becca Gaikowski	Child Care Services	USD
A00202533	Cassidy Gebhart	Child Care Services	USD
A00202913	Erica Gregerson	Child Care Services	USD
A00154813	Shaylene Heinert	Child Care Services	USD
A00124000	Megan Hilson	Child Care Services	USD
A00169408	Jon Hyde	Child Care Services	USD
A00181722	Samantha Hyronimus	Child Care Services	USD
A00213489	Courtney Jacobsma	Child Care Services	USD
A00210932	Jennifer Jensen	Child Care Services	USD
A00213550	Alison Jones	Child Care Services	USD
A00202318	Angela Kaiser	Child Care Services	USD
A00202319	Lauren Kapels	Child Care Services	USD
A00196555	Kayla Kayl	Child Care Services	USD
A00136567	Kirstyn Larsen	Child Care Services	USD
A00085156	Haley Molzen	Child Care Services	USD
A00212993	Elise Mueller	Child Care Services	USD
A00202324	Kristina Neumann	Child Care Services	USD
A00149567	Rachel Noonan	Child Care Services	USD
A00196578	Alicia Richard	Child Care Services	USD
A00213265	Jessica Riley	Child Care Services	USD
A00211374	Hannah Roberg	Child Care Services	USD
A00213488	Nicole Roth	Child Care Services	USD
A00149772	Tyler Rowland	Child Care Services	USD
A00185965	Kelsey Schultz	Child Care Services	USD
A00202459	Christina Silver	Child Care Services	USD
A00197679	Brielle Sowards	Child Care Services	USD
A00202328	Mallory Spier	Child Care Services	USD
A00211377	Katelyn Walsh	Child Care Services	USD
A00202244	Nathaniel Warwick	Child Care Services	USD
A00210639	Andrew Watkins	Child Care Services	USD
A00202331	Kenna Wiczorek	Child Care Services	USD
A00202460	Heidi Willett	Child Care Services	USD
A00202245	Logan Willhite	Child Care Services	USD
A00179523	Maddison Woodall	Child Care Services	USD
A00211378	Kennedy Zahnley	Child Care Services	USD
A00190327	Katherine Lembke	Dean of the Med - Basic Biomed Sc	USD
A00178078	Geralyn Palmer	Dean of the Med - Basic Biomed Sc	USD
A00005308	Carlos Telleria	Dean of the Med - Basic Biomed Sc	USD
A00076656	Sharleen Yuan	Dean of the Med School - Yankton	USD
A00212706	Paula Adam-Burchill	Family Medicine	USD
A00212708	Carrie Carlson	Family Medicine	USD
A00085902	George Ceremuga	Family Medicine	USD
A00092806	Joshua Doorn	Family Medicine	USD
A00208749	David Ellerbusch	Family Medicine	USD
A00208916	Lisa Even	Family Medicine	USD
A00020269	David Holman	Family Medicine	USD
A00012077	Samuel W Huot	Family Medicine	USD
A00167110	Amy Lindaman	Family Medicine	USD
A00208917	Robert Marciano	Family Medicine	USD
A00213595	Jacob Miller	Family Medicine	USD
A00213597	Lanny Turner	Family Medicine	USD
A00213517	David Diaz	Head start	USD
A00213513	Preston Dooley	Head start	USD
A00213509	Michelle Fischer	Head start	USD
A00213516	Kristina Malkin	Head start	USD
A00213514	Kaitlynn Olive	Head start	USD
A00206730	Nicholas Anderson	Intercolleg Athletics	USD
A00213589	Khalil Aloreidi	Internal Medicine	USD
A00126448	Michael Gulseth	Internal Medicine	USD
A00213591	Olawunmi Lawal	Internal Medicine	USD
A00213593	Joanna Lubieniecka	Internal Medicine	USD
A00213594	Krzysztof Lubieniecki	Internal Medicine	USD
A00081770	Spencer Schilling	Internal Medicine	USD
A00213596	Mark Schroeder	Internal Medicine	USD
A00212713	David White	Internal Medicine	USD
A00191956	Aime Zongo	International Office	USD
A00110122	Kelly O'Dea	Modern Languages	USD
A00213590	Jordan Baye	Neurosciences	USD

A00040257	Kassy Thorpe	Pediatrics	USD
A00202317	Anthony Husher	Physical Therapy	USD
A00189476	Alyssa Petterson	Physical Therapy	USD
A00091584	James Chiu	Physician Assistant	USD
A00213147	Brandon Fites	Physician Assistant	USD
A00212569	Daniel Janssen	Physician Assistant	USD
A00212570	Cynthia Johnson	Physician Assistant	USD
A00072699	Keeley Pollman	Physician Assistant	USD
A00213146	Robert Summerer	Physician Assistant	USD
A00093046	Clarence Vanderlei	Physician Assistant	USD
A00076871	Allison Wiley	Physician Assistant	USD
A00042991	Kirsten Butz	Psychiatry	USD
A00213592	Kathleen Lemme	Psychiatry	USD
A00062552	Barbara Wendell-Schechter	Psychiatry	USD
A00195335	Susan Wicks	Psychiatry	USD
A00213279	Sarah Aldridge	Psychology	USD
A00195452	Christy Alten-Osmera	Social Work	USD
A00195471	Heather Berard	Social Work	USD
A00148899	Cathy Gray	Social Work	USD
A00153234	Krista Heeren-Graber	Social Work	USD
A00213611	Kayla Hoffman	Social Work	USD
A00213143	Lawrence Ling	Social Work	USD
A00196501	Lori McKinlay	Social Work	USD
A00213144	Oliiva Resnick	Social Work	USD
A00040287	Blair Sedlacek	Social Work	USD
A00212582	Cynthia Shabb	Social Work	USD
A00213145	Kari Snelson	Social Work	USD
A00212581	Michele Snyders	Social Work	USD
A00212583	Dawn Soulek	Social Work	USD
A00048409	Brandi Stambach	Social Work	USD
A00212584	Priscilla Thornton	Social Work	USD
A00213612	Saniya Truex	Social Work	USD
A00072962	Tyler Bergstrom	Surgery	USD
A00212661	Matthew Wideroff	Surgery	USD

PZRNJOB

South Dakota Board of Regents
BOR Routine
Date Range : 22-FEB-17 thru 21-APR-17
For :SDSBVI

04/25/2017 15:53:02

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)						
Appointments(AA)						
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Kirk Bender	VE9950	00	House Parent	Appointment	17518.46	01-MAR-17
Danielle Vincent	VE9956	00	House Parent	Appointment	17518.46	01-MAR-17

Career Service Benefit Eligible (CSA1)								
Permanent Salary Adjustment(SP)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Hilary Filler	VE9957	00	House Parent	Sal Adj to 5% Range at 6 mo	17518.46	18392.05	873.59	
Stacy Krah	VE9952	00	House Parent	Sal Adj to 5% Range at 6 mo	17518.46	18392.05	873.59	
Juliana Peterson	VE9960	00	Cook	Sal Adj to 5% Range at 6 mo	16785.28	17627.66	842.38	
Aimee Ullrich	VE9936	00	Secretary	Sal Adj to 5% Range at 6 mo	24522.73	25749.90	1227.17	

ECLS 45 Volunteers			
Banner ID	Name	Department	Institution
There are no volunteers for the dates entered			

PZRNJOB

South Dakota Board of Regents
BOR Routine
Date Range : 22-FEB-17 thru 21-APR-17
For :BOR

04/25/2017 15:54:56

Ver: 072011.28a

Student Employment and NFE Non-Benefit Eligible (NFE2)						
Appointments(AA)						
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Barbara Christensen	RE9916	00	NFE Labor OT Exempt-FTE Counts	Hire Temp Appointment	37439.28	21-APR-17
Joann Pomplun	RE9908	00	Temp IT Consultant	Hire Temp Appointment	6244.10	12-APR-17

ECLS 45 Volunteers
Banner ID Name Department Institution
There are no volunteers for the dates entered

DAKOTA STATE UNIVERSITY								
Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Cynthia Petrone	Program Assistant I	22-Feb-17	Reclassification	15.75	\$ 32,759.37	\$13.95	\$ 29,023.95	11.40
SD SCHOOL OF MINES AND TECHNOLOGY								
Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Adam Kuenkel	Fabrication Education Spclst	22-Feb-17	Reclassification	21.15	\$ 44,000.00	\$18.32	\$ 38,104.87	13.40
SOUTH DAKOTA STATE UNIVERSITY								
Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Neal Foster	Manager-Seed Cert Division	22-Mar-17	Change Salary Rate/Pay Grade	43.27	\$ 90,000.00	\$35.80	\$ 74,456.00	17.27
Becky Jensen	Dir Dietetcs Intern Prg/Instrc	22-Mar-17	Reclassification	31.06	\$ 64,604.00	\$29.03	\$ 60,377.00	6.54
Mary Stock	Program Coord-Orient & Program	22-Feb-17	Permanent Additional Duties	23.32	\$ 48,500.00	\$22.09	\$ 45,937.00	5.29
Kevin Vander Wal	Ag Research Mgr/Spec	22-Mar-17	Change in Overtime Eligibility	22.84	\$ 47,500.00	\$20.82	\$ 43,304.77	8.83
UNIVERSITY OF SOUTH DAKOTA								
Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Stephanie Domingu	Registration Officer	10-Apr-17	Sal Adj to 5% Range at 6 mo	16.95	\$ 35,255.32	\$16.10	\$ 33,487.36	5.02
Kelene Fercho	Functional Imaging Core Mgr	22-Mar-17	Reclassification	28.37	\$ 59,000.00	\$22.84	\$ 47,500.00	19.49
Lisa Ketcham	Program Assistant I	22-Feb-17	Reclassification	16.77	\$ 34,880.93	\$15.81	\$ 32,886.62	5.72
Jaynie Mitchell	Test Adminrator	22-Mar-17	Sal Adj to 5% Range at 6 mo	14.22	\$ 29,577.03	\$13.00	\$ 27,039.48	8.58
Amanda Schackow	Registration Officer	10-Apr-17	Sal Adj to 5% Range at 6 mo	16.95	\$ 35,255.32	\$16.10	\$ 33,487.36	5.02

SOUTH DAKOTA BOARD OF REGENTS

Regents' Workshop

AGENDA ITEM: 1 – A

DATE: May 9-11, 2017

SUBJECT: Capital University Center Review

Last fall, a study was commissioned to review the mission and operations of Capital University Center, the off-campus higher education center in Pierre. Purpose of this review was to assess postsecondary education needs across central South Dakota, as well as identify the extent to which the current CUC model meets those needs and propose alternative models that would both meet the needs and be financially viable. The report prepared for the Board and attached to this agenda item contains these elements:

- It takes a comprehensive approach to postsecondary education.
- It is student and client centered.
- It includes incentives to attract and retain students to successful completion, regardless of the delivery mode of educational services.
- It reflects the changes in postsecondary education and the environment of central South Dakota.
- It is built on partnerships.

Founded in 1982, CUC came under the authority of the Board of Regents in 2003. Most CUC students are non-traditional. They are offered academic programs focused on evening, weekend, or hybrid classes. The University of South Dakota nursing program at CUC operates in a more traditional manner, with courses delivered during daytime hours. Qualified high school students have the opportunity to pursue dual credit courses. CUC supports online students through test proctoring and limited academic and financial aid advising. CUC also offers non-credit, community-based learning seminars and provides some space to deliver other local services.

Higher education has changed in central South Dakota since the creation of CUC. The initial vision of CUC was to provide an accessible location to offer postsecondary education to area residents. The situation is vastly different in 2017. When CUC started, virtually 100 percent of students located in the greater Pierre area taking courses from a public university took those classes face to face at CUC. In fall 2010, the percentage dropped to 40 percent. By fall 2015, it fell further to 17 percent. Yet, there are more individuals enrolled in postsecondary university classes today than ever before, through a variety of delivery modes.

(Continued)

INFORMATIONAL ITEM

The consultant's review included meeting with a wide variety of interested stakeholders. More than 100 individuals participated in these discussions. In addition, the South Dakota Bureau of Human Resources helped survey current state employees. This review also benefitted from work undertaken by the Pierre/Fort Pierre Workforce Development Council, including its area survey.

Understanding the environment in which CUC functions is helpful to build a solution for the future:

- The Pierre area has a population with above-average educational attainment.
- The Pierre area has a very low rate of unemployment.
- Technology-delivered education is replacing site-based instruction for many constituents, mostly through online education.
- There is insufficient critical mass in the Pierre area to accommodate diverse academic interests over an extended time for site-based programming. Nursing may be the exception.
- Dual credit students and school counselors prefer site-based instruction.
- Site-based instruction drives CUC's current funding model.
- Student support services and student success approaches are limited for students in central South Dakota.
- There is considerable interest in educational training not directly related to university credit. There is also a high level of interest in how some of this programming might articulate.

A survey of state employees provided insight into how education services are viewed in the Pierre area. A very small portion of state employees take site-based instruction at CUC. Most state employees are interested in graduate degrees; business is the curriculum of most interest to state employees. They are interested in the discounted tuition rate for state employees and in earning academic credential credit for state government training programs.

From the many conversations conducted and a thorough analysis of the postsecondary needs of central South Dakota, it is clear the role of CUC has changed. While continuing to provide some face-to-face instruction, CUC has become more of a support service provider for students taking courses by any instructional form. In the spring of 2017, 55 percent of those non-dual credit students advised by CUC personnel were students taking online-only classes. The modern educational environment dictates that this role should be expanded, not constricted. Students benefit from counseling and advising services, tutoring and testing services, and recruitment and retention support, which is important to move individuals to successful degree completion. Students continue to have needs for coaching, academic support, and connecting to others who share their experiences, regardless of instructional mode.

As we look forward, the mission of education for central South Dakota is not place specific. Today's world of education services has many more options beyond those provided through traditional face-to-face instruction. The mission of CUC should be to engage the central South Dakota populace in postsecondary education activities, regardless of delivery mode. A redefined CUC mission could be a logical connecting point for these educational services.

A comprehensive community approach to postsecondary education would be a new and different role for CUC. Regular meetings could be held where partners meet to outline training plans and how they may link to career laddering or academic credential mapping. The fundamental questions for each meeting should be:

1. What training/education activities do you have in the coming period (quarterly, annually)?
2. Are there opportunities to combine efforts and conserve resources?
3. Are there opportunities to build career ladder opportunities for individual participants?
4. Are there opportunities to map educational credentials for individual participants?

The product of this effort would be to provide the community with a comprehensive educational network. Additionally, the conclusion of a local Workforce Development Council, established by the mayors of Pierre and Fort Pierre, was a need for ongoing leadership to address workforce issues and a desire for some form of coordination among different educational providers. These are needs that could be met by a CUC mission broader than the traditional mission of site-based university instruction.

The current CUC facility could accommodate the space needs of two possible partners, SDSU Extension and The Right Turn. From initial conversations with both, there is interest in reviewing the potential space partnership. The Right Turn is a local organization that has received funding from the Department of Labor for workforce development programming. Current programs include training for childcare providers, English as a Second Language, and soft skills training.

Through coordinated scheduling of classroom space, it is possible to meet the needs of CUC facility occupants, including BOR system classes, community adult education classes, USD Nursing, SDSU Extension, The Right Turn, and CUC support and administrative services. For the new occupants, SDSU Extension and The Right Turn, there would be some designated space requirements. This includes four offices and a dedicated testing room for The Right Turn, and seven offices with appropriate work area for SDSU Extension. Space renovation and scheduling could accommodate the needs for both additional partners. The opportunity also exists for each partner (CUC administration, USD Nursing, SDSU Extension, and The Right Turn) to gain efficiencies through shared or collaborative services. In summary, the current facility would become a more active building, with services and activities running throughout the full day.

On the revenue side of the ledger, there are four basic considerations. First, CUC would undertake a much greater role in providing student support services for central South Dakota public university students. To support this, a portion of those revenues from a student's enrollment in online instruction would be committed to CUC support. Second, SDSU Extension would pay a lease fee. Third, The Right Turn would pay a lease fee. Fourth, a relationship with Pierre and Fort Pierre city governments could be created to have CUC leadership serve as the communities' point person for workforce education.

On the expense side of the ledger, there are efficiencies gained by sharing the work of a receptionist, clerical services, and technology support. Other savings for partners in the facility to include telephone, copier, and other support service costs could be possible as well.

No longer is CUC the sole provider of instruction and degree programs. Today, CUC should be the broker of educational services. Where site-based instruction is available, CUC can and should continue to provide service. However, the brokering/coaching role will provide the greatest impact on the workforce development of central South Dakota.

CUC's organizational model to carry out this contemporary role may need to change. A model that best meets needs going forward is one that aligns with community interests and draws upon the wide range of course and degree offerings available. Given that CUC will work with multiple universities and two local governments, it may be appropriate to have CUC's leadership (i.e. the executive director) in an organizational reportage structure that is institutionally neutral and reflective of the change in mission. The administrative relationship would otherwise remain with South Dakota State University.

To move forward, several steps will be required:

- A new agreement between the Board of Regents and the Capital University Center Foundation Advisory Board.
- An agreement between SDSU Extension, Capital University Center Foundation Advisory Board, and Board of Regents on space.
- An agreement between The Right Turn, Capital University Center Foundation Advisory Board, and Board of Regents on space.
- An agreement between Capital University Center Foundation Advisory Board, Board of Regents, and Pierre and Fort Pierre city governments on workforce development education.
- A Board of Regents' policy that provides student support resources to CUC for students who take public university credits in central South Dakota, regardless of instructional mode.

A Review of Higher Education in Central South Dakota



Prepared by Dr. Tad Perry
April 2017

**A Review of the Capital University Center
Tad Perry, Ph.D., Consultant
April 2017**

The report that follows contains these elements:

- ***It takes a comprehensive approach to postsecondary education;***
- ***It is student/client centered;***
- ***It includes incentives to attract and retain students to successful completion regardless of the delivery mode of educational services;***
- ***It reflects the changes in postsecondary education and the environment of Central South Dakota; and***
- ***It is built on partnerships.***

Introduction: The Changing World of CUC

Higher education has changed in central South Dakota since the creation of Capital University Center (CUC) in 1982. The initial vision of CUC was to provide an accessible location to offer postsecondary education services to area residents. However, that was a much different time for postsecondary education – a time with well-defined yet unconnected educational silos, before the recognition of the importance of career and academic ladders, and before the delivery of education services by distance technology.

The situation is vastly different in 2017. When CUC started virtually 100 percent of students located in the greater Pierre area, who took courses from a regental university, took those classes at CUC. In fall 2010, the percent dropped to 40 percent. By fall 2015, the percent fell further to 17 percent. Yet there are more individuals taking postsecondary university classes today than ever before.

The following information summarizes all educational opportunities provided by Regental institutions in central South Dakota:

- Total service by regental universities to central South Dakota [Dewey, Haakon, Hand, Hughes, Hyde, Jones, Lyman, Potter, Stanley, Sully and Ziebach counties] has increased from a headcount of 453 in fall 2010 to 528 in fall 2015.
- Dual credit for high school students accounts for this growth, going from nine students in 2010 to 189 in 2015, or 38 percent of the total service.

- Students in central South Dakota identified 60 different academic programs as the program they were seeking [26 at USD, 13 at SDSU, 10 at NSU, 6 at DSU, and 5 at BHSU].
- Students in central South Dakota are taking classes from five of the regental universities [50 percent at USD, largely due to the nursing program; 17 percent BHSU; 16 percent SDSU; 11 percent NSU; and 6 percent DSU].
- Students in central South Dakota are mostly 24 years of age or older [80 percent] and are female [76 percent].
- Students from Hughes and Stanley Counties account for 57 percent of the students in central South Dakota.
- Students from Hughes and Stanley counties accounted for 85 percent of those taking classes at CUC, whereas students from these counties accounted for only 24 percent of all the students served in central South Dakota.

CUC students are typically non-traditional students with different needs than traditional students seeking credentials, while also undergoing life development and maturing experiences. With the exception of dual credit students, those engaged in higher education in central South Dakota have several drivers of behavior. First, students demand curriculum delivery when they want it and at the time and place of their **convenience**. Second, students expect to receive **customer service** when they need and want it, including advising, counseling, course progress monitoring, and individual coaching. Third, students focus on receiving **credentials** for their efforts. Fourth, students want a **pathway to a degree that is time sensitive**. They do not want to wait a semester to get the next course because that is a sequence offered by an institution. Nor do they want to waste time relearning or proving their mastery of something that they have done before. Such students may find that traditional academic calendars are not in line with their need to get their degree in the shortest time possible.

The Review

This review was prepared at the request of the Executive Director and CEO of the South Dakota Board of Regents. The purposes of the review included:

- to assess the postsecondary education needs in central South Dakota,
- to identify the extent to which the current CUC model is meeting those needs, and
- to propose alternative models that would meet the needs and be financially viable.

The review process included meeting with a wide variety of interested stakeholders. These included:

1. Central South Dakota business and economic development organizations.
2. Mayors of Pierre and Fort Pierre.

3. State government leadership, including Governor's Office, Department of Education, Bureau of Human Resources, Department of Labor & Regulation, and the Department of Health.
4. Pierre and Stanley County school district administrators.
5. Central South Dakota school superintendents and principals.
6. Avera Health Systems leadership.
7. Local organizations involved in non-academic educational service delivery.
8. Current CUC staff and all former CUC directors.
9. Past and current students, including students taking site-based courses and online courses.
10. CUC adjunct faculty.
11. Current university center directors.
12. Leadership and staff at all six public universities.
13. Board of Regents' staff.
14. CUC Foundation Advisory Board.

More than 100 individuals participated in these discussions. In addition, the South Dakota Bureau of Human Resources assisted by surveying current state employees. The review also benefited from work undertaken by the Pierre/Fort Pierre Workforce Development Council, including its survey of the area.

The Situation in Central South Dakota

Understanding the environment in which CUC functions is helpful in building a solution for the future:

1. The Pierre area has a population with above-average educational attainment.
2. The Pierre area has a very low rate of unemployment.
3. Technology-delivered education is replacing site-based instruction for many constituents, mostly through online education.
4. There is insufficient critical mass in the Pierre area to accommodate diverse academic interests over an extended time for site-based programming; nursing may be the exception.
5. Dual credit students and school counselors prefer site-based instruction.
6. Site-based instruction drives CUC's current funding model.
7. Student support services and student success approaches are limited for students in central South Dakota.
8. There is considerable interest in educational training not directly related to university credit. There is also a high level of interest in how some of this programming might articulate.

State Employee Information

The survey of state employees was most beneficial as it provided an insight into how education services are viewed in the Pierre area. The information included:

- A small portion of state employees who are actively taking university classes are taking site-based instruction at CUC [2 of 28].
- Those interested in additional education are mostly interested in graduate degrees [graduate degrees 24 percent, bachelor degree 12 percent, associate degree 4 percent, certificate program 8 percent, and non-credit courses 17 percent].
- When asked about acceptable modes of educational delivery, there seems to be an acceptance of different modes of educational delivery [face-to-face instruction 63 percent, DDN instruction 26 percent, online 60 percent].
- Business is the curriculum of most interest to state employees [47 percent].
- Most know about CUC [83 percent].
- A small portion of state employees are supportive of paying \$1,000 for a university class [22 percent].
- State employees are interested in the state employee discount tuition rate [79 percent].
- State employees are interested in earning academic credential credit for state government training programs [78 percent].

Student Support

It is clear that the role of CUC has changed from the many conversations and analysis of the postsecondary needs of central South Dakota. While continuing to provide some face-to-face instructional opportunities, CUC has become more of a support service provider for students taking courses by any instructional form. In the spring of 2017, 55 percent of those non-dual credit students advised by the personnel at CUC were students taking online-only classes. The modern educational environment dictates that this role should be expanded rather than constricted. Students benefit from counseling and advising services, tutoring and testing services, and recruitment and retention support that education providers now see as important aspects of moving individuals to successful degree completion. Students continue to have needs for coaching, academic support, and connecting to others who share their experiences, regardless of the mode of instruction.

Intrusive coaching from the initial point of entry into a postsecondary environment through the successful completion of the student's interest is an approach that will yield benefits to the community. A single source of responsibility to engage the student can be helpful in advancing the interests of both students and the community. This would include connecting with and monitoring his/her progress regularly, anticipating the students' next steps to success, and being an advocate as he/she encounters the bureaucracy of a single or multiple universities. This is especially true in an environment where there are multiple institutions contributing to the students' credentialing.

A coach can guide the process of building career ladders: defining opportunities for training/education that readies an individual for advancing to a next career step. Further, a coach could also be instrumental in academic credential mapping that articulates one academic credential to a next higher credential. As an example, tracking dual credit classes

to an academic certificate, which then could be articulated to a specific associate degree, which could further be articulated to a specific bachelor's degree.

Separate Mission and Place

CUC has historically been the physical location for the teaching of university classes in Pierre. This view connects mission and place. That may have been appropriate when CUC began; today's environment, however, is very different. Mission and place are two distinctly separate issues.

As we look forward, the mission of education for central South Dakota is not place specific. Today's world of education services has many more options beyond those provided through traditional face-to-face instruction. The mission of CUC is to engage the central South Dakota populace in postsecondary education activities regardless of delivery mode. It is an educational service mission much broader than classroom instruction alone.

Thus, one of the first required adjustments in thinking about CUC is to recognize the separation of the educational mission and the location of CUC. Once accepted that this reflects today's situation, it is possible to recreate CUC with a meaningful role in postsecondary services for central South Dakota.

Comprehensive Community Education Service

Postsecondary education can mean much more than university credit instruction. Refining the mission of CUC to encompass all types and forms of education offered to citizens beyond their secondary education can provide a robust educational service. In discussions with different constituent interests, there are multiple examples of education/training services offered in central South Dakota. These include:

- various training programs offered by state government;
- different professional service programs conducted by public school districts or the State Board of Education;
- classes offered for citizens through The Right Turn;
- training programs offered through the local Chamber of Commerce;
- high school dual credit courses;
- classes offered through the South Dakota Discovery Center;
- programs offered by SDSU Extension; and
- programs offered by Avera Health System.

Today, these different programs lack connection to any specific career or educational ladder/map. Further, these programs are disconnected from each other. From a broader community workforce development perspective, organizing educational services in such a manner that connects different organizations in their training objectives with career and academic laddering/mapping could benefit everyone in central South Dakota. A refined CUC mission that is a broad educational service could be the connecting point for these different educational services.

Educational providers would benefit from organizing in a communication structure to identify and advance opportunities for mutual sharing and laddering/mapping. This comprehensive community approach to postsecondary education would be a new, different role for CUC. A labeling might be Community Education Cooperative at the Capital University Center. The operation of such a communication structure would be a regular conference (e.g., weekly, monthly, etc.) where the partners would meet to outline training plans and how they may link to career laddering or academic credential mapping. Participants could include:

- CUC Executive Director
- USD Nursing program director
- Riggs High School counselor
- Riggs School professional development administrator
- Stanley County High School counselor
- Stanley County professional development administrator
- South Dakota Bureau of Human Resources' training director
- South Dakota Department of Labor & Regulation area administrator
- The Right Turn administrator
- South Dakota Discovery Center director
- SDSU Extension administrator
- Avera's workforce development and training administrator
- Pierre Area Chamber of Commerce administrator
- City of Pierre Workforce Development administrator
- City of Fort Pierre Workforce Development administrator

The fundamental questions for each conference should be:

1. What training/education activities do you have in the coming period (quarterly, annually)?
2. Are there opportunities to combine efforts and conserve resources?
3. Are there opportunities to build career ladder opportunities for individual participants?
4. Are there opportunities to map educational credentials for individual participants?

The product of this effort would be to provide the community with a comprehensive educational network.

In January 2017, the Pierre/Fort Pierre Workforce Development Council, established by Pierre Mayor Gill in collaboration with Fort Pierre Mayor Hanson, made a report on the needs "to combat local workforce shortage concerns." This cross-section of stakeholders, including representation from CUC, noted several barriers related to education that hindered workforce development. These included:

- *There is limited local post-secondary programming and there is limited demand for post-secondary programming. [This was concluded from the perspective of site-based instruction after reviewing CUC enrollment numbers. Had the Council been able to review online instruction, this barrier would have been less dramatic.]*
- *There is a lack of communication between employers, potential employees and schools. Stakeholders are not aware of the opportunities that exist locally.*

Among the Council's conclusions were:

- *That one-third of high school students surveyed say they would stay in Pierre to continue their education if their desired post-secondary education program was offered locally.*
- *There is a belief that there is an opportunity for programming that would identify and pursue a post-secondary educational program that is unique, not offered in the region, is in demand and could serve as an educational magnet because of its unique qualities.*
- *There is an interest to expand local career and technical education opportunities in the Pierre/Fort Pierre area to retain students who might otherwise leave for additional technical training.*
- *Marketing works.*
- *A website for an Educational Clearinghouse should be created that serves as a clearinghouse of local educational opportunities.*
- *Soft-skill training is needed and a priority for many employers.*

Central to these conclusions are the needs for (1) ongoing leadership to address issues and (2) some form of coordination among the different educational providers. These are needs that could be met by a CUC mission that is broader than the traditional mission of site-based university instruction.

Space Partnerships in the CUC Facility

The current CUC facility could accommodate the space needs of two possible partners, SDSU Extension and The Right Turn. From initial conversations with both, there is interest in reviewing the potential space partnership. The Right Turn is a local organization that has received funding from the Department of Labor for workforce development programming. The current programs include training for childcare providers, English as a second language, and soft skill (punctuality, reliability) training. Through coordinated scheduling of classroom space, it is possible to meet the needs of different facility occupants, including regental system classes, community adult education classes, USD nursing program, SDSU Extension, The Right Turn, and CUC support and administrative services. For the new occupants, SDSU Extension and The Right Turn, there would be some designated requirements for space. This includes four offices and a dedicated testing room for The Right Turn, and seven offices with appropriate work area for SDSU Extension. Space renovation and scheduling could accommodate the needs for both additional

partners. SDSU Extension needs access to classrooms periodically; commonly this would be during times that are not scheduled for other classes. The Right Turn needs classroom space mostly during daytime hours. Their space requirements include three small classrooms. It is possible to accommodate this need for two of these spaces through the renovation of current space and the availability of existing small classroom space.

The sharing of existing space could accommodate the additional needs of the two possible new occupants. This includes space for a receptionist area, support staff, student/client gathering, staff work area, storage, conference rooms, staff kitchen/break area, and restrooms.

In summary, the current facility would become a more active building with activities running throughout the full day. There are obvious additional considerations for the management and care of the facility that would come with such a change. Nevertheless, the benefits to the community far outweigh the additional challenges.

Efficiencies in Shared Support Services

In bringing other educational service providers into the facility, an opportunity exists for each partner (CUC administration, USD Nursing, SDSU Extension, and The Right Turn) to gain efficiencies through shared or collaborative services. Those that are most obvious would be the services of a receptionist (ideally located on the first floor at the entry to the building), clerical support services, and technology support. Having a shared approach can advance the services available to each partner organization while reducing the individual resources required in providing those under their current operations.

Changes in CUC Resources

How might these changes to the mission and facility use affect the resources of CUC? On the revenue side of the ledger, there are four basic considerations. First, CUC would undertake a much greater role in providing student support services for central South Dakota public university students. To support this, a portion of those revenues from a student's enrollment in online instruction would be committed to CUC support. Second, SDSU Extension would pay a lease fee. Third, The Right Turn would pay a lease fee. Fourth, a relationship with Pierre and Fort Pierre city governments could be created to have CUC leadership serve as the communities' point person for workforce education.

On the expense side of the ledger, there are efficiencies gained by sharing the work of a receptionist, clerical services, and technology support. Savings for partners in the facility that include telephone, copy, and other support service costs could be possible.

Change and the CUC Organization

In summary, one might ask the following questions: What is it that we are doing at CUC? What has been the purpose of CUC? Is today's purpose the same as the original purpose? The CUC founders wanted a facility in central South Dakota that would provide opportunities for postsecondary education for the area's citizens. The result of CUC's work

is a better workforce for central South Dakota. That purpose remains today. What is different is the means by which citizens receive their postsecondary education. Today's opportunities to get credentials are virtually unlimited. Individuals can access almost any degree program. Actually, today's opportunities for citizens in central South Dakota are much better than at any time in the CUC's existence.

CUC's role in providing this service is what has changed. No longer is CUC the sole provider of instruction and degree programs. Today CUC should be the broker of these degree offerings. Working with students to find the right fit for their interest, working with students to coach them through the process of getting to degree completion, working with students to give them the necessary support structures is the role of CUC. Where site-based instruction is available CUC can continue to provide a service, but the brokering/coaching role will provide the greatest impact on the workforce development of central South Dakota.

The organizational model for CUC in carrying out this contemporary role may need to reflect this change. The degree programs and their courses that will meet the needs of the CUC community will come from different institutions. Five different regental institutions were providing courses to central South Dakota in fall 2015. When you put aside the nursing students because of their tie to USD, there is no predominate institution servicing the area. That is clearly understood as the institutions have different programs to offer.

The model that will best meet the needs of the area going forward would be one that aligns with community interests and draws upon the wide range of course and degree offerings that are available to citizens of the state. Given that CUC will be working with multiple universities and two local governments, it may be appropriate to have CUC's leadership in an organizational reportage structure that is institutionally neutral and reflective of the change in mission. The administrative relationship would otherwise remain with SDSU.

Next Steps

In moving forward there are several steps that will be required:

1. A new agreement between the Board of Regents and the Capital University Center Foundation Advisory Board.
2. An agreement between SDSU Extension, Capital University Center Foundation Advisory Board, and Board of Regents on space.
3. An agreement between The Right Turn, Capital University Center Foundation Advisory Board, and Board of Regents on space.
4. An agreement between Capital University Center Foundation Advisory Board, Board of Regents, and Pierre and Fort Pierre city governments on workforce development education.
5. A Board of Regents' policy that provides student support resources to CUC for students who take credits in central South Dakota, regardless of instructional mode.

Appendices

- I. Central South Dakota Enrollment and FTE Data, Fall 2015
- II. Survey of State Employees
- III. Comments from State Employees on the Survey
- IV. Pierre/Fort Pierre Workforce Development Council Report

Appendix I

Central South Dakota Enrollment and FTE Data Fall 2015

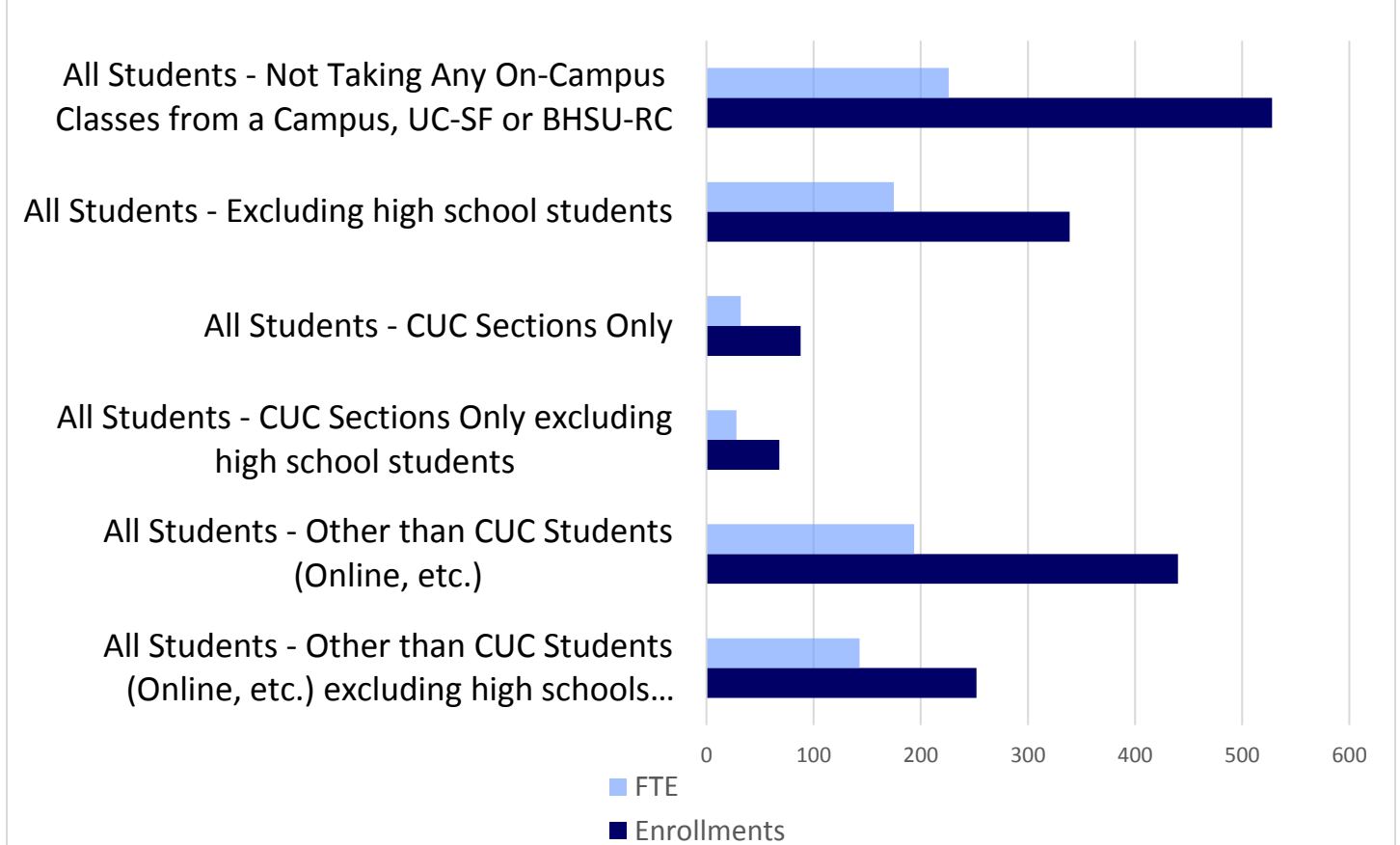
Students Taking Courses in Central SD

Fall 2015

	Enrollments	FTE
All Students - Not Taking Any On-Campus Classes from a Campus, UC-SF or BHSU-RC	528	226
All Students - Excluding high school students	339	175
All Students - CUC Sections Only	88	32
All Students - CUC Sections Only excluding high school students	68	28
All Students - Other than CUC Students (Online, etc.)	440	194
All Students - Other than CUC Students (Online, etc.) excluding high school students	251	143

Students Taking Courses in Central SD

Fall 2015

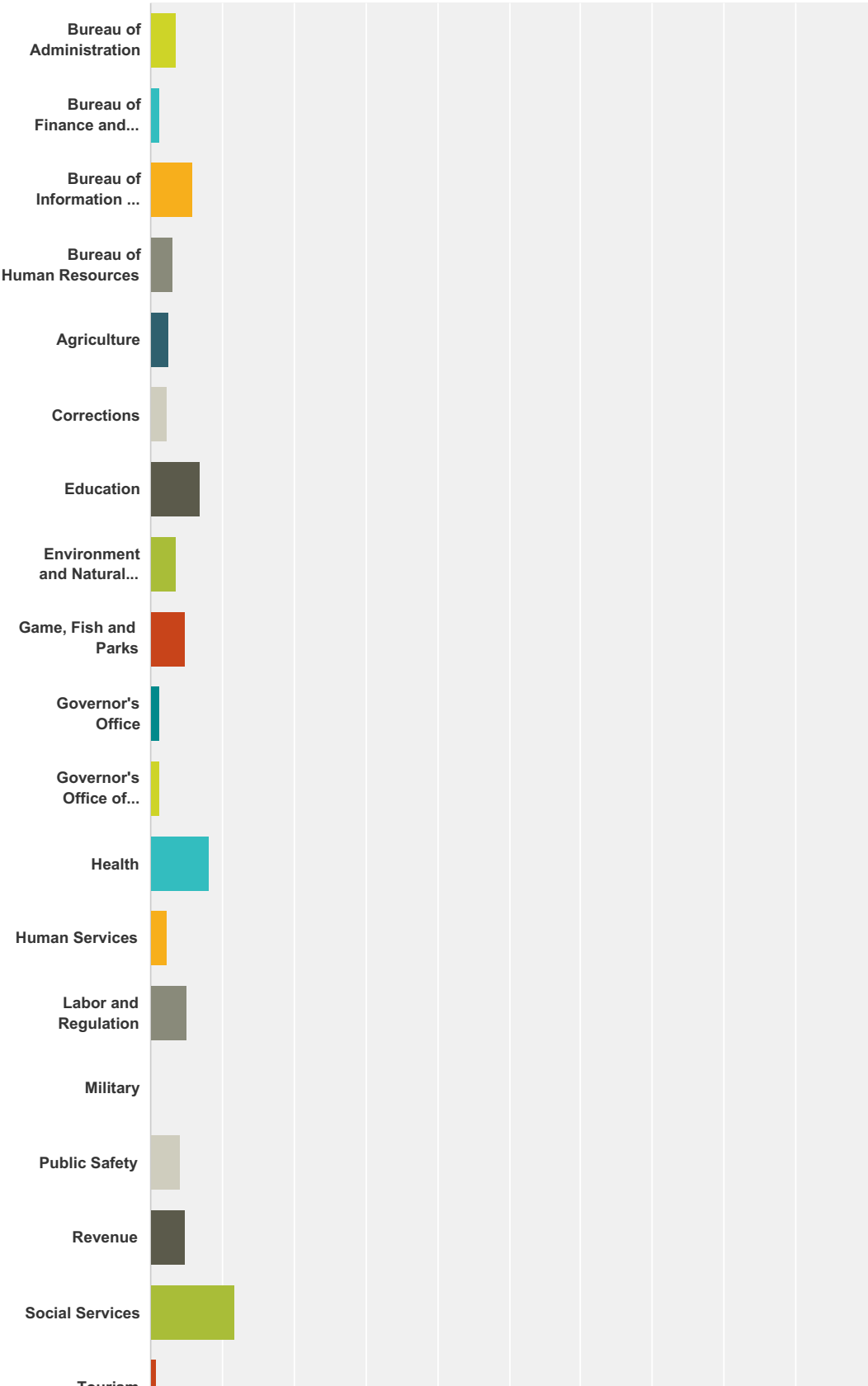


Appendix II

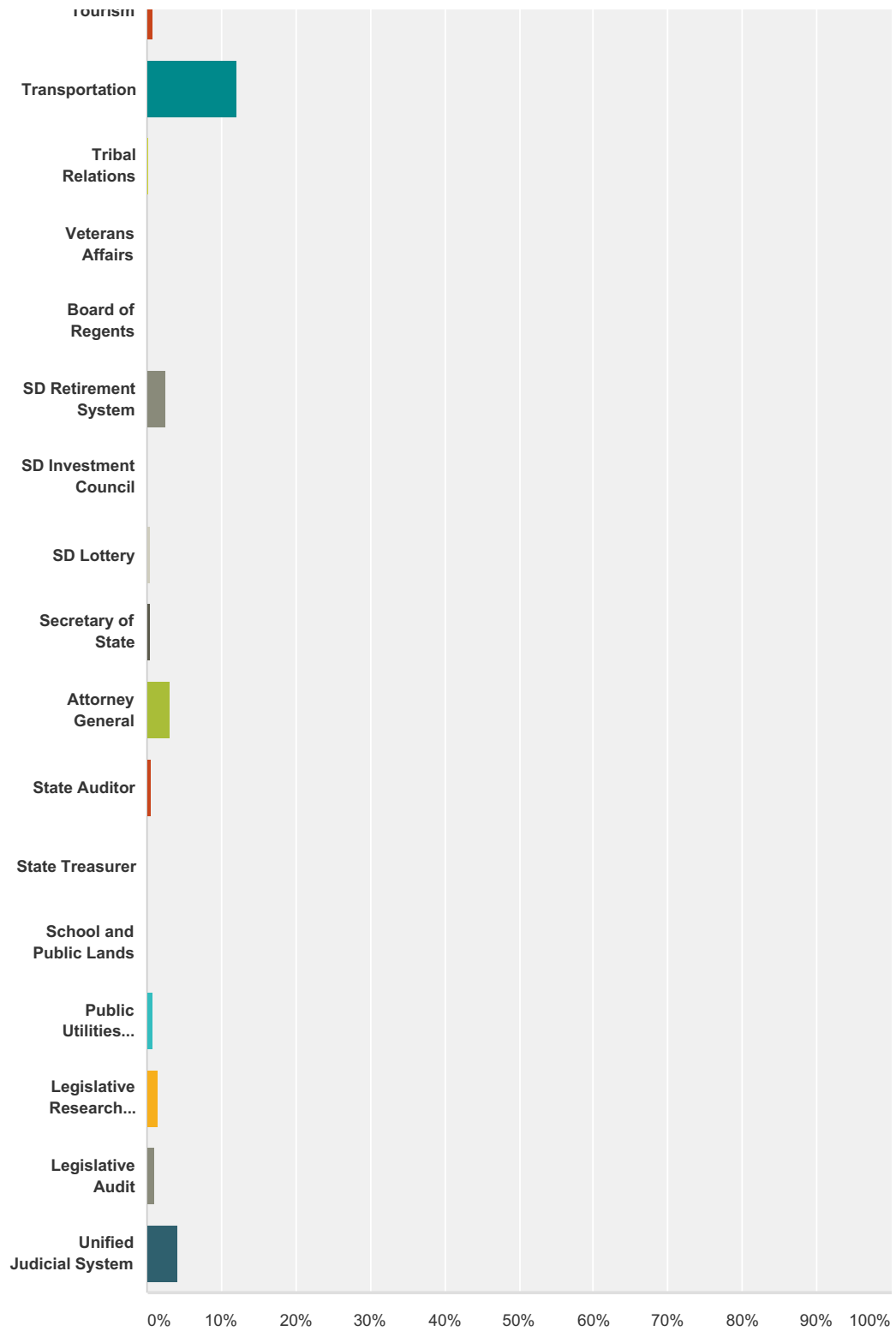
Survey of State Employees

Q1 Please select the area of state government for which you work:

Answered: 758 Skipped: 11



Capital University Center Survey



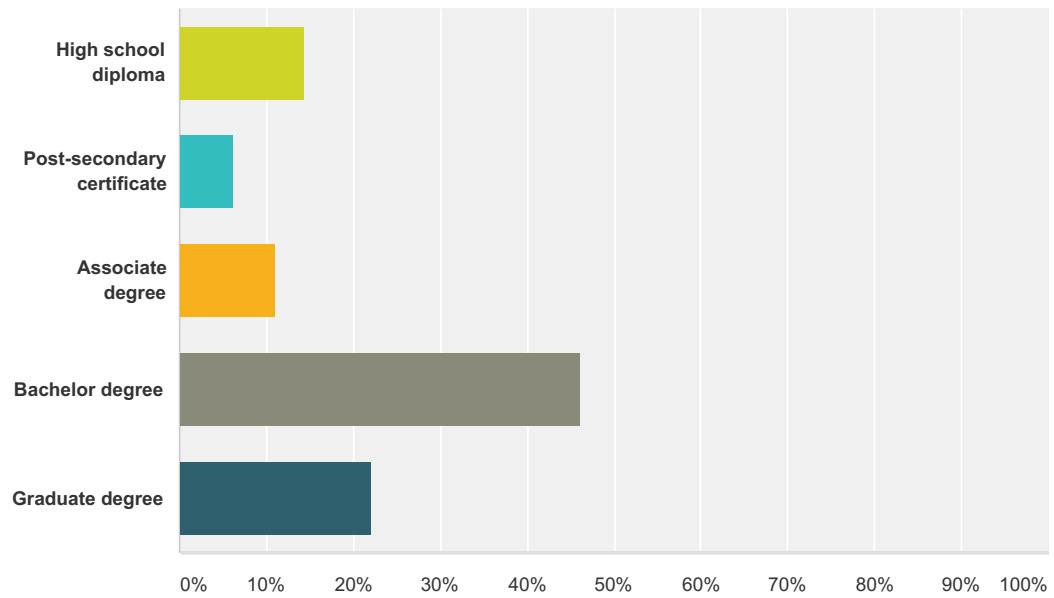
Answer Choices	Responses	
Bureau of Administration	3.56%	27
Bureau of Finance and Management	1.32%	10
Bureau of Information and Telecommunications	5.94%	45

Capital University Center Survey

Bureau of Human Resources	3.03%	23
Agriculture	2.51%	19
Corrections	2.37%	18
Education	6.99%	53
Environment and Natural Resources	3.56%	27
Game, Fish and Parks	4.75%	36
Governor's Office	1.32%	10
Governor's Office of Economic Development	1.19%	9
Health	8.18%	62
Human Services	2.24%	17
Labor and Regulation	5.01%	38
Military	0.00%	0
Public Safety	4.22%	32
Revenue	4.75%	36
Social Services	11.61%	88
Tourism	0.79%	6
Transportation	12.01%	91
Tribal Relations	0.13%	1
Veterans Affairs	0.00%	0
Board of Regents	0.00%	0
SD Retirement System	2.51%	19
SD Investment Council	0.00%	0
SD Lottery	0.40%	3
Secretary of State	0.40%	3
Attorney General	3.17%	24
State Auditor	0.53%	4
State Treasurer	0.00%	0
School and Public Lands	0.00%	0
Public Utilities Commission	0.79%	6
Legislative Research Council	1.45%	11
Legislative Audit	1.06%	8
Unified Judicial System	4.22%	32
Total		758

Q2 Please indicate the highest level of education you've completed:

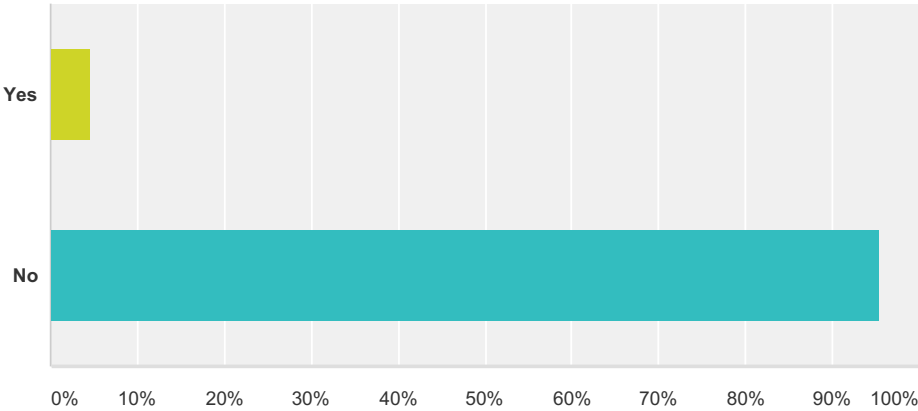
Answered: 766 Skipped: 3



Answer Choices	Responses	
High school diploma	14.36%	110
Post-secondary certificate	6.27%	48
Associate degree	11.10%	85
Bachelor degree	46.21%	354
Graduate degree	22.06%	169
Total		766

Q3 Are you currently taking any post-secondary classes?

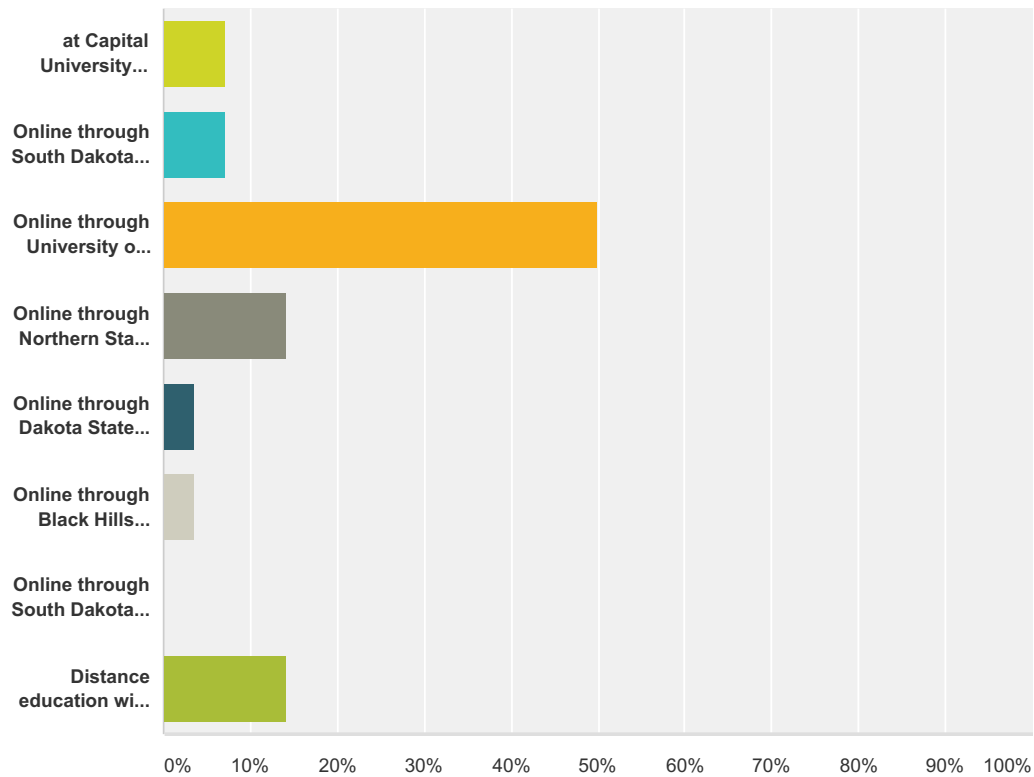
Answered: 768 Skipped: 1



Answer Choices	Responses	
Yes	4.56%	35
No	95.44%	733
Total		768

Q4 How are you taking your current class(es)?

Answered: 28 Skipped: 741



Answer Choices	Responses	
at Capital University Center	7.14%	2
Online through South Dakota State University	7.14%	2
Online through University of South Dakota	50.00%	14
Online through Northern State University	14.29%	4
Online through Dakota State University	3.57%	1
Online through Black Hills State University	3.57%	1
Online through South Dakota School of Mines & Technology	0.00%	0
Distance education with another university	14.29%	4
Total		28

Q5 From what institution are you taking your class(es)?

Answered: 31 Skipped: 738

#	Responses	Date
1	USD	11/23/2016 9:30 AM
2	CUC in Pierre	11/22/2016 8:40 AM
3	Online via Univeristy of South Dakota	11/22/2016 7:43 AM
4	Ashford University	11/21/2016 7:07 PM
5	Applications Pending with other institutions	11/21/2016 5:11 PM
6	USD	11/21/2016 4:54 PM
7	University of South Dakota	11/21/2016 4:00 PM
8	University of South Dakota	11/21/2016 3:53 PM
9	Ashford	11/21/2016 3:44 PM
10	USD - Gov. Leadership Program	11/21/2016 3:42 PM
11	South Dakota State University	11/21/2016 3:34 PM
12	University of South Dakota	11/21/2016 3:30 PM
13	USD - through Governor's Leadership Program	11/21/2016 3:29 PM
14	USD	11/21/2016 3:23 PM
15	USD	11/21/2016 3:21 PM
16	Northern State University	11/21/2016 3:18 PM
17	University of South Dakota	11/21/2016 3:17 PM
18	Black Hills State University	11/21/2016 3:16 PM
19	Northern State University	11/21/2016 3:12 PM
20	DSU	11/21/2016 3:11 PM
21	University of South Dakota	11/21/2016 3:10 PM
22	University of South Dakota	11/9/2016 3:51 PM
23	USD	11/9/2016 3:23 PM
24	USD	11/8/2016 9:38 AM
25	University of Maryland University College	11/8/2016 8:39 AM
26	online tax school	11/7/2016 5:33 PM
27	USD	11/7/2016 4:26 PM
28	University of Houston	11/7/2016 2:37 PM
29	USD	11/7/2016 2:21 PM
30	SDSU	11/7/2016 2:07 PM
31	Northern State University	11/7/2016 2:01 PM

Capital University Center Survey

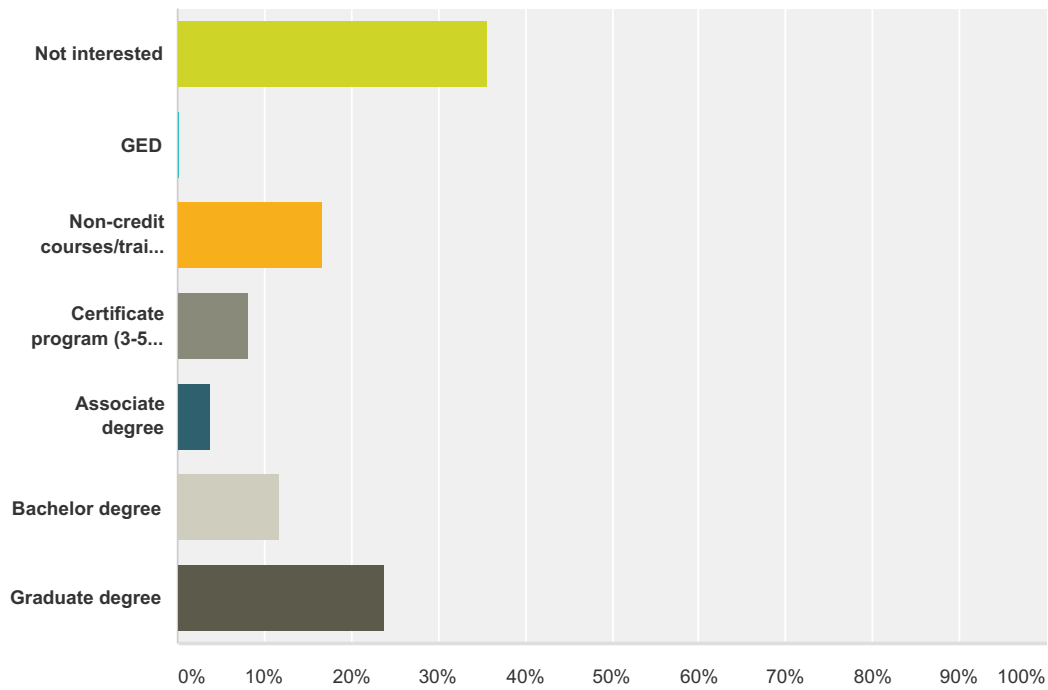
Q6 What courses are you taking?

Answered: 28 Skipped: 741

#	Responses	Date
1	Classes to complete my Teaching & Learning Masters Degree. I am also completing my Administrator Endorsement.	11/22/2016 12:33 PM
2	Anatomy and Physiology, Statistics, and Nutrition.	11/22/2016 8:40 AM
3	I am taking online classes at Fort Hays State University. (I couldn't put this info into the previous screen as there seems to be a glitch in the survey). I am working toward a degree in Business Education - Training and Development	11/22/2016 8:37 AM
4	Courses in Master of Science in Administration	11/22/2016 7:44 AM
5	I will pursue an MBA	11/21/2016 5:11 PM
6	Governor's Leadership Program courses: SPCM 587: Team Building and Group Decision Making BADM 592: Topics in Business Administration: Leadership and Ethics POLS 722: Budgetary and Fiscal Management POLS 724: Organization and Management POLS 592: Special Topics: Leadership Capstone	11/21/2016 4:57 PM
7	I am currently in the Governor's Leadership Program. I am planning on completing a masters- most likely in Public Administration	11/21/2016 4:01 PM
8	Graduate level administration courses. I will have an Organizational Leadership degree when done.	11/21/2016 3:54 PM
9	Masters of Organizational Management/Public Administration	11/21/2016 3:44 PM
10	SPCM 587 - Team Building BADM 592 - Leadership and Ethics Will be taking: POLS 722, POLS 724, POLS 592	11/21/2016 3:44 PM
11	SPCM 587 BADM 592 POLS 722 POLS 724 POLS 592	11/21/2016 3:32 PM
12	M.B.A.; specifically this semester, Managerial Accounting (ACCT 781).	11/21/2016 3:31 PM
13	BADM 592 SPCM 587	11/21/2016 3:23 PM
14	I'm double majoring in Business Management and Accounting. Currently, I'm taking Business Finance, International Management, and Advanced Computer Applications.	11/21/2016 3:19 PM
15	Working towards Bachelor's in Business Administration	11/21/2016 3:18 PM
16	ED 692 Virtual Peer Coaching	11/21/2016 3:17 PM
17	Business Administration	11/21/2016 3:12 PM
18	anatomy	11/21/2016 3:11 PM
19	MSAS 763 SPCM 587 BADM 592	11/21/2016 3:11 PM
20	POLS 592	11/9/2016 3:51 PM
21	Master's Capstone	11/9/2016 3:23 PM
22	Graduate Political Science Courses	11/8/2016 9:38 AM
23	I'm taking web design courses. Currently I'm enrolled in Introduction to interactive Design, Image Editing (not that interested in but is required for degree), and Principles of Web Design I.	11/8/2016 8:39 AM
24	Graduate ADS courses	11/7/2016 4:26 PM
25	Contracts and agreements for oil and gas professionals. Calculating oil and gas interests. Rightly dividing the division of interest. Negotiation skills.	11/7/2016 2:41 PM
26	POLS 592	11/7/2016 2:21 PM
27	Substance Abuse Counseling	11/7/2016 2:07 PM
28	Survey of Business International Management	11/7/2016 2:01 PM

Q7 Please indicate your interest in continuing education opportunities.

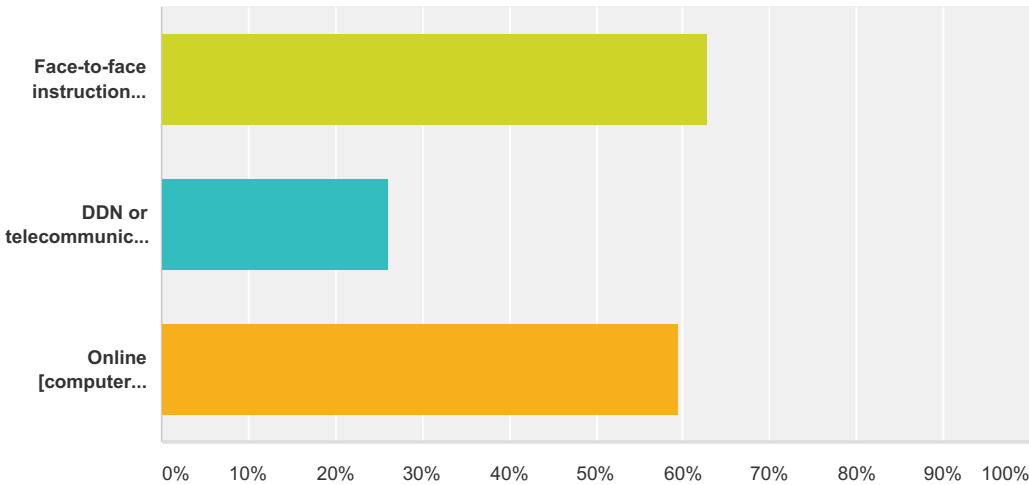
Answered: 753 Skipped: 16



Answer Choices	Responses	
Not interested	35.72%	269
GED	0.13%	1
Non-credit courses/training	16.60%	125
Certificate program (3-5 courses)	8.23%	62
Associate degree	3.85%	29
Bachelor degree	11.69%	88
Graduate degree	23.77%	179
Total		753

Q8 What type of educational program delivery do you prefer?

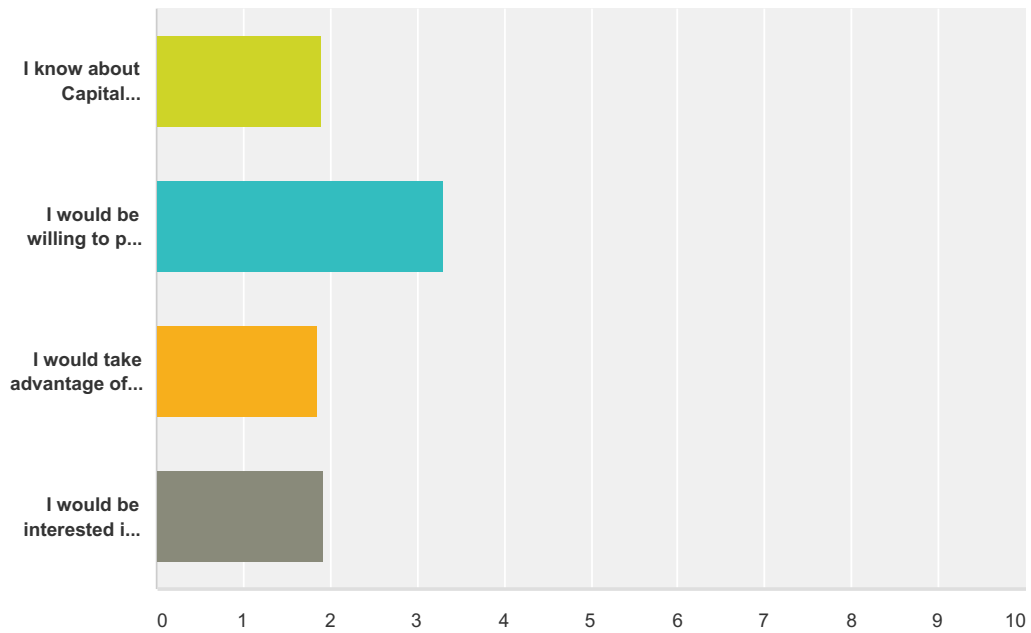
Answered: 462 Skipped: 307



Answer Choices	Responses
Face-to-face instruction (traditional classroom format)	62.77% 290
DDN or telecommunication instruction [format where a course is taught on a campus and students in Pierre join through telecommunication--have interaction with professor and other students through technology]	26.19% 121
Online [computer format where a student takes a course at their time and place]	59.52% 275
Total Respondents: 462	

Q9 Please indicate your level of agreement to each of these statements:

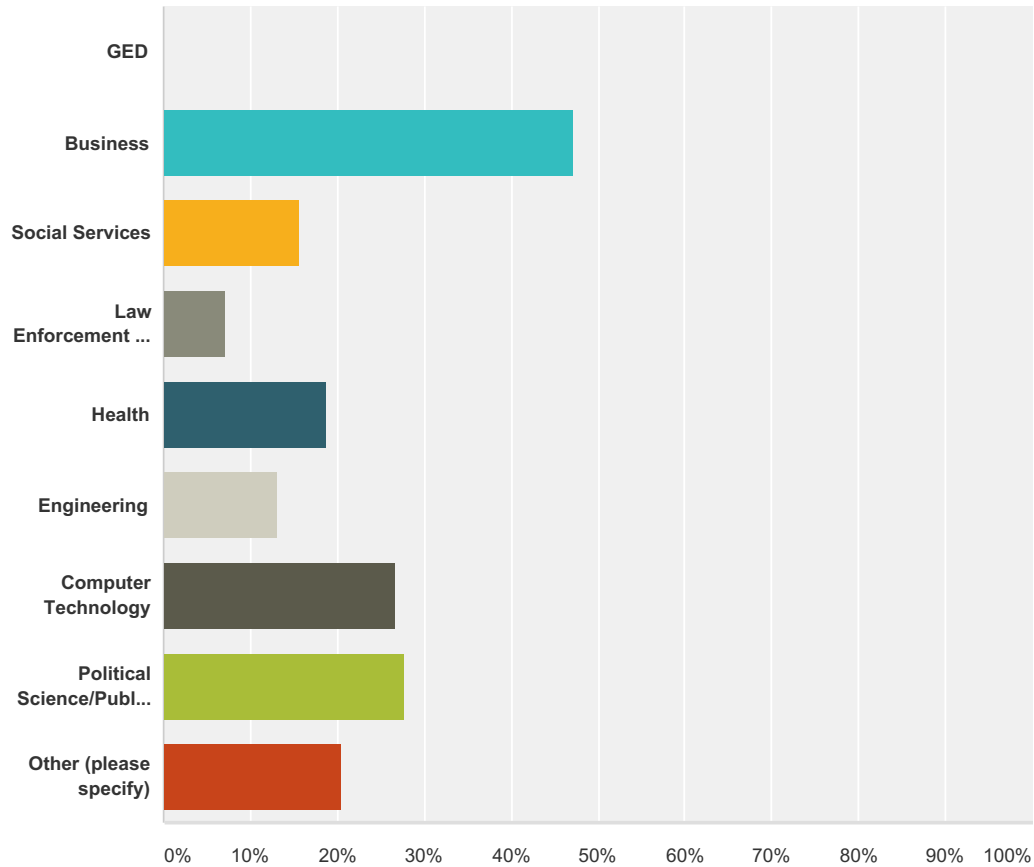
Answered: 468 Skipped: 301



	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree	Total	Weighted Average
I know about Capital University Center.	40.60% 190	41.88% 196	8.97% 42	4.91% 23	3.63% 17	468	1.89
I would be willing to pay \$1,000 for a university class.	3.66% 17	17.85% 83	35.70% 166	30.32% 141	12.47% 58	465	3.30
I would take advantage of the state employee discounted tuition rate of \$216.95 per credit hour rather than the regular rate of \$333.35 per credit hour.	39.48% 184	39.70% 185	17.60% 82	2.36% 11	0.86% 4	466	1.85
I would be interested in an educational credential that allows me to earn college credit for some training programs now available in state government.	36.50% 169	40.60% 188	17.28% 80	4.32% 20	1.30% 6	463	1.93

Q10 In what field of study would you be interested in pursuing an additional educational credential? Please select all that apply.

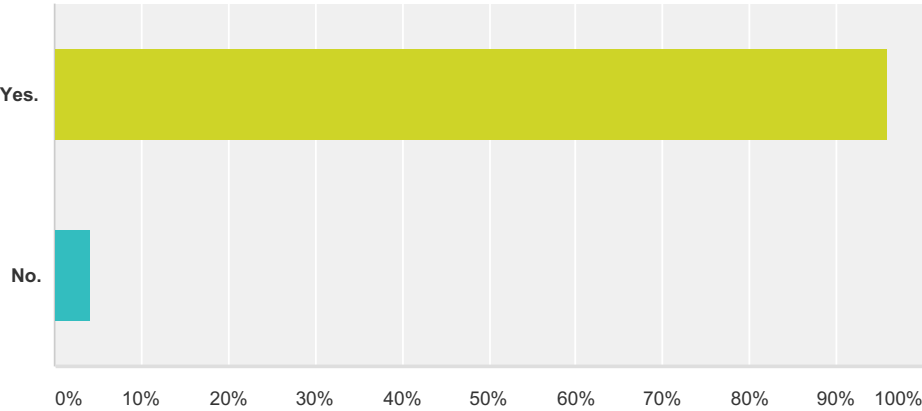
Answered: 447 Skipped: 322



Answer Choices	Responses
GED	0.00% 0
Business	47.20% 211
Social Services	15.66% 70
Law Enforcement & Corrections	7.16% 32
Health	18.79% 84
Engineering	13.20% 59
Computer Technology	26.62% 119
Political Science/Public Administration	27.74% 124
Other (please specify)	20.36% 91
Total Respondents: 447	

Q11 Are you aware of the Capital University Center in Pierre?

Answered: 286 Skipped: 483



Answer Choices	Responses	
Yes.	95.80%	274
No.	4.20%	12
Total		286

Appendix III

Comments of State Employees

Capital University Center Survey

Q12 Please list any other comments you might have:

Answered: 123 Skipped: 646

#	Responses	Date
1	I have completed 8 classroom courses through CUC (SDSU). I have enjoyed them immensely and hope they continue. I am 66 years old, work full-time and schedule the classes when my workload allows.	12/6/2016 3:02 PM
2	Limited reimbursable educational opportunities exist at the Capitol University Center.	11/28/2016 12:34 PM
3	Good idea to do this survey. I think on-line courses can work for many people as it allows the maximum degree of flexibility needed to juggle career, family and education.	11/28/2016 11:29 AM
4	The Pierre/Ft. Pierre area already has "High School Equivalency" test-preparation, official GED® Testing (under Pearson VUE), English Language Acquisition opportunities, and general Adult Education instruction available at The Right Turn. The Right Turn also partners with the Department of Labor and Regulation Local Office [and Vocational Rehabilitation when appropriate] to coordinate Work Readiness and Workplace Literacy services.	11/28/2016 10:22 AM
5	I feel very fortunate to have the educational opportunities CUC provides this close to home.	11/28/2016 9:51 AM
6	My daughter Mekell who is also a state employee would possibly be interested in getting a degree in accounting. I would love to see a full scale university here in Pierre that would bring young people and families into town to help build this community. I would also love to see programs that would help with the cost for those who want to go back to school. Seems like most scholarships are awarded to those getting out of High School, but many of those who want to go back to school can't afford to do so.	11/28/2016 7:36 AM
7	I would like to see management offer career guidance to their current employees.	11/23/2016 4:54 PM
8	I think there should be a survey of how many state workers have a second job to make ends meet.	11/23/2016 12:12 PM
9	After I retire, I would be interested in taking classes that would be useful for do-it-yourself type projects in home repair, home remodeling, car restoration, carpentry, metal working, welding, etc.	11/23/2016 11:10 AM
10	Would love to have an MBA course here!	11/23/2016 9:25 AM
11	I took classes several years ago and highly recommend it to anyone interested in furthering their education.	11/22/2016 10:10 PM
12	It would be nice if CUC had Technical Programs available for those who do not want a 4 yr. Degree and are hands on learners.	11/22/2016 3:12 PM
13	I believe it is good for Pierre and state government that we have the opportunity and the facility in Pierre to pursue this avenue.	11/22/2016 3:01 PM
14	None	11/22/2016 2:39 PM
15	I would recommend that you extend tuition discounts for state employees to include online classes from state universities.	11/22/2016 1:32 PM
16	None at this time.	11/22/2016 12:52 PM
17	I would be interested in any courses related to curriculum and instruction	11/22/2016 12:36 PM
18	I plan on enrolling at CUC to finish my degree. All of these questions are very encouraging!	11/22/2016 11:45 AM
19	I am a certified Legal Assistant. I am interested in continuing legal education classes.	11/22/2016 11:33 AM
20	At this time I'm not interested in additional schooling but might be sometime in the future.	11/22/2016 10:23 AM
21	I am not interested but I am interested in opportunities for my daughters; one in college now (summer school opportunities) and one in high school.	11/22/2016 9:38 AM
22	I have taken a couple of non-credit classes at CUC related to business and investing and really enjoyed the instructors and your facility. Thank you.	11/22/2016 9:20 AM
23	I previously have taken graduate classes and had almost 28 hours toward a Ed. Adm. masters degree before a major life change forced me to withdraw. It would be nice to finish that degree.	11/22/2016 8:52 AM

Capital University Center Survey

24	I chose to pursue a degree with FHSU because of cost and type of degree program available. The state employee discount does not extend to distance learning courses and as such, the cost is too high for me to pursue a degree in SD. The cost per credit hour in SD is \$333 vs. \$207 at FHSU. That is a BIG difference. My degree program of Business Education/Training and Development is a good fit for my employment with the SD Dept. of Labor. I have completed 22 credit hours so far and have been satisfied with the quality of the program. I do believe that if a decent discount was offered to state employees for distance learning at the state universities, more people would sign up to take courses.	11/22/2016 8:52 AM
25	Do you offer assistance in your classes for persons with a disability? I would love to take a computer class but need assistive technology to see the screen. I was grateful my screen reader could work in Survey Monkey for me to participate in this survey. Just a thought.	11/22/2016 8:42 AM
26	The Capital University Center is only beneficial if an employee lives in Pierre. Those of us in remote offices still cannot take advantage of this program.	11/22/2016 8:40 AM
27	I think that Pierre residents should have the option of obtaining at least a Bachelor level education (graduate level would be great) without having to leave the area.	11/22/2016 8:34 AM
28	I'm older person, but would like to return to gain a degree. Be able to help in community.	11/22/2016 8:28 AM
29	I obtained my degree through SDSU - classes were taken through CUC.	11/22/2016 8:24 AM
30	Although I am not interested in any further education I think CUC can be valuable for the community so hopefully it can be used for educational purposes, possible as an education center, maybe for more associate degrees needed in the area.	11/22/2016 8:20 AM
31	I believe CUC could be a great resource for state employees to continue there education.	11/22/2016 8:12 AM
32	With pursuing my master's degree, my only option is to take courses online as I'm located in Pierre. That said, online courses do not qualify for reduced tuition, which is absurd since most staff are not located in cities where reduced tuition courses would be available. Currently, the CUC's course offerings are minimal that may potentially qualify.	11/22/2016 7:48 AM
33	I'm not interested in furthering my education. However, I think that having opportunities available for others is a very good idea.	11/22/2016 7:34 AM
34	Masters in Geotechnical Engineering	11/22/2016 7:17 AM
35	want to work for graduate degree but do not want majority of it to be online. Like face to face or DDN	11/21/2016 9:14 PM
36	Wider variety of adult continuing education courses would be a benefit.	11/21/2016 7:40 PM
37	I'm at a point where I don't necessarily need/want additional general career training, but would be interested in affordable (like, under \$300 total... though probably unrealistic) evening/online classes that would let me use my brain outside of work-specific projects. A previous answer mentioned that my interests would be humanities topics like literature, film, architecture, art, etc. That's what I miss about school that gets ground down in day-to-day work. I did try an EdX class about world architecture a few years ago that was fascinating in terms of the lectures, but the massive discussion chains annoyed me... then I fell out of schedule and didn't finish it.	11/21/2016 7:38 PM
38	I am not interested in paying full tuition on most classes just to get a discount on the few classes available at CUC. If I have to pay full tuition and do most of my degree online anyway, I am not going to limit myself to in-state schools. If I could do everything in person, I'd be happy to pay full price or more. Side note: I think it would be great for Pierre if we had a tech school or if people could get an associates in person.	11/21/2016 5:17 PM
39	Advanced statistical analysis and computer programming courses would be beneficial to state employees. Much of our work is with data.	11/21/2016 4:59 PM
40	I would be very interested in master program classes online through CUC, and even better if possible to receive state tuition reduction. I would consider, if CUC offered master level classes in person at night.	11/21/2016 4:54 PM
41	It would be nice if CUC had the ability for testing rather than having to go to Sx Falls or Rapid.	11/21/2016 4:44 PM
42	Bring more Master degree in Business, Finance and or Counseling Services would be beneficial. State discount rate should be for online and non-online courses due to we don't have very many degrees to choose in campus.	11/21/2016 4:39 PM
43	for your selections under "your interest in continuing education opportunities", I wish you would allow more than one selection.	11/21/2016 4:28 PM
44	I will not be taking any classes from CUC but that doesn't mean I wouldn't in the future. Just no interest at this time.	11/21/2016 4:24 PM
45	The tuition rate is way to expensive for a state employee. It seems the rate could be lowered to attract more students and net as much or more revenue.	11/21/2016 4:21 PM
46	I would LOVE LOVE to be able to take some classes	11/21/2016 4:08 PM

Capital University Center Survey

47	I would be interested in taking classes just to learn about interesting subject matter. I am close to retirement so do not anticipate taking additional classes to advance my career. But I would like to take classes on interesting subjects.	11/21/2016 4:02 PM
48	I took Statistics @ CUC yrs. ago by DDN (Northern Univ. instructor) & it was awful. Quit pursuing graduate classes due to that experience.	11/21/2016 3:58 PM
49	I wish the current SDCL3-20 would provide the option for on-line degrees. Living in Pierre, it is not possible for me to attend on campus.	11/21/2016 3:56 PM
50	I'm past the college credit stage, but am interested in the specific trades, such as used to be offered through the high school; just for self-advancement, not for job advancement.	11/21/2016 3:48 PM
51	I have taken some graduate level classes previously but have not completed a graduate degree due to lack of instate options for distance education in my preferred major and expense of taking classes from institutions out of state.	11/21/2016 3:47 PM
52	It would be nice to have a place that single parents can take their kids too during class or study time.	11/21/2016 3:46 PM
53	I would really like to see more classes be available through CUC to continue education.	11/21/2016 3:38 PM
54	I've had no personal dealings with CUC but have heard positive comments from others involved. I am retiring in about six months so my future involvement with CUC would most likely be null.	11/21/2016 3:35 PM
55	I use the CUC to take proctored tests for my Univ. of South Dakota degree program. Freda is a very nice person and my use of the CUC makes my education more convenient.	11/21/2016 3:33 PM
56	Nothing to add	11/21/2016 3:30 PM
57	I'd also be interested in a certificate program in the areas of engineering or environmental science.	11/21/2016 3:30 PM
58	It would be nice if they EMT classes.	11/21/2016 3:27 PM
59	Online classes should be eligible for the employee discount as that would open up the door to a lot more opportunities for state employees.	11/21/2016 3:27 PM
60	The availability of training for government finance is very poor in our region. It is disappointing the regents, among all it's universities, cannot offer a degree in public finance.	11/21/2016 3:26 PM
61	Given the high number of state employees in Pierre, it would be fantastic for Pierre residents to be able to complete an MPA by taking the two required in-person courses at CUC. Currently, because of the in-person requirement, an MPA is unrealistic for most state government employees. Yet ironically, this would likely be one of the most popular graduate degree programs for state employees.	11/21/2016 3:26 PM
62	Being a full time employee it is difficult to take face to face classes at the CUC. It would be beneficial to still be eligible for the state employee credit even if taking the distance learning classes as not all classes are taught at the CUC.	11/21/2016 3:26 PM
63	I was just a few courses away from having my associates degree and would have liked to have finished but cannot continue financially. Thank you.	11/21/2016 3:24 PM
64	I would like to see vocational training courses available to fill the needs of employers in the area	11/21/2016 3:24 PM
65	It is an asset to have CUC located in Pierre. It is a convenience for the people that want to enhance their education.	11/21/2016 3:20 PM
66	The Center is nice to have in Pierre because all other secondary schools are in 3 corners of the state and some people who would like to pursue a higher education. Or, if I wanted to pursue other opportunities or my family would like to.	11/21/2016 3:19 PM
67	Need more tech school type of classes, such as welding, engine repair, etc.	11/21/2016 3:18 PM
68	I would possibly be interested in completing an civil engineering degree if I could do it through CUC. At this point in my life I cannot relocate to Brookings or Rapid City to complete it. I currently have an Associates degree in engineering/architectural drafting from Lake Area Tech. I am not sure what format would work best for me as far as educational program delivery but I would be flexible. Its been 12+ years since I've been in school so I would have a bit of a learning curve no matter how the program is delivered.	11/21/2016 3:18 PM
69	Would be interesting if Eagle Creek or other private-sector computer professionals were teaching courses.	11/21/2016 3:17 PM
70	I have attended a few classes thorough the capital university and really enjoyed those classes.	11/21/2016 3:16 PM
71	I think Capital University Center should work with the State to offer training that supervisors need such as grant writing and budgeting; also how to be a good supervisor would be great - not just the motivational speaker type class; something that leadership would take seriously and send people to to help them be a better leader/mentor/coach/manager....that is my personal opinion	11/21/2016 3:15 PM

Capital University Center Survey

72	I am currently participating in the Governor's Leadership Development Program and am taking the additional courses to obtain my MSA. I've looked but am unable to take any of the courses at the Pierre University Center. I don't think it is very helpful to have the discounted rate for State Employees but have so few classes and option at the Pierre University Center. I wish more relevant classes were offered there or the discounted rate was applicable to online courses as well. With such a majority of State Employees living in Pierre, it would seem beneficial to be more accommodating to them furthering their education. Right now, the discount doesn't apply for most State Employees.	11/21/2016 3:15 PM
73	Please add more online classes for accounting degrees	11/21/2016 3:14 PM
74	Thank you for doing this survey! I think there are quite a few individuals in this town who would look to continue their education in their free time if readily accessible.	11/21/2016 3:13 PM
75	NA	11/21/2016 3:12 PM
76	Other than some business or public administration/policy courses, I do not believe there is any real need to expand the CUC. Pierre/Ft. Pierre has about 16,000 people, that's it. Focus on putting resources in Sioux Falls and Rapid City where almost half of the state's population lives.	11/21/2016 3:12 PM
77	I took 3 years of nursing classes and tried to transfer them to CUC. Laura was less than helpful in communicating the fact that most of my credits would not transfer. I enrolled and took 2 years of classes assuming I would be done soon. I have nothing good to say about CUC except my Algebra teacher was really good.	11/21/2016 3:12 PM
78	Great opportunity for employees and non-traditional students in the local area.	11/21/2016 3:11 PM
79	My son has taken several undergraduate level classes with CUC. We appreciate that it is available to him. I would encourage expanding.	11/21/2016 3:11 PM
80	I would appreciate online credits being eligible for the state employee's tuition rate.	11/21/2016 3:11 PM
81	I enjoyed participating in non-credit photography classes in the past. I'd like to see more opportunities for enrichment classes in the future.	11/21/2016 3:11 PM
82	school is expensive for a single mother(for anyone, really) and that is why i have not gone back for my 4 year	11/21/2016 3:11 PM
83	I'm glad to have CUC in Pierre. I think it provides excellent opportunities for state employees and others in the community to further their education and their occupational opportunities. Thank you!	11/16/2016 11:38 AM
84	Question 4 doesn't work properly. Also, having either a 2-yr or 4-yr college in town would be the best thing Pierre could do to improve the overall economy (increased workers for open positions, more competitive markets driving down prices for things such as houses, better long-term growth bringing more businesses (such as possibly justifying an event center, especially if it is the second largest in the state)).	11/15/2016 3:13 PM
85	Very very interested in continuing education, just not excited about online classes.	11/10/2016 8:15 AM
86	Strongly consider offering in-person courses satisfying a Master of Public Administration program in Pierre, state employees in many agencies can apply that education to their work.	11/9/2016 3:53 PM
87	While I was younger, I would have been interested in furthering my education. It would be nice if state employees could get a 50% reduction in tuition cost.	11/9/2016 7:57 AM
88	I am interested in credentials and non-credit opportunities as well, but the selector was not working.	11/8/2016 9:39 AM
89	For question 4 and 5 if I select "Distance Education with another university" and click Next it increases the numbers for those questions instead of moving to the next question. Also question 7 says "click all that apply" but I was only able to select one. Probably not the comments you were looking for but I thought you should know.	11/8/2016 8:47 AM
90	I think CUC is a great asset to the Pierre community & it is nice to know that it is available for us to utilize if we need to.	11/8/2016 8:12 AM
91	I am currently in the process of seeking information from other universities re. graduate programs. If CUC offered face to face training (or some variety so that I could get the discounted state employee rate) that would be wonderful. I would prefer to take it through CUC rather than an outside program!	11/8/2016 7:53 AM
92	I would like to see CUC offer more classes.	11/8/2016 5:46 AM
93	I teach for them when they have enough students to fill a class. Which has been about 2 years. I think if you want to continue with this type of class, you need to allow students from the other campuses to attend the classes held here in Pierre, via DDN or Skype, so the classes can fill.	11/7/2016 9:35 PM
94	CUC is important to this area and its people. We need CUC to help move this area forward.	11/7/2016 7:59 PM
95	I've seen you only offer a non-credit course for Spanish at this time, which is fine but it looks like there's only one level. I'd like to see like an intermediate or advanced level so I could take it. Or some courses for other languages would be great too ☺	11/7/2016 5:45 PM

Capital University Center Survey

96	I would appreciate more adult education class options	11/7/2016 4:25 PM
97	I have already taken college classes and earned credits. Would be more interested in how to finish up degree online.	11/7/2016 3:56 PM
98	I recently attended a non-credit class on history and music that was very interesting. Also, I believe there could be an opportunity for CUC to partner with area non-profits to help train direct support professional staff.	11/7/2016 3:50 PM
99	Received my MSAS from USD.	11/7/2016 3:27 PM
100	I've been wanting to go back to school so more information would be amazing!	11/7/2016 3:19 PM
101	I wish the was more classes in the area I want to study at the capital university center	11/7/2016 3:05 PM
102	Years ago I was really hoping I could have gotten my Bachelor of Education at CUC, but now I'm too old to go back to school!	11/7/2016 2:54 PM
103	On site instructor led classes are good too, but the survey for only allowed one choice so I picked online classes.	11/7/2016 2:47 PM
104	I would like to get additional training towards building skills and giving myself multiple qualities that employers are looking for.	11/7/2016 2:45 PM
105	I'd really like to start working towards a master's degree, but I'm disappointed that I can't take advantage of the reduced tuition rate for state employees.	11/7/2016 2:43 PM
106	I am disappointed that cuc offers minimal classes face to face. If I could get my masters through cuc I would love to. Cuc offers no high level courses!	11/7/2016 2:36 PM
107	doing a cost/benefit analysis - the cost of education (particularly grad level) is no longer an investment in a better paying job that will eventually pay off school loans.	11/7/2016 2:36 PM
108	I've long wondered how there can be no educational opportunities in the area of public administration or public policy in Pierre. Because the tuition reduction for state employees does not include online courses, there is essentially no assistance to further the education of these professionals.	11/7/2016 2:34 PM
109	I would really like to participate in a small group learning experience. USF offers a MBA program that is cohort based, in person, and for professionals. If would be helpful is something like this would be offered in town rather than having to drive to RC or SF for this. We could do online if we wanted to and do not need CUC to offer this to us.	11/7/2016 2:26 PM
110	Offer more degrees. ALSO Pierre needs a TECHNICAL SCHOOL to support Central South Dakota.	11/7/2016 2:25 PM
111	Reduced tuition for online makes it far more attractive. And transferable credits between masters programs needs improvement.	11/7/2016 2:23 PM
112	Tuition reduction assistance should be available for students at CUC, not just regular universities. I have directed State Employee staff to CUC, but there is no break on tuition. That bites.	11/7/2016 2:20 PM
113	I think it would be great to have some Spanish classes available in Pierre.	11/7/2016 2:18 PM
114	There seems to be a flaw in the survey. Multiple options are unable to be selected on #4, "Please indicate your interest in continuing education opportunities." I have tried both IE and Chrome browsers.	11/7/2016 2:17 PM
115	Some day I may want to get an associates degree so that I have that finished I know right now I only have a diploma. I don't even know if my classes would count.	11/7/2016 2:12 PM
116	It would be very helpful if all state employees could get the discount - example those of us doing internet classes don't qualify for the discount.	11/7/2016 2:09 PM
117	I do not think I would pursue a masters degree any time in the very near future but I would definitely consider it if I had options to do it here.	11/7/2016 2:09 PM
118	A few years ago USD tried to offer an Executive Masters of Public Administration at CUC. I had just completed a graduate degree, so I was only mildly interested, but I would more strongly consider that program now.	11/7/2016 2:08 PM
119	I think the need in a rural setting is greater each & every day for some professions. If some programs such as nursing, dental care, law enforcement/security based programs could be linked into Correctional Health or Corrections it would provide a wide range of experience to the students, expose them to a growing field & possibly assist them in finding employment upon graduation or even while they are working towards their degree.	11/7/2016 2:08 PM
120	I am pretty close to totally retiring and enjoying life and it is not that I don't want to attend college, I just don't think I need to.	11/7/2016 2:07 PM
121	I know several who have furthered their education at CUC, what a great opportunity for our area.	11/7/2016 2:06 PM
122	I just finished an MPA and would have loved to complete some of those classes at the CUC	11/7/2016 2:04 PM

Capital University Center Survey

123	Although I have no interest in pursuing additional educational opportunities at this time, I would like to see options offered in Pierre that others could take advantage of. In the future, I may consider non-credit classes.	11/7/2016 2:03 PM
-----	---	-------------------

Appendix IV

City of Pierre/Fort Pierre Workforce Development Council Report

City of Pierre Workforce Development Council Report

January 2017



Table of Contents

Introduction	3
Recommendation Overview	5
Education Committee Overview	6
Housing Committee Overview	7
Recruitment Committee Overview	8
Education Committee Report	9
Housing Committee Report	19
Recruitment Committee Report	32
Research	39



Introduction

“As a community, a state, and a local government, we have been talking about workforce shortage for a while. It’s time to take some action.”

Mayor Laurie Gill

In August 2015, Pierre Mayor Laurie Gill established a local workforce development council to combat local workforce shortage concerns.

Since then, the workforce development council has worked together to define the current labor shortage, identify workforce barriers, explore opportunities and ultimately suggest solutions.

Council membership includes a cross-section of about 30 government, tribal, quasi-government and private industry stakeholders.

This council was developed in partnership with Fort Pierre Mayor Gloria Hanson and the City of Fort Pierre.



Council Organization

The council met every two months from August 2015 through October 2016. The meetings were facilitated by Kimberly J. Olson.

The council has three committees –Education, Housing, and Recruitment. These committee were formed as a result of perceived workforce barrier discussions identified by the full council. Each committee was tasked with validating the perceived barriers, exploring best practices and recommending solutions.

Each group was led by a chairperson and co-chairperson.



Recommended Solutions

In the following pages you'll find a variety of solutions recommended by each of the Workforce Development Council's committees. The solutions represent the best, most feasible, most actionable, or most immediate recommendations curated by the committees.

It is not a comprehensive list of every solution considered, reviewed, or otherwise investigated by the Workforce Development Council.



Education Committee

Barriers

There is limited local post-secondary programming / limited demand for post-secondary programming.

Recommendations

- Identify and pursue a post-secondary educational program that is unique, not offered in the region, is in demand and could serve as an educational magnet because of its unique qualities.
- Expand local career and technical education opportunities in the Pierre/Fort Pierre area with the hope of retaining high school graduates who might otherwise leave Pierre to pursue those educational opportunities.

1315

There's a lack of communication between employers, potential employees and schools. Stakeholders aren't aware of the opportunities that exist locally.

- Build an online clearinghouse of local educational opportunities.

A large segment of the Pierre area workforce does not possess the necessary soft skills (work ethic, personal presentation, and attitude) to be successful.

- Partner with employers to develop ongoing programming to help current and emerging workforce and job seekers enhance their soft skills.
- Partner with businesses to develop ongoing programming to help employers develop a toolbox for employee motivation, retention, and mentoring.



Housing Committee

Barriers

Recommendations

Infrastructure, materials and labor costs are too high to meet the market needs.

- Solicit Multi-Unit developments
- Redevelopment/Infill
- City ordinance review
- Discretionary Tax Formula

Government, public and existing-development owner support for new housing incentives is very low

- Housing Web Page
- Expand use of Governor's House program

Local housing organizations whose mission is housing are minimal compared to other communities.

- Create Non profit or evaluate Habitat for Humanity as a fiscal agent/partner
- Create workforce housing coordinator position
- Engage existing resources – GROW, HAPI, Habitat for Humanity



Recruitment Committee

Barriers

Recommendations

Many of the jobs Pierre / Fort Pierre employers are struggling to fill are low-wage positions

- Complete wage study to determine if wages and benefits in the Pierre / Fort Pierre communities are competitive with compensation offered in other communities.

1317 There is a shortage of affordable quality child care providers in Pierre and Fort Pierre.

- Research communities that have implemented successful day care programs.
- Identify available state and federal resources.

There is a shortage of available workers in the Pierre / Fort Pierre Area.

- Work with area partners to create a comprehensive community marketing plan to target potential employees.



Education Committee

Chairperson: Mary Gates, The Right Turn, Inc.

Co-Chair: Brooke Bohnenkamp, City of Pierre

Mark Anderson, South Dakota Department of Labor

Dr. Kelly Glodt, Pierre Public Schools

Dan Martin, Stanley County Public Schools

Ross Petersen, Petersen Motors

Dr. Joel Price, Stanley County Public Schools

Chris Rounds, Fischer Rounds and Associates

Janelle Toman, Capital University Center, South Dakota Board of Regents



Education Committee

Barriers & Validation

Opportunity

35% of students surveyed say they would stay in Pierre to continue their education if their desired post-secondary education program was offered locally

Barrier 1

There is limited local post-secondary programming / limited demand for post-secondary programming.

Validated

- Inventory of local post-secondary enrollment data shows low numbers.
- Inventory of local students graduating without post-graduate plans shows low numbers.
- Tertiary market does not include enough population to significantly impact demand

Methodology

To validate this barrier, the education committee collected enrollment numbers from local post secondary programs and high-school skilled training programs. The group also surveyed local high students to identify post-secondary education plans of upcoming graduates and took a look at surrounding communities to identify potential student pool.

Collectively, this data showed there isn't enough demand to support additional traditional post-secondary education programming. Low local post-secondary enrollment numbers combined with the post-secondary plans of high school students show Pierre isn't serving as a regional education magnet.



Education Committee

Recommended Solution

Unique Programming

Identify and pursue a post-secondary educational program that is unique, not offered in the region, is in demand and could serve as an educational magnet because of its unique qualities.

Barrier 1

There isn't enough demand to support additional local post-secondary programming;
There isn't enough local post-secondary programming to serve as student magnet.

Recommendation 1

Identify and pursue one or more post-secondary education programs that are unique, not offered in the region, in demand, and could serve as an educational magnet.

Next Steps

- Establish stakeholder workgroup to identify and investigate unique programming, determine feasibility, and identify funding.
 - Potential magnet programs for consideration: YouthBuild, Underground Lineman, Plumbing, Underwater Mechanics, Aviation, Water / Wastewater Management.
- Action steps:
 - Identify workgroup members/ leadership
 - Investigate unique programming
 - Determine feasibility
 - Develop funding plan



Education Committee

Recommended Solution

Expand Local Tech Ed

Expand local career and technical education opportunities in the Pierre/Fort Pierre area to retain students who might otherwise leave for additional technical training.

Barrier 1

There is limited local post-secondary programming / limited demand for post-secondary programming.

Recommendation 2:

Expand local career and technical education opportunities in the Pierre/Fort Pierre area to retain students who might otherwise leave for additional technical training.

- The committee recommends the Cities of Pierre and Fort Pierre encourage and support school district efforts to enhance local technical education. (i.e. Revisit Stanley County's grant application for offering satellite technical school programming on Fridays.)

Next Steps

Establish stakeholder workgroup to identify funding opportunities to support technical education training expansion plans already developed by the local school districts.

Action Steps:

- Identify workgroup members / leadership
- Review already developed plans
- Identify additional funding sources / adjust grant proposals to be more competitive



Education Committee

Barriers & Validation

Opportunity

Prior to the survey, a concerted marketing effort was active relative to the Nursing and CNA programs. Marketing works!

Barrier 2

There is a lack of communication between employers, potential employees and schools. Stakeholders aren't aware of the opportunities that exist locally.

Validated

- The stakeholder survey shows that with the exception of Nursing and Certified Nursing Assistant programs, between 35% - 50% of respondents weren't aware of various local post-secondary programs.

Methodology

To validate this barrier, the committee issued a survey to employers, educators, students, and job seekers and asked their degree of awareness of a cross-section of locally offered post-secondary education programming.

Two hundred people responded.



Education Committee

Recommended Solution

Education Clearinghouse

Develop website that serves as a clearinghouse of local educational opportunities.

Barrier 2

There's a lack of communication between employers, potential employees and schools. Stakeholders aren't aware of the opportunities that exist locally.

Recommendation 1:

Develop website that serves as a clearinghouse of local educational opportunities.

Next Steps

The City of Pierre, The Right Turn, and Capital University Center have agreed to work together to create, promote and maintain the website.

Action Steps:

- City of Pierre establishes website
- City of Pierre appoints committee to develop policies for what programming is allowed on website, provide general oversight
- The Right Turn, Capital University Center, and the City of Pierre enter into an agreement regarding self-population of the website.
- City of Pierre develops an earned media campaign to launch the website.



Education Committee

Barriers & Validation

Opportunity

51% of employers surveyed said they would be willing to pay for an employee to receive soft skill training.

Barrier 3

A substantial segment of the Pierre / Fort Pierre area workforce lacks the necessary soft skills to be successful in the workforce.

Validated

The stakeholder survey shows :

- 56% of respondents reported having employees who don't possess the necessary soft skills to be successful.
- Nearly 60% of employers reported not hiring a qualified person because the person lacked appropriate soft skills.
- 58% of respondents reported not filling a position because they couldn't find a person who possessed the necessary soft skills.

Methodology

To validate this barrier, the committee issued a survey to employers, educators, students, and job seekers and asked a series of questions about soft-skills as they related to current employees and job seekers.

Seventy eight employers responded to the survey.



Education Committee

Recommended Solution

Employee Soft Skill Training

Partner with employers to develop ongoing programming to help current workforce and job seekers enhance their soft skills.

Barrier 3

A substantial segment of the Pierre / Fort Pierre area workforce does not possess the necessary soft skills (work ethic, personal presentation, and attitude) to be successful in the workforce.

Recommendation 1:

Partner with employers to develop ongoing programming to help current workforce and job seekers enhance their soft skills.

Next Steps

The South Dakota Department of Labor and Regulation (SDDLRL) has identified a soft skill curriculum and, in 2017, will select community partners to offer the programming.

Action Steps:

- Develop touchpoints between stakeholder groups and community partners to identify processes for referring employers, employees, and job seekers to the program.



Education Committee

Recommended Solution

Employer Training

Partner with businesses to develop ongoing programming to help employers develop a toolbox for employee motivation, retention, and mentoring.

Barrier 3

A substantial segment of the Pierre / Fort Pierre area workforce does not possess the necessary soft skills to be successful in the workforce.

Recommendation 2:

Partner with businesses to develop ongoing programming to help employers develop a toolbox for employee motivation, retention, and mentoring.

Next Steps

The South Dakota Bureau of Human Resources (SD BHR), Capital University Center (CUC), the local chapter of the Society for Human Resource Managers (SHRM) have agreed to work together to develop and provide employer training.

Action Steps:

- Identify person / organization to provide general coordination and program promotion.
- BHR is willing to provide curriculum and instructors.
- CUC is willing to provide the physical space for the training and handle administrative tasks like registration and fee collection. SHRM has agreed to select criteria and recommend class schedule.



Education Committee

Research & Data

Barrier 1 Validation

- Capital University Center Enrollment Data
- Stanley County High School Skilled Training Enrollment Data
- Stanley County High School: Post HS Career Track plans
- Pierre Riggs High School Skilled Training Enrollment Data
- Pierre Riggs High School: Post HS Career Track plans
- The Right Turn Enrollment Data
- Allied Health Consortium Enrollment Data

Barrier 2 Validation

- Stakeholder Survey

Barrier 3 Validation

- Stakeholder Survey
- South Dakota Department of Education Employer Survey



Housing Committee Membership

Chairperson: Glennis Zarecky, Midwest Construction & Development

Co-Chair: Jim Protexter, Pierre Economic Development Corp.

Tim Ahartz, Bankwest

Dave Bonde, Fort Pierre Development Corp.

Olivia Conrad, BankWest

Shad Ludemann, First National Banks

Leon Schochenmaier, City of Pierre

Christine Sorensen, USDA



Housing Committee

Barriers & Validation

Opportunity

Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

Validated

- Topography and soils contribute to higher infrastructure costs.
- Concrete is much more costly in this area, while other materials are similar.
- Labor costs do not appear to be significantly higher, however trades costs appear higher.

Methodology

To validate this barrier, the committee compared like housing samples in like communities (Huron, Yankton), compiled government design requirements of similar communities, compared construction materials and labor costs in other communities, determined housing inventory through MLS and realtors, compared house sales with County Equalization, and talked with general contractors at a housing forum in Fort Pierre.



Housing Committee Recommended Solutions

Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

Recommendation1:

- Solicit Multi-Unit developments

Next Steps:

Work with local and regional developers, Pierre Economic Development Corp., Fort Pierre Development Corp. Realtors and local governments to solicit developments.

Action Steps:

- Develop market analysis to properly position the communities inquiries relative to multi-unit development.
- Identify available development incentives
- Include development incentive on housing landing page (Barrier 2: Solution 1).



Housing Committee Recommended Solutions

Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

Recommendation 2:

Redevelopment / Infill

Next Steps:

Establish a three-member committee or workforce housing coordinator to identify and purchase blighted properties, and help property owners rehab blighted properties.

Action Steps:

- Establish committee to serve the “higher good”.
 - Recommended committee members: two Pierre residents, one Fort Pierre resident.
- Assemble database of blighted property that is prime for redevelopment.
- Identify and utilize various funding sources to purchase blighted property.
- Provided blighted property owners with information about rehab Assistance (Central Enhancement District, etc.)
- Consider including resource information in utility mailing



Housing Committee Recommended Solutions

Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

Recommendation 3:

City Ordinance Review

Next Steps:

Request City Planning Offices in the Cities of Pierre and Fort Pierre complete an ordinance review to identify potential cost savings to owners and developers. The Housing Committee recommends the review give specific attention to the following:

- Reduction of building set-backs and lot sizes (analyze and recommend changes to commissions as appropriate)
- Mini home development
- Fort Pierre TIF policy review regarding residential development
- Amendments to Section 8 of the Pierre TIF policy to provide exceptions for affordable housing developments
- Allowances for clearing/grading of entire developments –not just areas for public improvements
- Inclusion of real property assembly costs
- Reduction in application fees for affordable housing



Housing Committee Recommended Solutions

Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

Recommendation 4:

Discretionary Tax Formula

Next Steps:

Appeal to Hughes and Stanley Counties to consider adoption of a formal policy providing for a graduated tax formula for workforce housing developments; include single-family housing projects.

Appeal to Hughes and Stanley Counties of the Cities of Pierre and Fort Pierre to consider a discretionary formula for improvements made to multi-family or residential properties that require significant improvements.



Housing Committee

Barriers & Validation

Opportunity

Barrier 2

Government, public and existing-development owner support for new housing incentives is limited.

Validated

- A housing partnership developed with GROW SD has identified best practices to solicit community support for housing initiatives.
- TIF policies in neither Pierre nor Fort Pierre are designed to encourage housing development
- Housing is commonly perceived as having a net cost to the community as opposed to creating net benefit
- A comprehensive housing analysis performed in December 2012 by an independent consultant identifies programs that are not currently supported by the communities of Pierre and Fort Pierre

Methodology

To validate this barrier, the committee researched the use of “special assessment districts” in North Dakota and Minnesota, attended two town hall meetings, interviewed city officials and compared local policies with other communities.



Housing Committee Recommended Solutions

Barrier 2

Government, public and existing-development owner support for new housing incentives is limited.

Recommendation 1:

Establish a Housing Web Page

Next Steps:

Identify appropriate partner organizations to establish and host website. Consider mirroring the Yankton Progressive Growth housing website model. The Housing Committee recommends the Cities of Pierre and Fort Pierre share the website as a resource for education and awareness regarding the need for workforce housing.



Housing Committee Recommended Solutions

Barrier 2

Government, public and existing-development owner support for new housing incentives is limited.

Recommendation 2:

Expand the use of the Governor's House program.

Next Steps:

Identify partner agency (Habitat for Humanity, economic development corp., housing coordinator) to manage program. Identify funding source for initial investments. Locate and purchase affordable lots for Governor's Houses.

Consider:

- Working with SD Central Enhancement District to promote program/ identify eligible buyers.
- Create a non-profit or utilize an existing one to serve as the developer.



Housing Committee

Barriers & Validation

Barrier 3

Local housing organizations with a housing development mission are limited when compared to other like-sized communities.

Validated

The Pierre Housing Authority performs its mission well and has no capacity to expand beyond its current program of managing subsidized housing units.

Methodology

To validate this barrier, housing committee members interviewed the Pierre Housing Authority and organized presentations from GROW SD that detailed housing partnership best practices in several communities around the state. We also met with the local Habitat for Humanity board, as well as the state Executive Board.



Housing Committee Recommended Solutions

Barrier 3

Local housing organizations with a housing development mission are limited when compared to other like-sized communities.

Recommendation 1:

Create non-profit housing development organization.

Next Steps:

Determine if new non-profit needs to be established or if Habitat for Humanity, the Pierre Housing Authority or other established non-profit entity could serve as the fiscal partner.

Establish 501c3 and identify funding sources.



Housing Committee Recommended Solutions

Barrier 3

Local housing organizations with a housing development mission are limited when compared to other like-sized communities.

Recommendation 2:

Create workforce housing coordinator position.

Next Steps:

The Housing Committee recommends the Cities of Pierre and Fort Pierre work together with their development corporations and the Chamber of Commerce to establish a housing coordinator. The Committee recommends the position be a full-time position for a minimum of four years and has identified a Habitat for Humanity "Capacity Building" grant as a potential funding source.

Action Steps

- Define position and management organization
- Apply for funding from the SD GOED Partnership Program, SD Community Foundation, and Habitat for Humanity "Capacity Building" grant.
- Secure matching funds.



Housing Committee Recommended Solutions

Barrier 3

Local housing organizations with a housing development mission are limited when compared to other like-sized communities.

Recommendation 3:

Utilize housing coordinator to engage existing resources.

Next Steps:

Utilize the programs and best practices established and utilized by resources throughout South Dakota including:

- Central South Dakota Enhancement District
- GROW SD
- Homes Are Possible Inc.
- Yankton Area Progressive Growth



Recruitment Committee Membership

Chairperson: Ron Baumgart, River Cities Transit
Laura Schoen-Carbonneau: Pierre Area Chamber of Commerce
Natalie Bergquist, Lower Brule Community College
Brandi Hoerner, Walmart
Ann Hoyer, Oahe, Inc.
Susan Isaacson, State of South Dakota, Bureau of Human Resources
Arlen Lee, Cheyenne River Sioux Tribe Oyate Connections
Paul Marso, Avera St. Mary's
Rebecca Mickelson, Clubhouse Inn and Suites
David Reiss, State of South Dakota, Office of Tribal Government Relations
Roxanne Sazue, Crow Creek Sioux Tribe



Recruitment Committee

Barriers & Validation

Barrier 1

Many of the jobs Pierre / Fort Pierre employers are struggling to fill are low-wage positions.

Validated

- A review of jobs listed with the South Dakota Department of Labor and Regulation shows many of the local job openings are entry-level or low-skill positions.

Methodology

To validate this barrier, the committee reviewed jobs posted with the South Dakota Department of Labor and Regulation and those advertised in the Capital Journal.



Recruitment Committee Recommended Solutions

Barrier 1

Many of the jobs Pierre / Fort Pierre employers are struggling to fill are low-wage positions.

Recommendation1:

Complete wage study to determine if wages and benefits in the Pierre / Fort Pierre communities are competitive with compensation offered in other communities.

Next Steps:

Work with Pierre Area Chamber of Commerce to develop, complete and analyze wage study.

Action Steps:

- Complete and analyze wage study.
- Educate employers on wage information.
 - Utilize wage study
 - Invite Dept. of Labor and Regulation staff to present wage, earning and income information at quarterly meetings
 - Dedicate space in chamber newsletter to information Regarding wage and income data.
- Work with local school counselors to show earning potential for for high-need career paths.



Recruitment Committee

Barriers & Validation

Barrier 2

There is a shortage of affordable quality child care providers in Pierre and Fort Pierre.

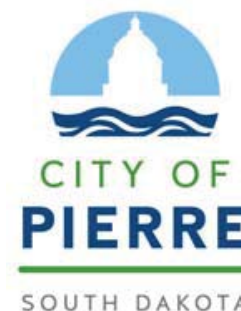
Validated

- A major childcare center in the Pierre area closed in 2016.
 - The center provided care to more than 40 children.
 - According to center personnel, families were struggling to find suitable alternative child care options.
- Representatives from Lower Brule and Crow Creek reservations indicated reliable quality daycare was a major employment hurdle for their community members who had small children.
- The Division of Child Care Services indicated finding quality child care is an ongoing challenge throughout the state.

Methodology

To validate this barrier, council members

- Interviewed personnel from the child care center that closed.
- Interviewed representatives from both Lower Brule and Crow Creek reservations.
- Talked with the South Dakota Department of Social Services Division of Child Care Services.



Recruitment Committee Recommended Solutions

Barrier 2

There is a shortage of affordable quality child care providers in Pierre and Fort Pierre.

Recommendation 1:

Research communities that have implemented successful day care programs.

Next Steps:

Work with stakeholders to develop a long-term workgroup to adequately research issue.

Action Steps:

- Establish workgroup
- Research community programs
- Identify financial and technical resources



Recruitment Committee

Barriers & Validation

Barrier 3

There is a shortage of available workers in the Pierre / Fort Pierre Area.

Validated

- Unemployment numbers, as reported by the South Dakota Department of Labor and Regulation show

Methodology

To validate this barrier, the committee considered unemployment numbers, available job opportunities, and utilized the Education Committee's Stakeholder Survey to inform itself about positions in the communities that employers were unable to fill.



Recruitment Committee Recommended Solutions

Barrier 1

There is a shortage of available workers in the Pierre / Fort Pierre Area.

Recommendation1:

Create a comprehensive community marketing plan to target potential employees.

Next Steps:

Work with Pierre Area Chamber of Commerce to establish a marketing committee to design and implement marketing plan.

Action Steps:

- Organize marketing committee to oversee project including:
 - Securing funding (\$50,000 annual budget)
 - Setting specific goals (example: recruit three nurses annually)
 - Defining target audience
 - Hire marketing firm and work with firm to develop campaign
 - Evaluate success of marketing efforts
 - Adjust marketing efforts to improve effectiveness



WORKFORCE DEVELOPMENT COUNCIL:
EDUCATION, TRAINING AND DEVELOPMENT MEETING
PRIORITY ISSUE: VALIDATION

ISSUE 1

There isn't enough demand to support additional local programming: There isn't enough post-secondary programming to serve as magnet

VALIDATED:

- Inventory of local enrollment data shows low numbers
- Inventory of local students graduating without a "path" shows low numbers
- Tertiary market does not include enough population to significantly impact demand

Validation Tactic	Assigned to:	Status
Get enrollment numbers, by program, from CUC.	Janelle Toman	<u>COMPLETE</u>
Get skilled training enrollment from SCHS.	Dan Martin	<u>COMPLETE</u>
Get post-HS career track plans for SC graduates.	Dan Martin	<u>COMPLETE</u>
Get skilled training enrollment from Pierre Riggs	Kelly Glodt	<u>COMPLETE</u>
Get post-HS career track plans for Riggs graduates.	Kelly Glodt	<u>COMPLETE</u>
Get enrollment numbers, by program, from the Right Turn	Mary Gates	<u>COMPLETE</u>
Get enrollment numbers from Allied Health Consortium	Mary Gates	<u>COMPLETE</u>
Get enrollment numbers from Robin, Gale Courses	Robin Schrupp	177 total <u>COMPLETE</u>

ISSUE 2

There's a lack of communication between employers, potential employees and schools. Does everyone know the opportunities that do exist locally?

VALIDATED

See survey results. There is room for increased "marketing" of local opportunities.

Develop inventory of post-secondary programming available locally.

Validation Tactic	Assigned to:	Status
CUC	Janelle Toman	COMPLETE
The Right Turn	Mary Gates	COMPLETE
Gale Courses	Robin Schrupp	More than 350 classes offered COMPLETE
HS Certifications	Dan Martin, Kelly Glodt	
Employer-sponsored programming	Let's discuss... how "public" do employers want to be with this information?	
Soft-Skill Training	Mark Anderson, DOLR	COMPLETE

[Utilize sampling from stakeholder network to test theory](#)

Stakeholder Listing

- Stanley County School
- Fort Pierre Businesses
- Pierre HS School
- Pierre Businesses
- Job Seekers

ISSUE 3

Soft skills: There is a need for local soft-skill training. Is this true?

VALIDATED:

- 56% of respondents reported having employees who don't possess the necessary soft skills to be successful
- Nearly 60% of employers reported not hiring a qualified person because the person lacked appropriate soft skills.
- 58 % of respondents reported not filling a position because they couldn't find a person who possessed the necessary soft skills.
- 78% said they'd encourage employees to take soft skill training.
- 83% of respondents would be more inclined to hire someone who had completed soft skills training.
- 51% would be willing to pay for an employee to receive soft skills training.

Validation Tactic	Assigned to:	Status
Survey chamber members to determine business owner viewpoint of needs relative to soft skills.		

ISSUE 1: VALIDATION

THERE ISN'T ENOUGH POST-SECONDARY PROGRAMMING TO SERVE AS MAGNET/SUPPORT ENROLLMENT.

CUC ENROLLMENT Fall 2015

University Affiliation	Program	Number of Students
NSU	Business & Banking	15
USD	Pre-nursing (general coursework, not yet accepted in nursing program)	11
USD	Nursing	14
SDSU	AA-General Studies	14
SDSU	BS-General Studies	2
BHSU, DSU, NSU, SDSU, USD	Online classes, planning to attend residential campus	26
High School	Dual Credit	19

Stanley County HS: Post-HS Plans

Year	Number Graduated	Attending College	Other Institution	Drop Out	Labor Market
2014 - 2015	23	11	4	3	11

RIGGS HS: Post-HS Plans

Year	Number Graduated	Attending College	Other Institution	Military	Labor Market
2015	171	78%	13%	4%	5%
		133.4	22.23	6.8	8.6
2014	178	74%	14%	6%	6%
		131.7	24.9	10.7	10.7
2013	181	70%	19%	2%	8%
		126.7	34.4	3.6	14.5
2012	162	80%	9%	2%	9%
		129.6	14.6	3.2	14.6
2011	206	76%	12%	4%	8%
		156.6	24.7	8.2	16.5
2010	173	73%	12%	3%	11%
		126.3	20.8	5.2	19
2009	207	72%	11%	5%	12%
		149	22.8	10.4	24.9
2008	190	74%	12%	3%	11%
		140.6	22.8	5.7	21
2007	174	76%	9%	4%	11%
		132.2	15.7	7	19
2006	198	76%	11%	5%	8%
		150.5	21.8	10	15.9

Stanley County HS: Tech Ed Program Enrollment	
	2014-2015
Agriculture (mechanics, structures)	14

RIGGS HS: Career & Tech Ed Program Enrollment (concentrators)			
	2012-2013	2013-2014	2014-2015
Architecture & Construction	6	11	7
Business Management & Administration	6	12	21
Human Services	36	19	18
IT	18	20	29
Manufacturing	7	10	16
STEM	1	7	8
Transportation, Distribution & Logistics	16	17	19

The Right Turn 2015 enrollment numbers, by program	
Program	Students
Child Development Associate	Pierre: 15 Fort Thompson: 5
Adult Education & Literacy	40
English Language Learners	7
Medical Coding & Billing	2
Medical Billing (without coding)	0
Medical Transcription & Editing	1
Medical Administrative Assistant with Electronic Health Records	0
Pharmacy Technician	0
Executive Assistant	1
Computer Technician	1

Allied Health Consortium, by program	
Licensed Practical Nurse	
Year	Enrollment
2014-2015 (Meets in Chamberlain)	7
March 2016	5
Health Information Services 1 year program Administrative – paperwork/processing	
Year	Enrollment

2014	3 <i>(None completed)</i>
2015	0
Medical Coding 2 year program Trending toward work from home opportunity	
No eligible students in Pierre <i>(Health Information Services is a prerequisite)</i>	

ISSUE 2: VALIDATION

LACK OF COMMUNICATION BETWEEN EMPLOYERS, POTENTIAL EMPLOYEES AND SCHOOLS. DOES EVERYONE KNOW THE OPPORTUNITIES THAT DO EXIST LOCALLY?

Develop inventory of post-secondary programming available locally.

CUC Degree/Minor Programs

SDSU

Associate of Arts, General Studies

Bachelor of General Studies

Bachelor of Science, Interdisciplinary Studies

Minor in Criminal Justice

USD

Bachelor of Science in Nursing

NSU

Associate of Science, Business

Associate of Science, Banking and Financial Services

Associate of Arts, Applied Gerontology

Bachelor of Science, Business Administration

Bachelor of Science, Banking and Financial Services

Minor in International Business

Minor in Accounting

Minor in Banking and Financial Services

The Right Turn _Certificate Programs

Medical Coding & Billing

Medical Billing (without coding)

Medical Transcription & Editing

Medical Administrative Assistant with Electronic Health Records

Pharmacy Technician

Executive Assistant

Computer Technician

Gale Courses_Top 20

Mastering Your Digital SLR Camera	13
Accounting Fundamentals	7
Introduction to Microsoft Excel 2013	6
Drawing for the Absolute Beginner	5
Beginning Writer's Workshop	5
Secrets of Better Photography	4
Personal Finance	4
Discover Sign Language	4
Fundamentals of Supervision and Management	3
Photographing People With Your Digital Camera	3

Explore a Career in Medical Coding	3
Photographing Nature with Your Digital Camera	3
Spanish for Medical Professionals	3
Introduction to Microsoft Excel 2010	3
What's New in Microsoft Office 2010	3
Photoshop Elements 11 for the Digital Photographer	3
Introduction to Photoshop CC	3
Introduction to QuickBooks 2015	3
Creating Web Pages	2
Medical Terminology: A Word Association Approach	2

Soft Skills_ DOLR
Customer Service (how to build relationships and provide excellent service to a customer)
Interpersonal & Business Communication (how to have productive conversations, group and individual interactions, and presentations)
Problem Solving & Critical Thinking (how to address problems, think critically and analytically about them, and produce good answers and decisions as a result)
Working in Teams (how to be a productive team member)
Workplace Discipline (how personal behaviors can enable or interfere with success on the job)

Utilize sampling from stakeholder network to test theory
Are all stakeholders (employers, employees, and schools/students) aware of the educational opportunities that currently exist in Pierre/ Fort Pierre?
Potential Survey Questions
Which of the following degrees do you believe are available in Pierre? <ul style="list-style-type: none"> • BS, Nursing • BS, Business Administration • BS, Banking and Financial Services • AA, General Studies • Bachelor, General Studies • BS, Interdisciplinary Studies • AS, Business • AS, Banking and Financial Services • AA, Applied Gerontology
Which of the following education certificate programs do you believe are available in Pierre? <ul style="list-style-type: none"> • Medical Coding & Billing • Medical Billing (without coding) • Medical Transcription & Editing • Medical Administrative Assistant with Electronic Health • Pharmacy Technician • Executive Assistant • Computer Technician

ISSUE 3: VALIDATION

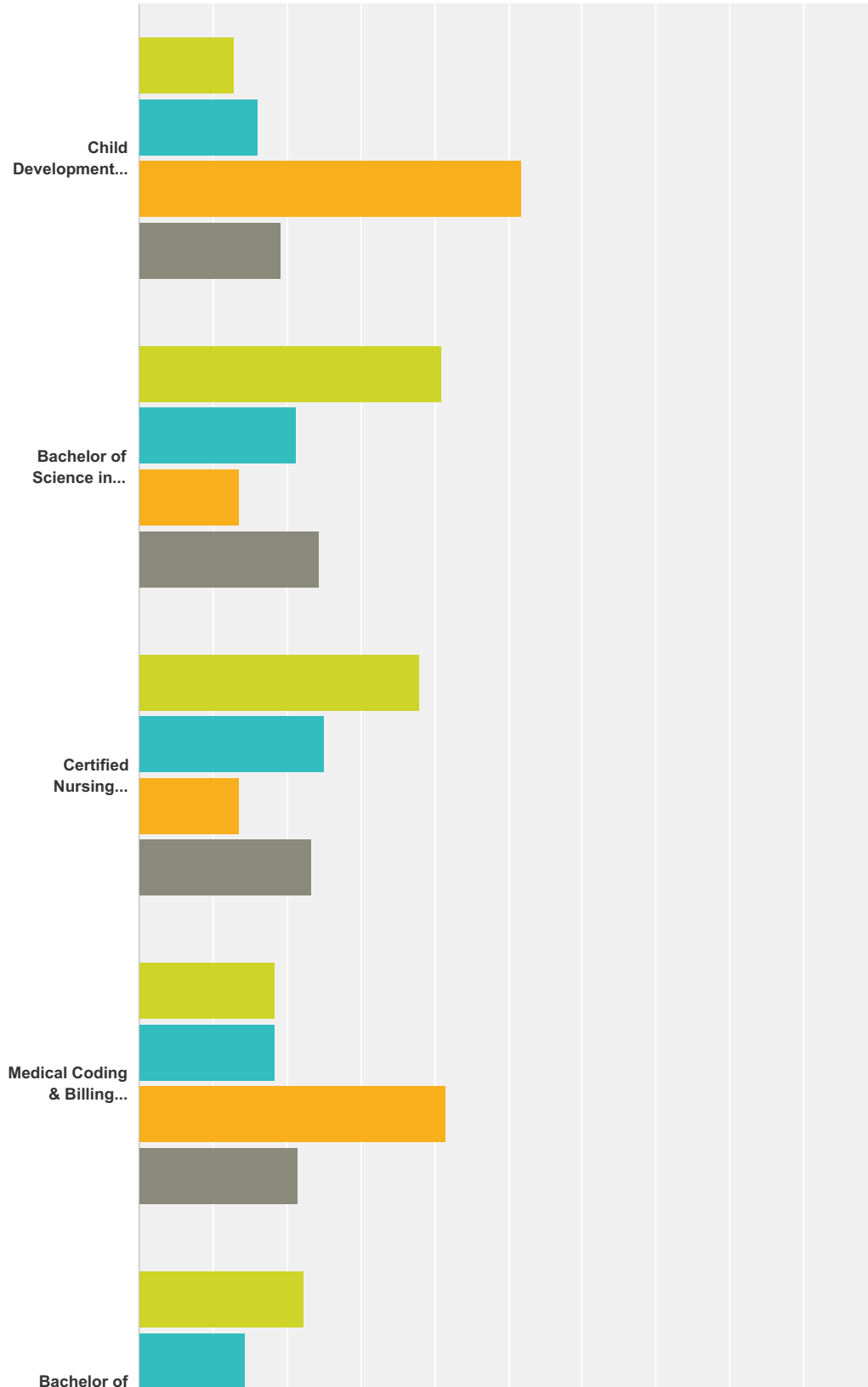
SOFT SKILLS: THERE IS A NEED FOR LOCAL SOFT-SKILL TRAINING. IS THIS TRUE?

Survey chamber members to determine business owner viewpoint of needs relative to soft skills.

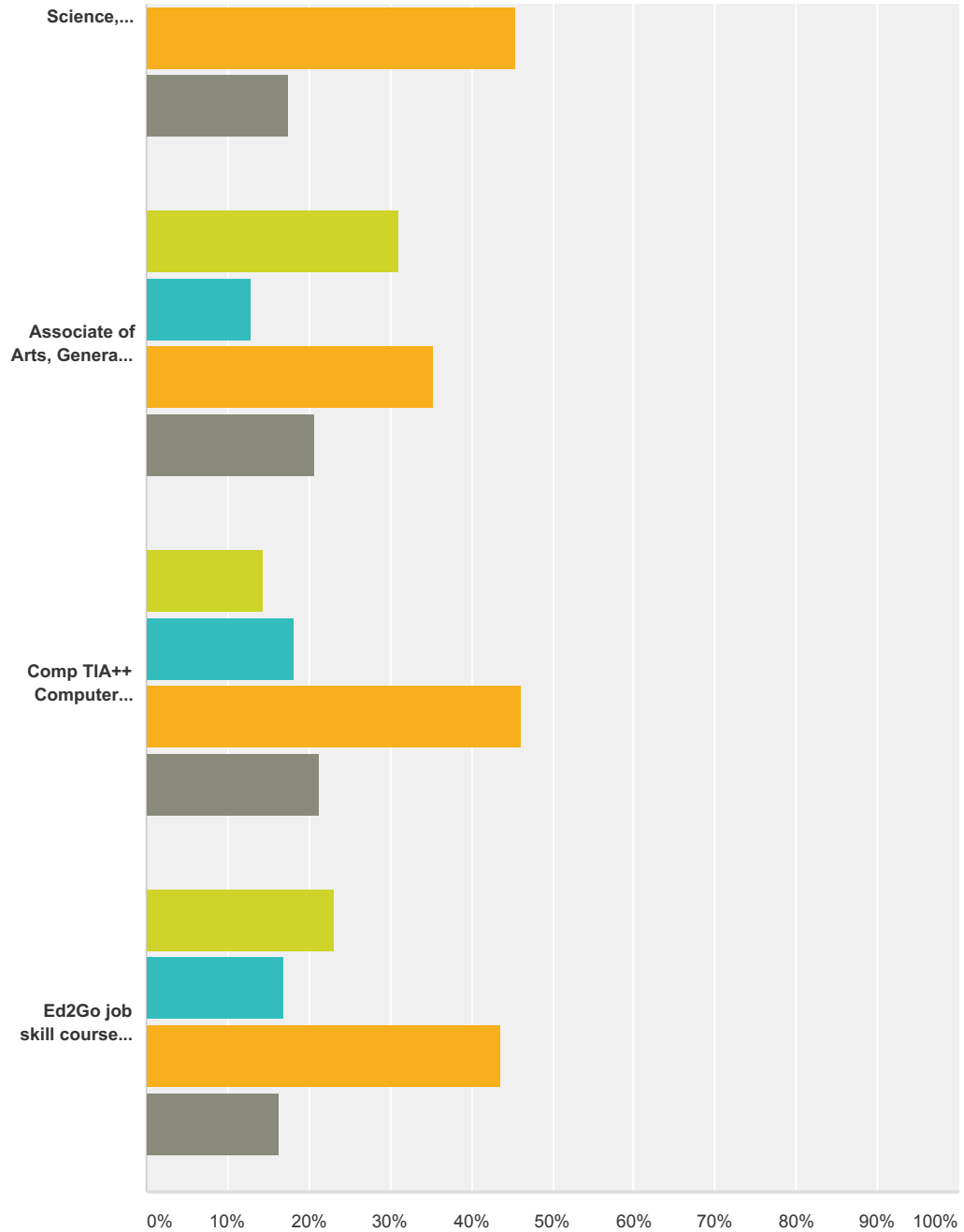
- Do you currently have employees who do not possess the necessary soft-skills to be successful?
- Does the presence of soft-skills factor into your hiring decisions?
- In the last 12-months have you declined to fill an open position within your organization because the applicants weren't equipped with the soft skills necessary to be successful?
- What soft skill, specifically, is most important to your organization?
- What soft skill, specifically, do you find most lacking in recent applicants?
- What do you see as the biggest barrier existing among recent applicants?
- If soft-skill training was available locally, would you encourage current staff to attend?
- Would you be more inclined to hire a person who had received soft-skill training in recent months?
- Would you be willing to pay for/help pay for an employee to receive soft-skill training?

Q1 What is your familiarity with the following training opportunities in Pierre/Fort Pierre?

Answered: 195 Skipped: 5



Pierre/Fort Pierre Workforce Development Council 2016 Survey



- I am aware of this training opportunity, and I know who to contact about it.
- I am aware of this training opportunity, but I do not know who to contact about it.
- I am not aware of this training opportunity.
- N/A; I've heard of this opportunity, but it is irrelevant to me.

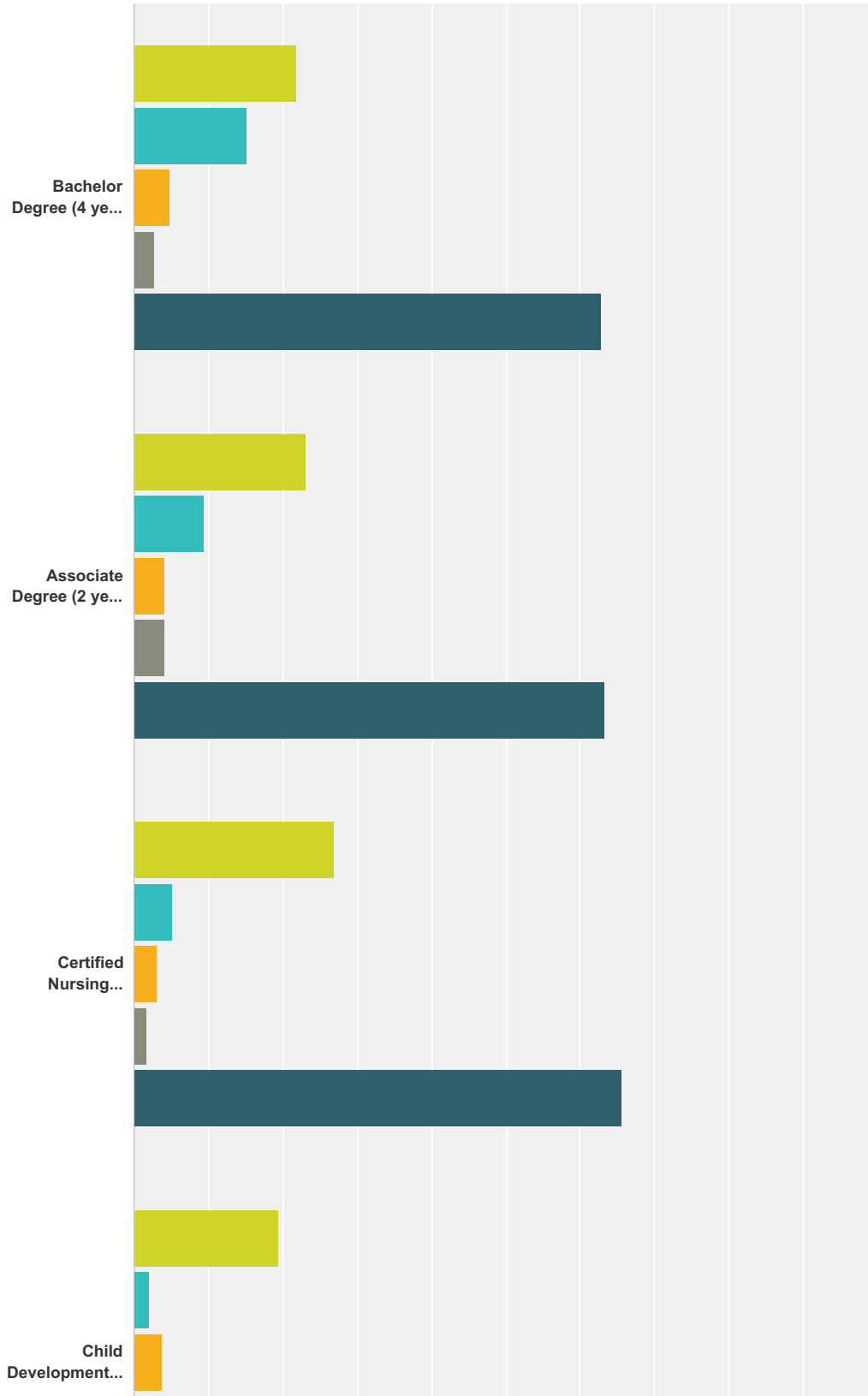
	I am aware of this training opportunity, and I know who to contact about it.	I am aware of this training opportunity, but I do not know who to contact about it.	I am not aware of this training opportunity.	N/A; I've heard of this opportunity, but it is irrelevant to me.	Total
Child Development Associate Certification	12.95% 25	16.06% 31	51.81% 100	19.17% 37	193

Pierre/Fort Pierre Workforce Development Council 2016 Survey

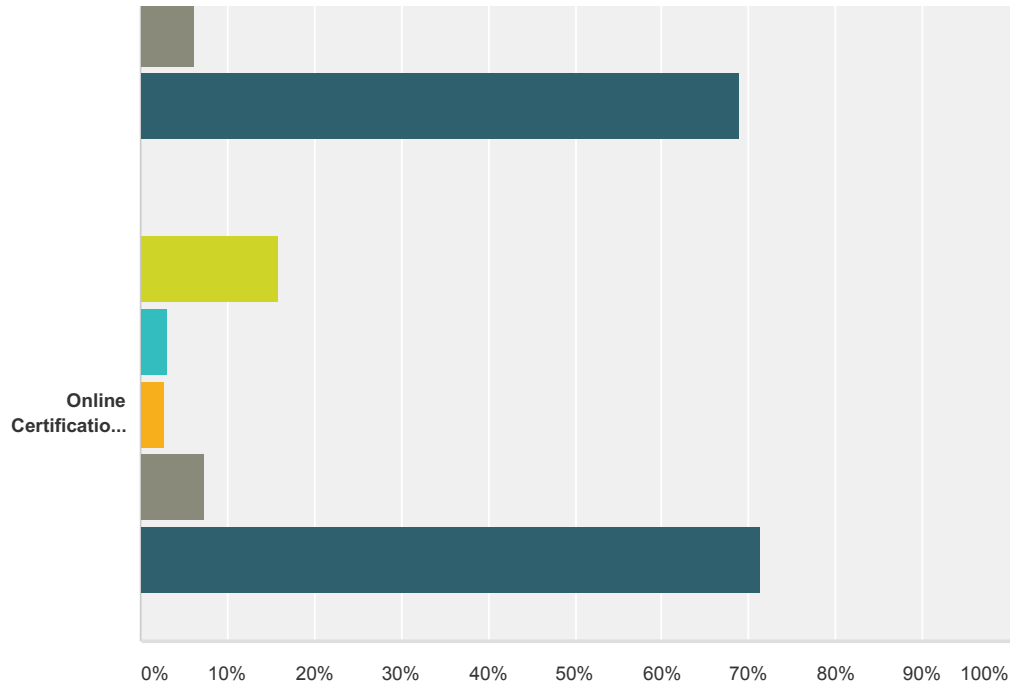
Bachelor of Science in Nursing	40.93% 79	21.24% 41	13.47% 26	24.35% 47	193
Certified Nursing Assistant	38.02% 73	25.00% 48	13.54% 26	23.44% 45	192
Medical Coding & Billing Certification	18.42% 35	18.42% 35	41.58% 79	21.58% 41	190
Bachelor of Science, Banking & Financial Services	22.28% 43	14.51% 28	45.60% 88	17.62% 34	193
Associate of Arts, General Studies	31.09% 60	12.95% 25	35.23% 68	20.73% 40	193
Comp TIA++ Computer Technician Certification	14.51% 28	18.13% 35	46.11% 89	21.24% 41	193
Ed2Go job skill courses offered online through Capital University Center in personal development, business writing, accounting software, graphic design, and other topics.	23.16% 44	16.84% 32	43.68% 83	16.32% 31	190

Q2 Please evaluate the effectiveness of the following training opportunities. Please check all that apply.

Answered: 191 Skipped: 9



Pierre/Fort Pierre Workforce Development Council 2016 Survey

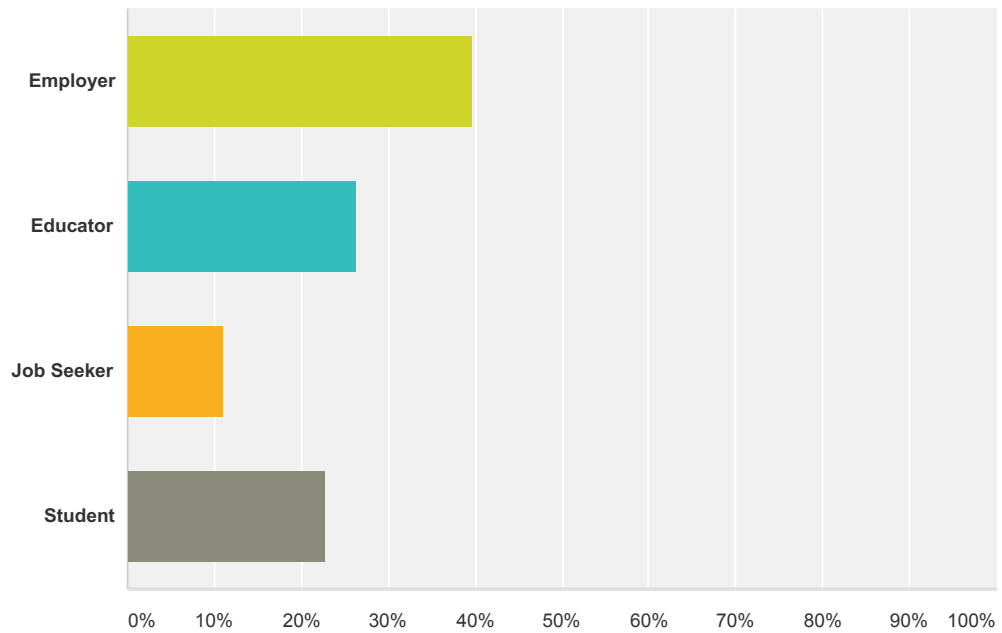


- This program effectively prepares workers to meet local employer needs
- This program is not affordable for many potential students
- This program is not convenient for many potential students
- This program does not effectively prepare workers to meet local employer needs
- I am unable to evaluate this program

	This program effectively prepares workers to meet local employer needs	This program is not affordable for many potential students	This program is not convenient for many potential students	This program does not effectively prepare workers to meet local employer needs	I am unable to evaluate this program	Total Respondents
Bachelor Degree (4 year) programs at CUC	21.99% 42	15.18% 29	4.71% 9	2.62% 5	62.83% 120	191
Associate Degree (2 year) programs at CUC	23.16% 44	9.47% 18	4.21% 8	4.21% 8	63.16% 120	190
Certified Nursing Assistant (Allied Health Consortium, Southeast Technical Institute at CUC)	26.98% 51	5.29% 10	3.17% 6	1.59% 3	65.61% 124	189
Child Development Associate (The Right Turn, Inc.)	19.47% 37	2.11% 4	3.68% 7	6.32% 12	68.95% 131	190
Online Certification Programs (The Right Turn, Inc.)	15.87% 30	3.17% 6	2.65% 5	7.41% 14	71.43% 135	189

Q3 Please select the answer that best describes you.

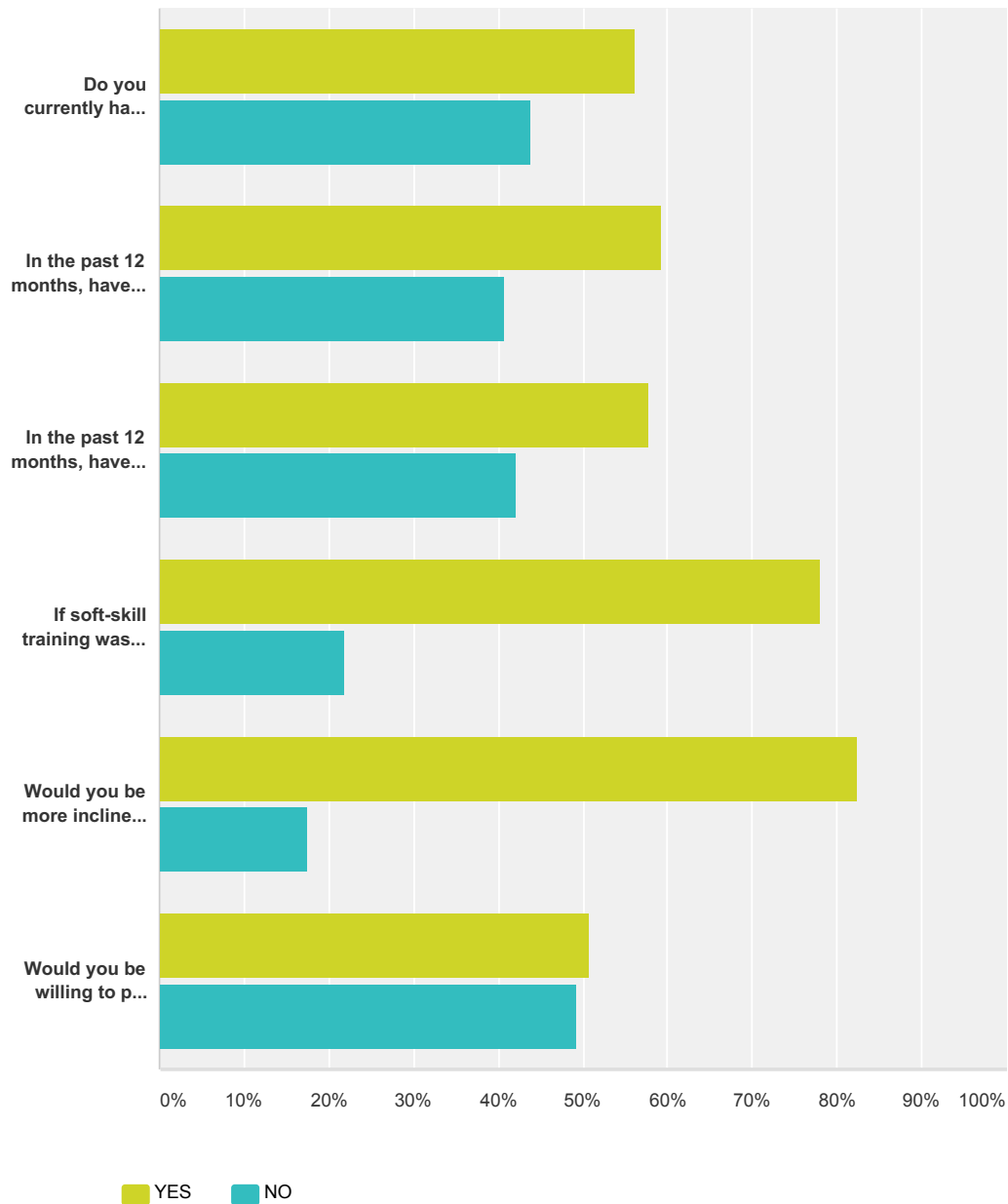
Answered: 197 Skipped: 3



Answer Choices	Responses	
Employer	39.59%	78
Educator	26.40%	52
Job Seeker	11.17%	22
Student	22.84%	45
Total		197

Q4 Please share your thoughts regarding employee soft skills:

Answered: 64 Skipped: 136



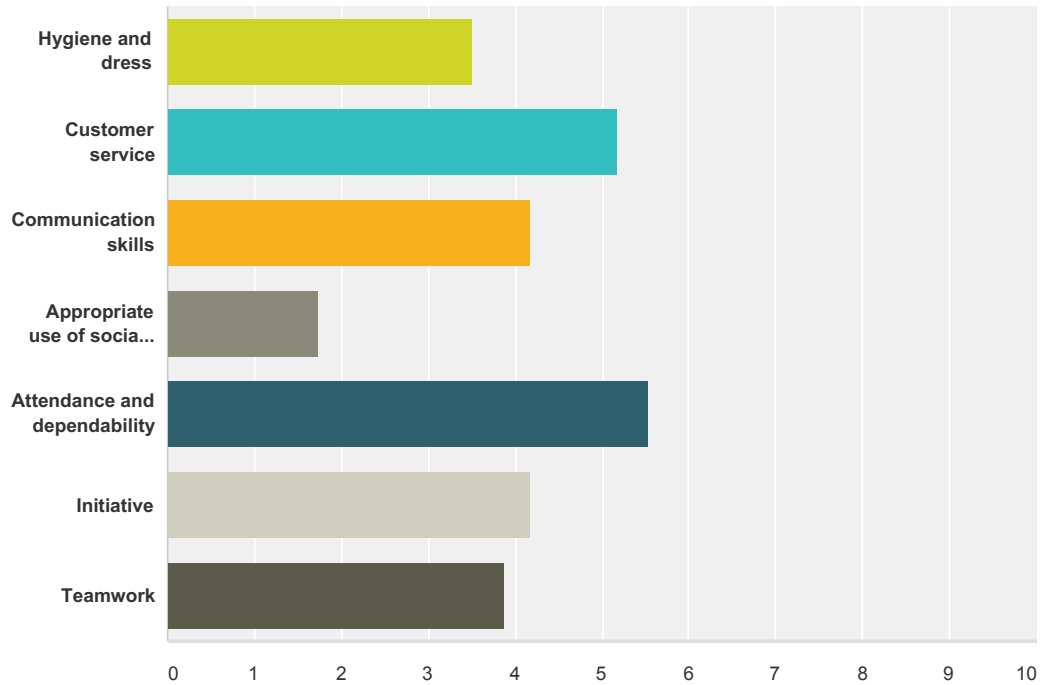
	YES	NO	Total
Do you currently have employees who do not possess the necessary soft skills to be successful?	56.25% 36	43.75% 28	64
In the past 12 months, have you interviewed someone who might be qualified for a job but chosen not to hire them because they appeared to lack the necessary soft skills to be successful?	59.38% 38	40.63% 26	64
In the past 12 months, have you declined to fill an open position within your business because you were unable to find qualified applicants with the necessary soft skills?	57.81% 37	42.19% 27	64
If soft-skill training was available locally, would you encourage current employees to attend?	78.13% 50	21.88% 14	64

Pierre/Fort Pierre Workforce Development Council 2016 Survey

Would you be more inclined to hire a person who had recently completed soft skills training?	82.54% 52	17.46% 11	63
Would you be willing to pay for an employee to receive soft skills training?	50.82% 31	49.18% 30	61

Q5 What soft skill, specifically, is most important to your business? (please rank in order of importance with one being the most important and seven being the least important)

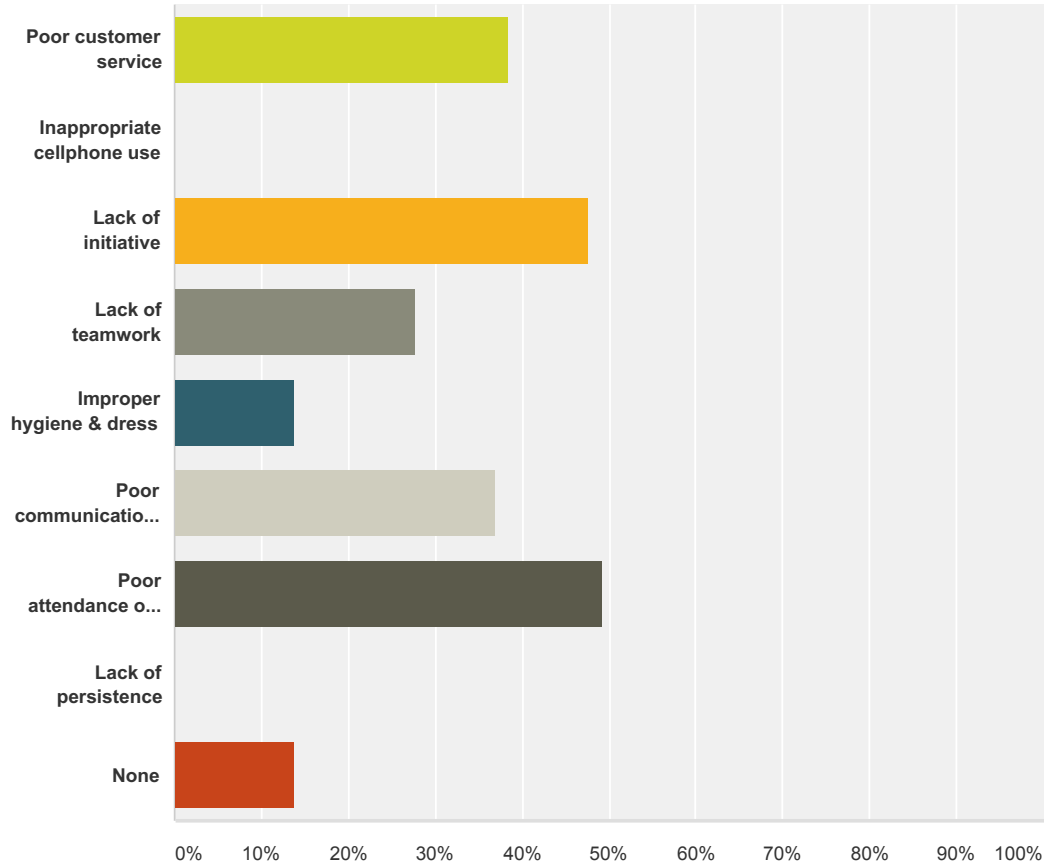
Answered: 64 Skipped: 136



	1	2	3	4	5	6	7	Total	Score
Hygiene and dress	3.64% 2	9.09% 5	16.36% 9	18.18% 10	20.00% 11	23.64% 13	9.09% 5	55	3.51
Customer service	35.71% 20	12.50% 7	19.64% 11	12.50% 7	8.93% 5	7.14% 4	3.57% 2	56	5.18
Communication skills	8.93% 5	14.29% 8	21.43% 12	19.64% 11	16.07% 9	16.07% 9	3.57% 2	56	4.18
Appropriate use of social media	5.36% 3	0.00% 0	1.79% 1	1.79% 1	7.14% 4	14.29% 8	69.64% 39	56	1.73
Attendance and dependability	37.29% 22	33.90% 20	3.39% 2	5.08% 3	15.25% 9	1.69% 1	3.39% 2	59	5.54
Initiative	5.17% 3	22.41% 13	13.79% 8	24.14% 14	15.52% 9	15.52% 9	3.45% 2	58	4.17
Teamwork	8.33% 5	6.67% 4	26.67% 16	16.67% 10	15.00% 9	18.33% 11	8.33% 5	60	3.88

Q6 Which of the following soft skills have created difficulty for you in the workplace within the past 6 months?

Answered: 65 Skipped: 135



Answer Choices	Responses
Poor customer service	38.46% 25
Inappropriate cellphone use	0.00% 0
Lack of initiative	47.69% 31
Lack of teamwork	27.69% 18
Improper hygiene & dress	13.85% 9
Poor communication skills	36.92% 24
Poor attendance or lack of dependability	49.23% 32
Lack of persistence	0.00% 0
None	13.85% 9
Total Respondents: 65	

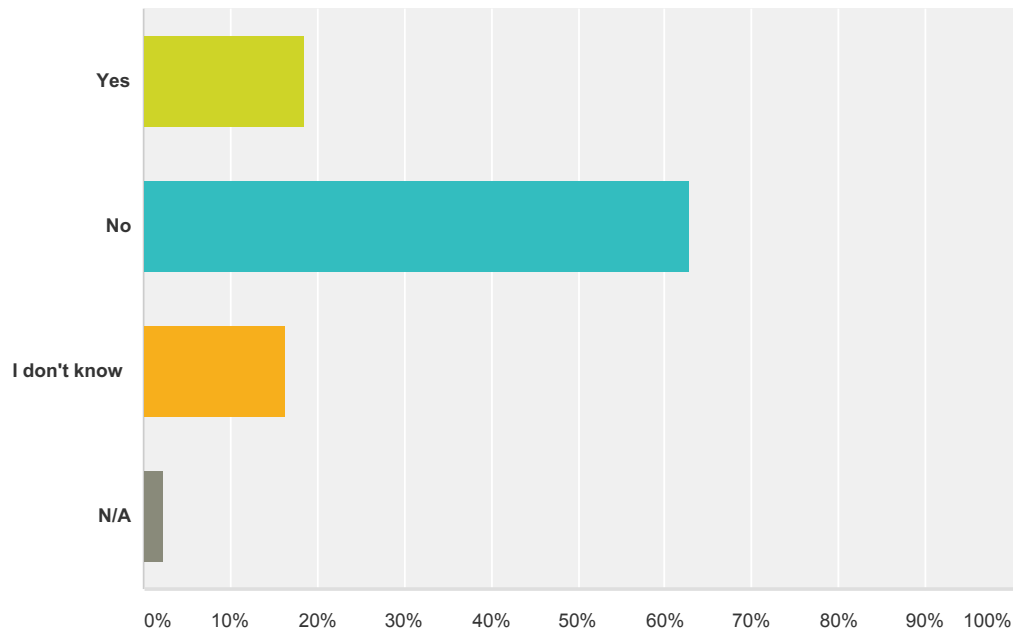
#	Other (please specify)	Date
---	------------------------	------

Pierre/Fort Pierre Workforce Development Council 2016 Survey

1	Giving up too easily instead of digging in to find a solution or find where an error took place.	2/4/2016 11:03 AM
2	Body Language, Burnout	2/3/2016 4:09 PM

Q7 Do Pierre/Fort Pierre offer your desired post-high school education program?

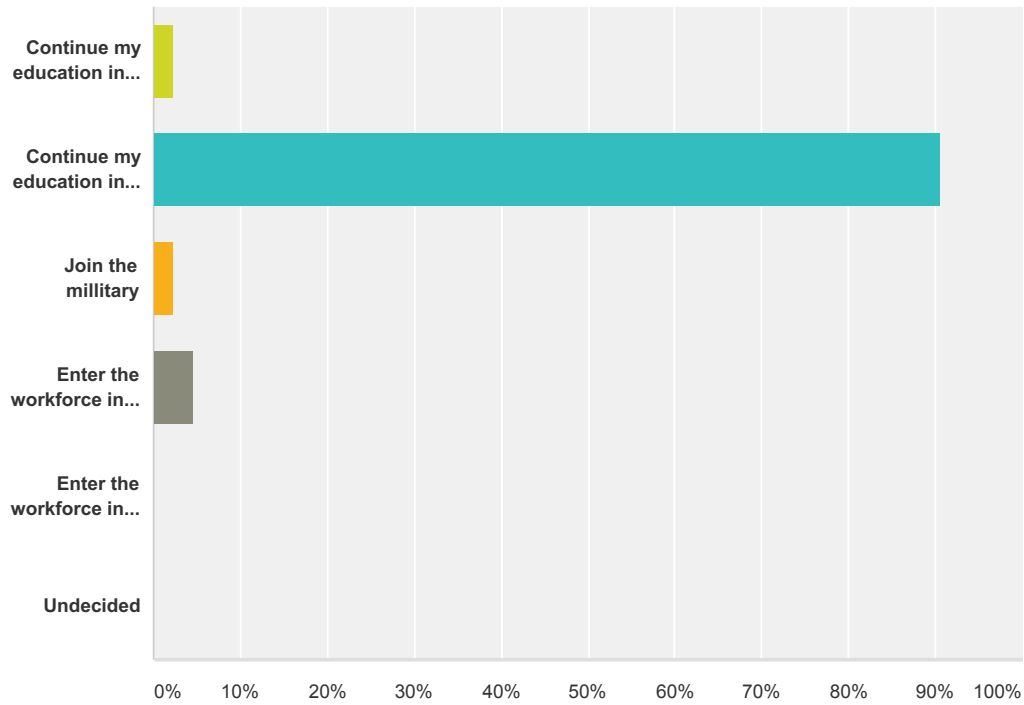
Answered: 43 Skipped: 157



Answer Choices	Responses	
Yes	18.60%	8
No	62.79%	27
I don't know	16.28%	7
N/A	2.33%	1
Total		43

Q8 What are your post high school plans?

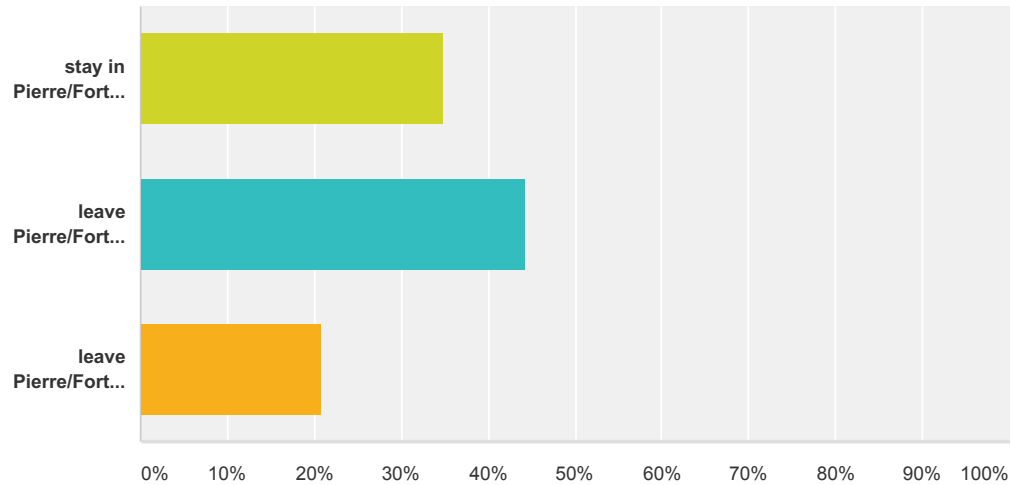
Answered: 43 Skipped: 157



Answer Choices	Responses	
Continue my education in Pierre/Fort Pierre	2.33%	1
Continue my education in another community	90.70%	39
Join the military	2.33%	1
Enter the workforce in Pierre/Fort Pierre	4.65%	2
Enter the workforce in another community	0.00%	0
Undecided	0.00%	0
Total		43

Q9 Please select the answer that best completes the following sentence. If your desired post-high school education program was offered in Pierre/Fort Pierre, would you:

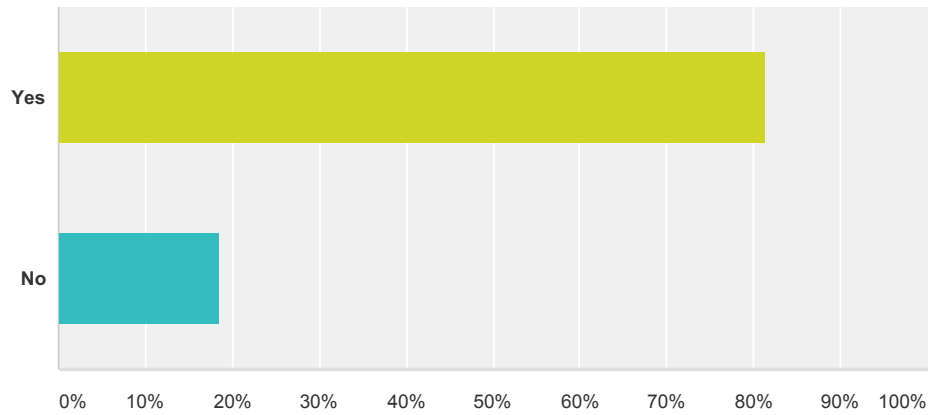
Answered: 43 Skipped: 157



Answer Choices	Responses	
stay in Pierre/Fort Pierre to continue your education.	34.88%	15
leave Pierre/Fort Pierre to continue your education in another community that offered the program.	44.19%	19
leave Pierre/Fort Pierre after high school, regardless of local educational opportunities.	20.93%	9
Total		43

Q10 Do you currently have a job?

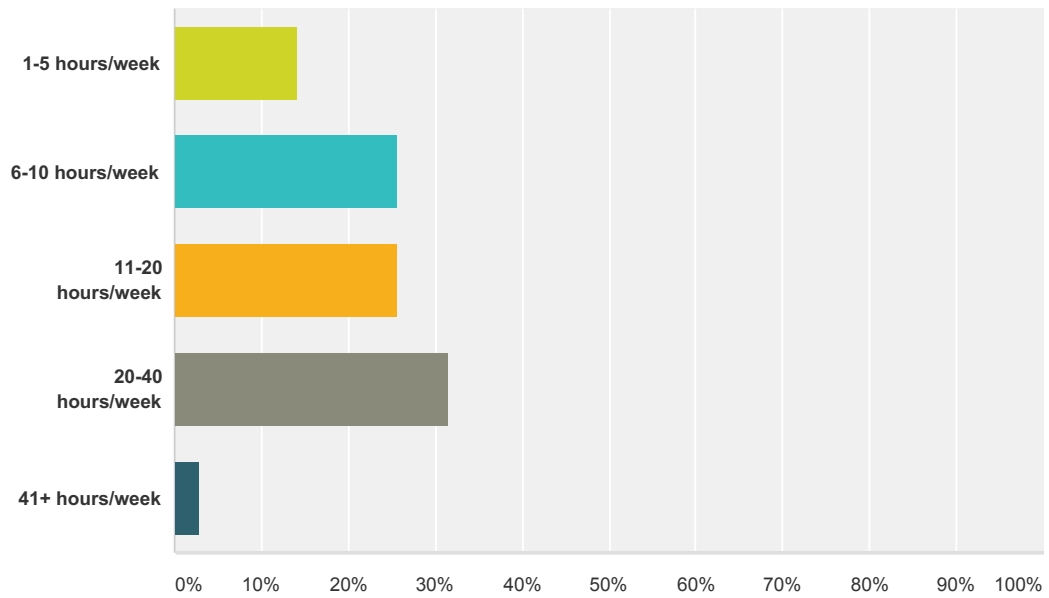
Answered: 43 Skipped: 157



Answer Choices	Responses	
Yes	81.40%	35
No	18.60%	8
Total		43

Q11 On average, how many hours do you work each week?

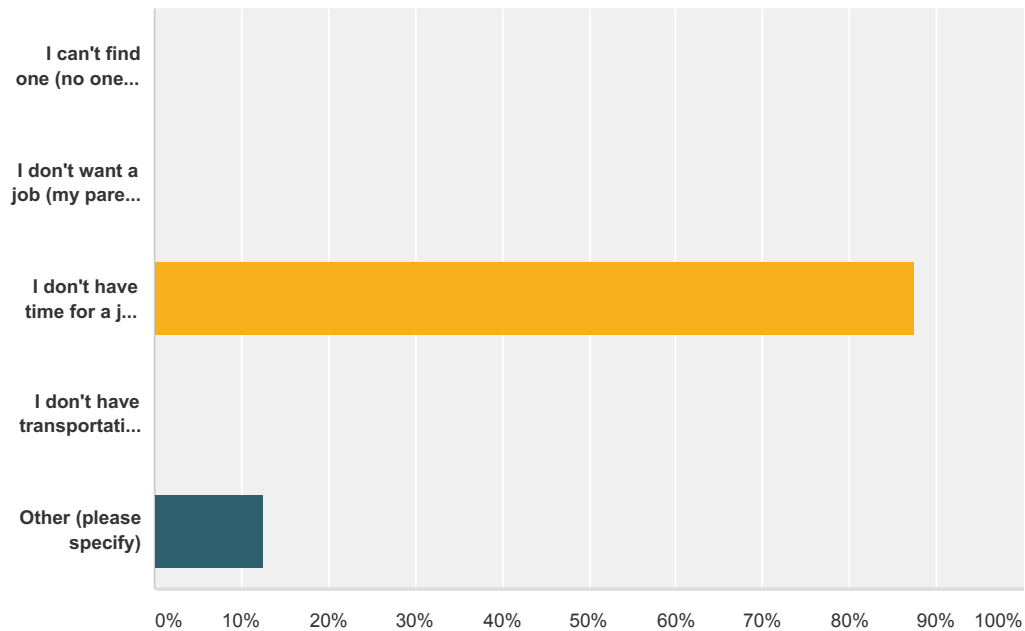
Answered: 35 Skipped: 165



Answer Choices	Responses	
1-5 hours/week	14.29%	5
6-10 hours/week	25.71%	9
11-20 hours/week	25.71%	9
20-40 hours/week	31.43%	11
41+ hours/week	2.86%	1
Total		35

Q12 Please indicate why you do not have a part time job.

Answered: 8 Skipped: 192

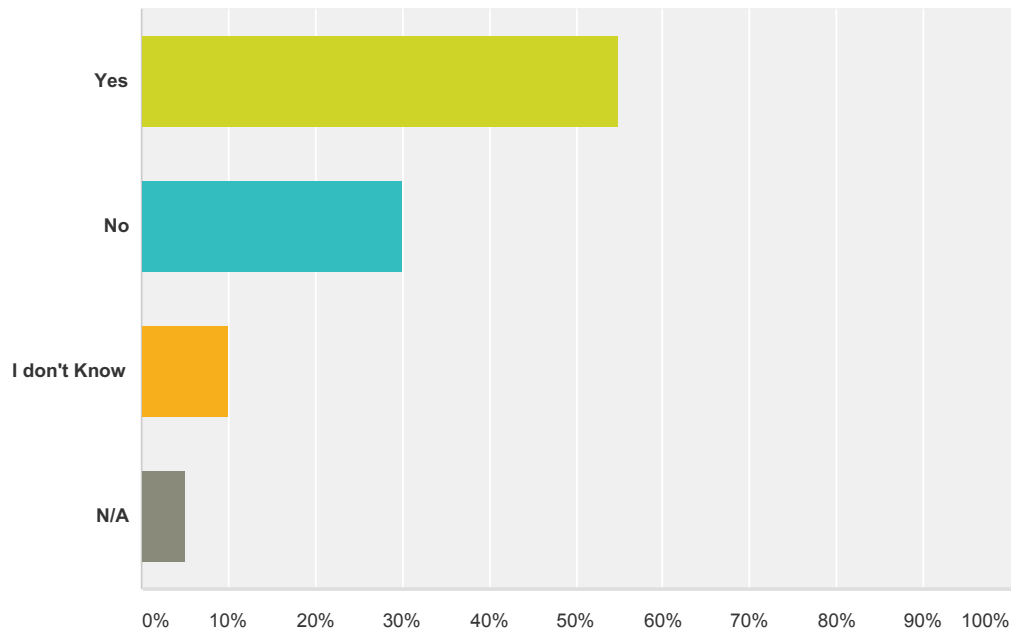


Answer Choices	Responses
I can't find one (no one will hire kids my age, I don't have the skills for the positions, I can't find a job that appeals to me, etc.)	0.00% 0
I don't want a job (my parent provide me financial resources, I don't think kids should have to work, etc.)	0.00% 0
I don't have time for a job (I have too much homework, am too busy with extra-curricular activities, I am needed at home)	87.50% 7
I don't have transportation to or from work	0.00% 0
Other (please specify)	12.50% 1
Total	8

#	Other (please specify)	Date
1	I have a child on the way and will be needed at my home I also have tons of homework to get done and it is hard for me to even get 6 hours of sleep a night already.	2/4/2016 10:40 AM

Q13 Do Pierre/Fort Pierre offer your desired career opportunities?

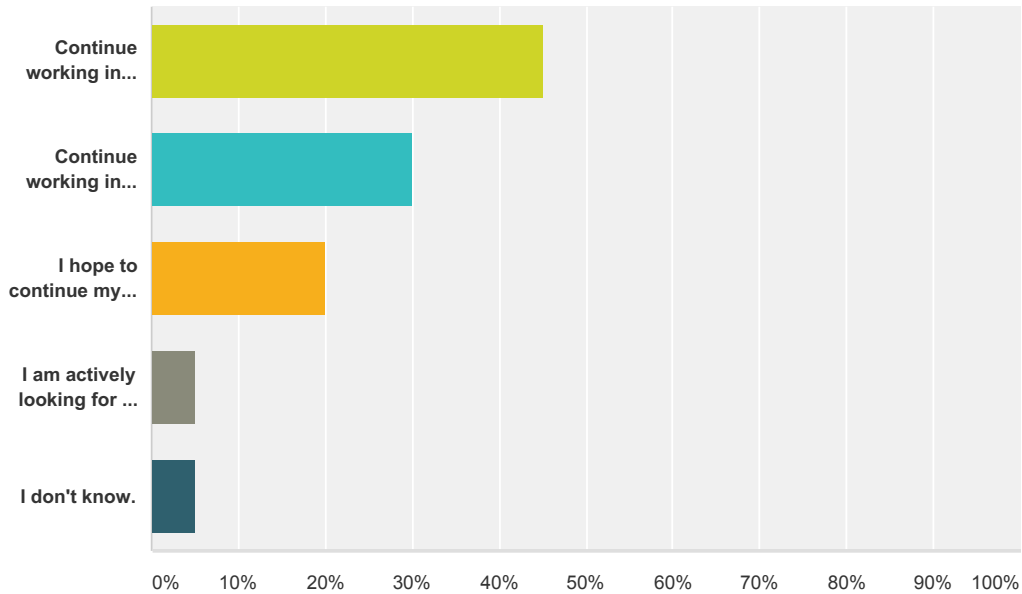
Answered: 20 Skipped: 180



Answer Choices	Responses	
Yes	55.00%	11
No	30.00%	6
I don't Know	10.00%	2
N/A	5.00%	1
Total		20

Q14 What are your career plans?

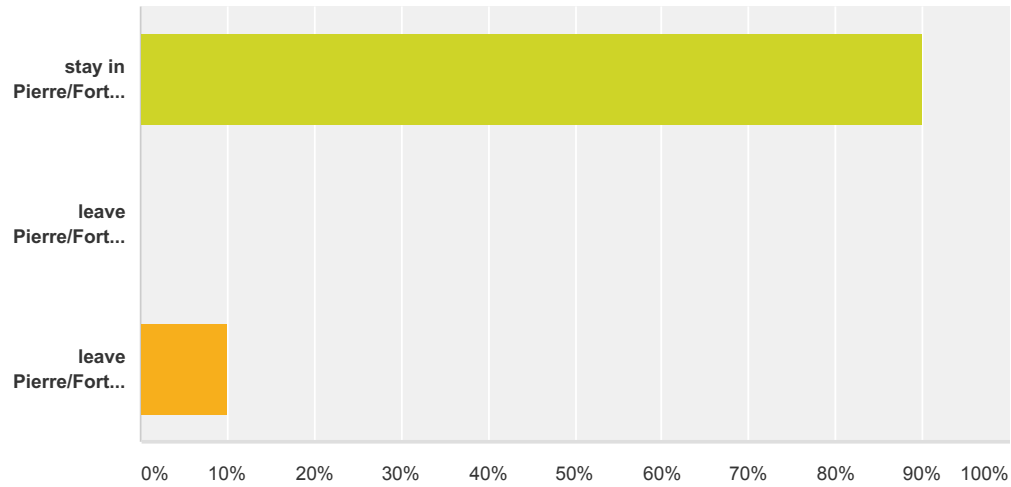
Answered: 20 Skipped: 180



Answer Choices	Responses	
Continue working in Pierre/Fort Pierre for at least five years.	45.00%	9
Continue working in Pierre/Fort Pierre for now.	30.00%	6
I hope to continue my career in Pierre/Fort Pierre, but am struggling to find the appropriate opportunity.	20.00%	4
I am actively looking for a job in a different community.	5.00%	1
I don't know.	5.00%	1
Total Respondents: 20		

Q15 Please select the answer that best completes the following sentence. If your desired career existed in Pierre/Fort Pierre, would you:

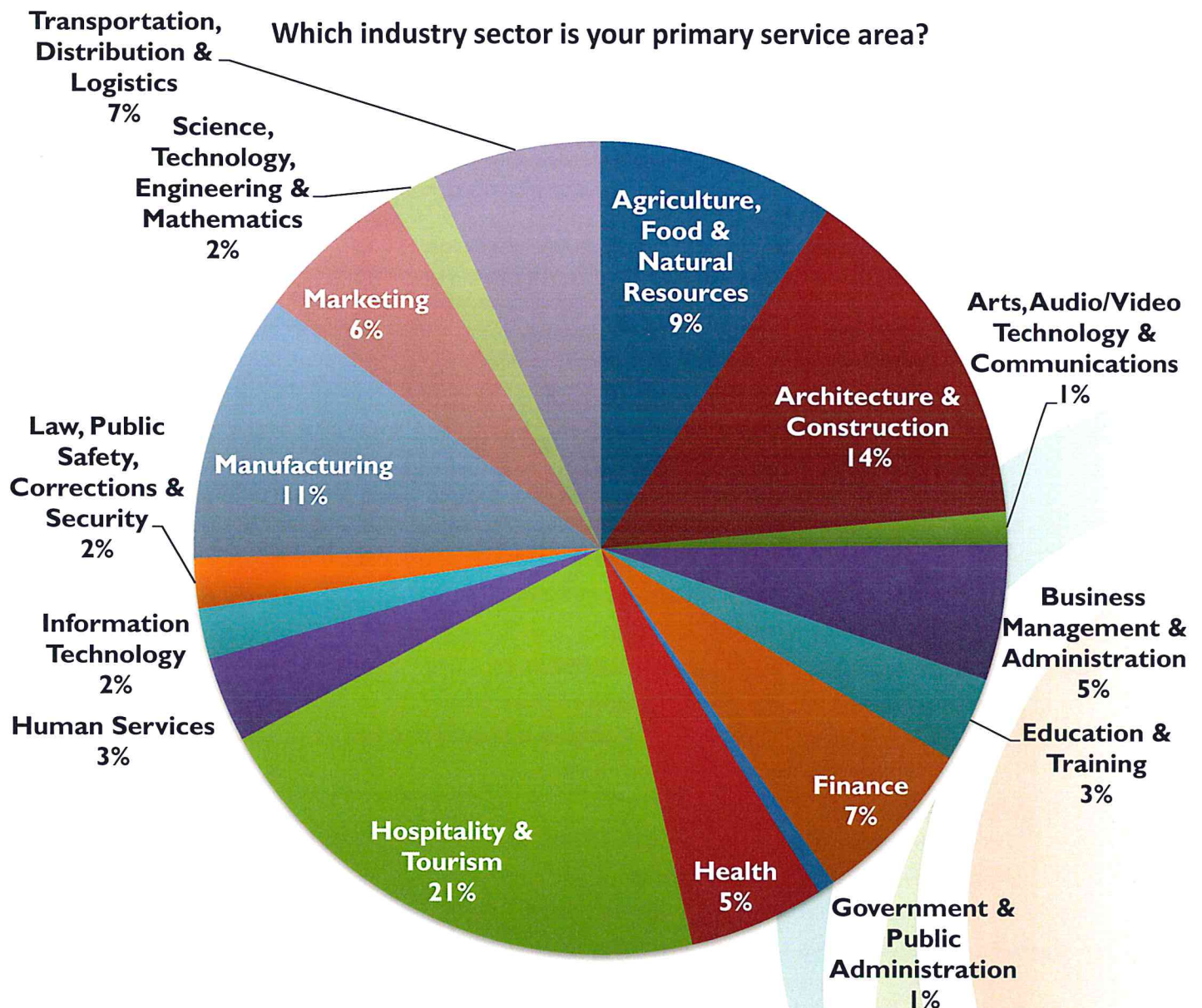
Answered: 20 Skipped: 180



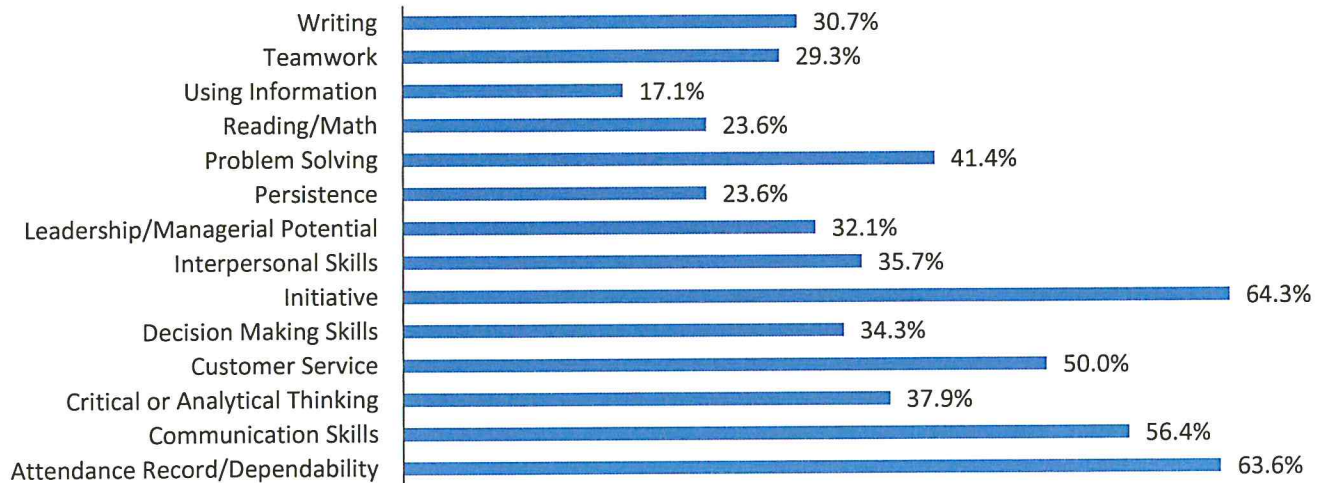
Answer Choices	Responses	
stay in Pierre/Fort Pierre to continue working.	90.00%	18
leave Pierre/Fort Pierre to work in a different community that offered similar job opportunities.	0.00%	0
leave Pierre/Fort Pierre regardless of local job opportunities.	10.00%	2
Total		20

Spring 2015 Employer Survey in South Dakota

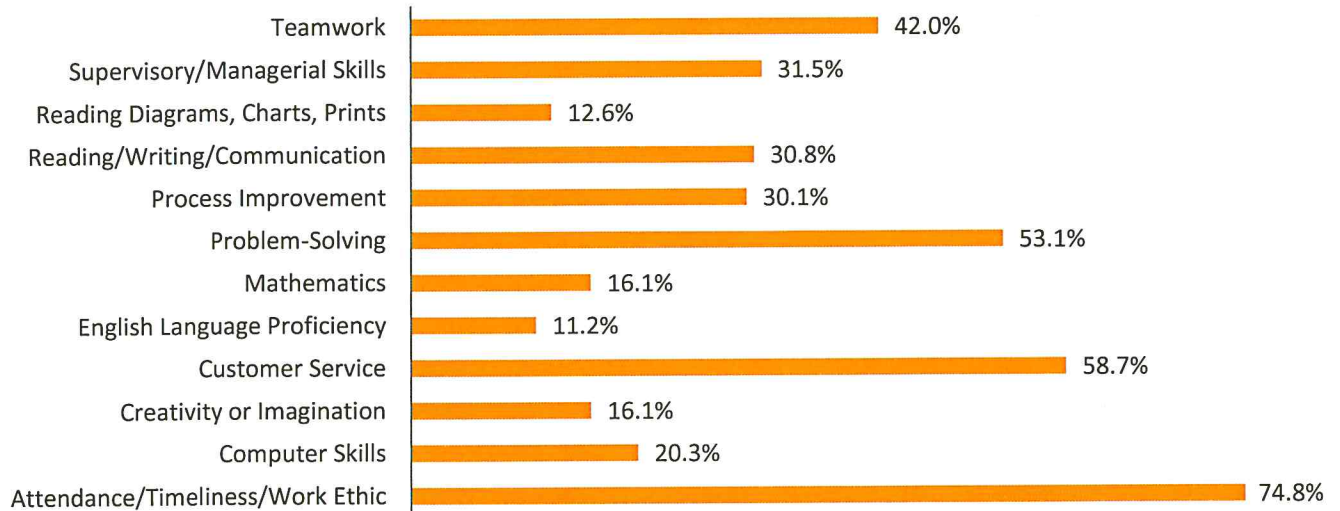
Highlights of responses from a survey conducted throughout the state by various industries.



Do you find applicants are lacking in any of the following soft skills?



In which general skill areas will your employees need more training or qualifications over the next 3 years?



SOUTH DAKOTA BOARD OF REGENTS

Regents' Workshop

AGENDA ITEM: 1 – B

DATE: May 9-11, 2017

SUBJECT: Student Recruitment and Success

During the August 2016 retreat, the Board discussed a number of initiatives linked with the SDBOR Strategic Plan (see Attachment I) and the 65% Attainment goal (see Attachment II). Representatives from the Lumina foundation participated in a portion of the discussion, and after formal adoption by the Board, the Governor signed a proclamation supporting the strategic direction for the state. In October 2016, the Lumina Foundation released a request for states to compete for Attainment Goal Challenge Grants, and the central office was awarded a \$100,000 grant to address support activities tied to the attainment goal focused around: 1) engagement of stakeholders in South Dakota; 2) coordination of the proactive admissions project; 3) evaluation of existing prior learning assessment strategies; and 4) re-engaging ready adult students to return for degree completion. During the workshop a brief presentation on the anticipated grant activities will be provided, followed by a Presidents' Panel on student recruitment and success. The following discussion questions were developed to facilitate dialog between the Presidents and the Board of Regents members focusing on existing challenges and opportunities for addressing the state's attainment goal.

Presidents' Panel Discussion Questions

1. What are the key challenges the system/institutions are facing relating to enrollment management, recruitment, and retention?
 - What competitive advantages/disadvantages do you face in comparison to your peers and key competitors in the region?
 - How does the existing tuition and fee structure limit and enhance the ability to be competitive in attracting students?
2. What innovative recruitment and retention strategies are being implemented at your institutions?
 - Which new populations are you targeting for recruitment and retention efforts?
 - What student populations are proving to be the most difficult to recruit and retain?
 - What strategies are being implemented/explored to translate increased access to increased success?

(Continued)

INFORMATIONAL ITEM

3. Are there strategies/initiatives that the Board of Regents can advance to assist in facilitating improvements for recruitment and retention?
 - What statutes or policy barriers serve as challenges for improving performance in these areas?
 - What strategies/initiatives have proven successful at an institutional level that could have broader application across the system?
4. What initiatives currently exist to engage outside partners such as the technical institutes, tribal colleges, or community colleges in neighboring states?
 - How do transfer students factor into campus level completion goals, and where can improvements be made?
 - What barriers/challenges remain for improving partnerships with these institutions within the state/region?
5. What recruitment and retention strategies are proving most successful for promoting enrollments in off-campus locations and online?
 - How do campus strategies differ for off-campus vs. on-campus students?
 - How does the existing tuition and fee structure affect efforts with off-campus and online students?

AGENDA ITEM: 2 – B

**SOUTH DAKOTA BOARD OF REGENTS
PLANNING SESSION
AUGUST 3-4, 2016**

SUBJECT: SDBOR Strategic Plan Tracking

In October 2014, the Board of Regents adopted the [SDBOR 2014-2020 Strategic Plan](#). As a formal statement of the board's core goals, this plan provides a blueprint for advancing the university system's major priorities over the coming years. The plan identifies four priority areas – student success, academic quality and performance, research and economic development, and affordability and accountability – and ties each to a set of goals, outcomes, and action steps. Overall, the plan is meant to serve as a framework for facilitating systematic, goal-minded policymaking in the university system.

As part of the new strategic plan, a series of performance indicators was identified that would assist in tracking the university system's progress toward its stated goals. These indicators – which tie directly to the plan's four major priority areas – represent the aspects of the university system's overall performance that merit special focus over the life of the plan:

Table A Performance Indicators for SDBOR 2014-2020 Strategic Plan	
Priority Area	Performance Indicators
Student Success	Degrees Awarded, Undergraduate/Graduate Degrees Awarded to AIAN Students Retention Rate Graduation Rates (4-Year/6-Year) Remediation Rate
Academic Quality and Performance	Percent of Graduates Passing Licensure Exams Number of Accredited Programs Number of New Graduate Programs Students Participating in Experiential Learning
Research and Economic Development	Grants and Contracts Expenditures License Agreements Signed Licenses Signed with Start-Up Companies STEM Graduates
Affordability and Accountability	Three-Year Federal Loan Default Rate Regional Rank for Undergraduate Tuition and Fees Percent of Operating Budget Funded by the State Students Served by Special Schools (SDSD/SDSBVI)

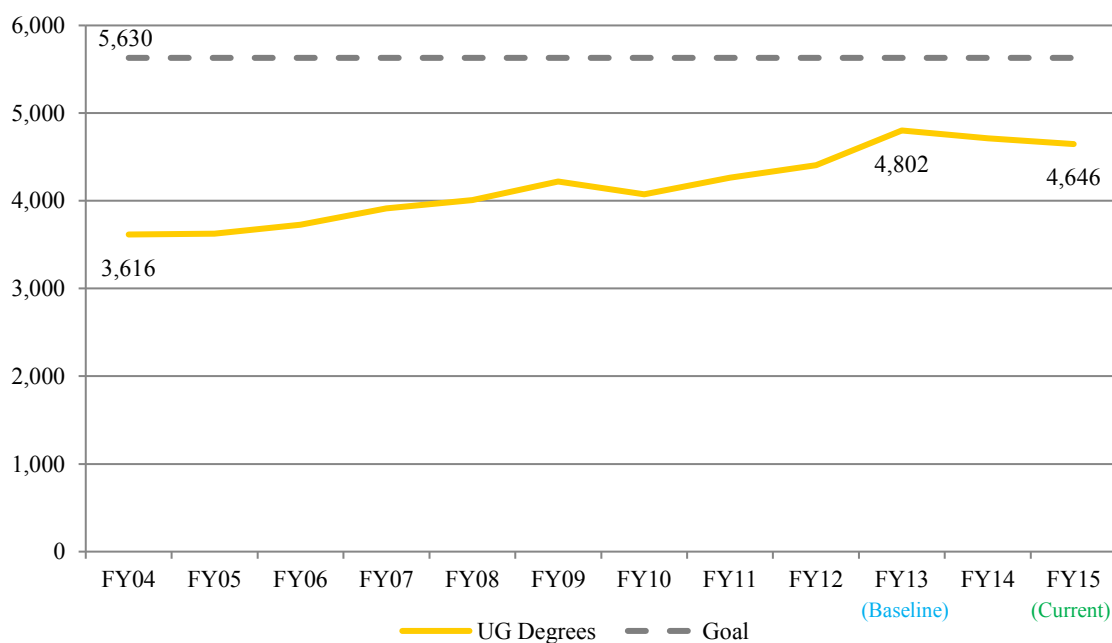
Each indicator is listed in the plan with a baseline (2014) measurement and a 2020 goal. Accordingly, the aim of this report is to update board members on the current status of each indicator, and to discuss factors affecting progress toward each goal. Though similar information is given on the [SDBOR Strategic Plan webpage](#), this report will explore these data in considerably greater detail.

Indicator 1**Student Success: *Degrees Awarded, Undergraduate*¹**

Status: In Progress

Summary: The number of undergraduate degrees awarded by regental universities has climbed steadily over the last decade, rising from 3,616 in FY2004 to 4,646 in FY2015, a change of 28.5 percent. Growth over this period has been strongest in the areas of general studies, health, biological sciences, and agriculture.

Figure 1
Degrees Awarded, Undergraduate



Discussion: Degree awards are a function of – among other things – enrollment. And as indicated in other recent analyses, system enrollment has continued to face considerable downward pressure.² Although undergraduate enrollment has increased by 16.6 percent since Fall 2005, the rate of growth has slowed dramatically. In fact, undergraduate enrollment actually fell by 4.3 percent from Fall 2010 to Fall 2015 when high school students are excluded. If this trend continues, undergraduate awards may begin to fall unless advances are made with respect to graduation rates. It is expected that new system initiatives – such as the move to 120-credit degrees, the general education redesign, and the WICHE Passport project – will help to facilitate stronger completion numbers in future years.

¹ Defined as: Total undergraduate degrees awarded

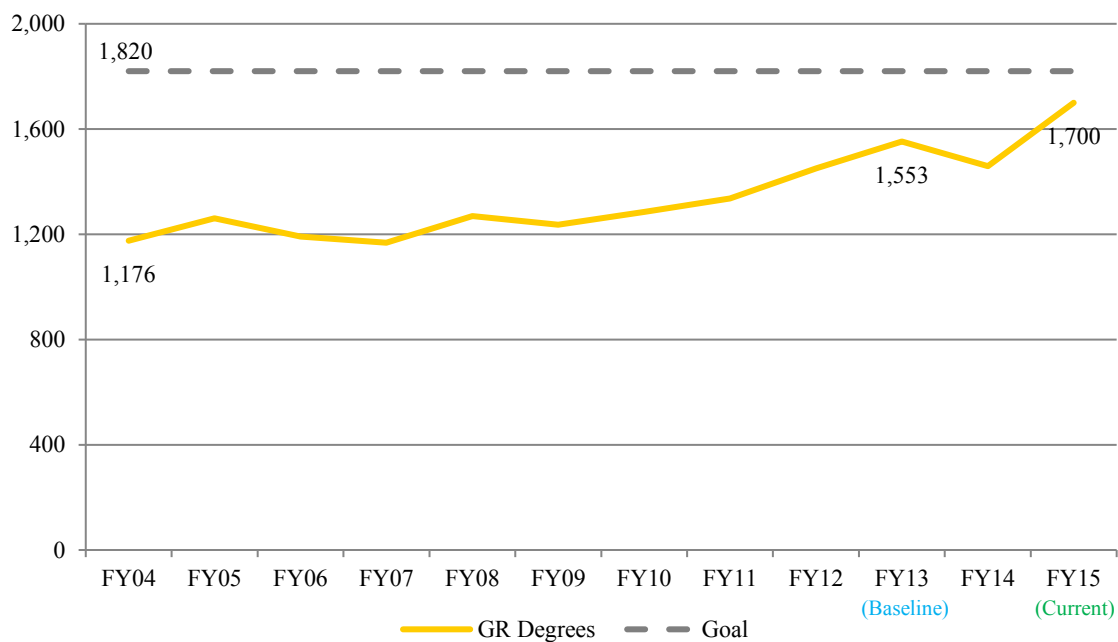
² See https://www.sdbor.edu/the-board/2015AgendaItems/December/5_O_BOR1215.pdf

Indicator 2**Student Success: *Degrees Awarded, Graduate*³**

Status: In Progress

Summary: Graduate degree awards have grown by a larger relative margin than have undergraduate degrees awards. From FY2004 to FY2015, graduate degree awards grew by 44.6 percent, compared to 28.5 percent growth in undergraduate degree awards. Consequently, the university system awarded about 500 more graduate degrees in FY2015 than it did in FY2004. System-wide increases in graduate degree awards have been led chiefly by health, public administration, and business fields.

Figure 2
Degrees Awarded, Graduate



Discussion: Presently, graduate degree awards seem likely to follow a similar trajectory as is expected for undergraduate degree awards. From Fall 2010 to Fall 2015, graduate enrollments fell by 9.4 percent, from 6,530 to 5,930. Though student counts remain higher now than in Fall 2005, the small but consistent enrollment declines seen since the recession-era peak of Fall 2010 would seem to portend parallel future declines in graduate completer awards.

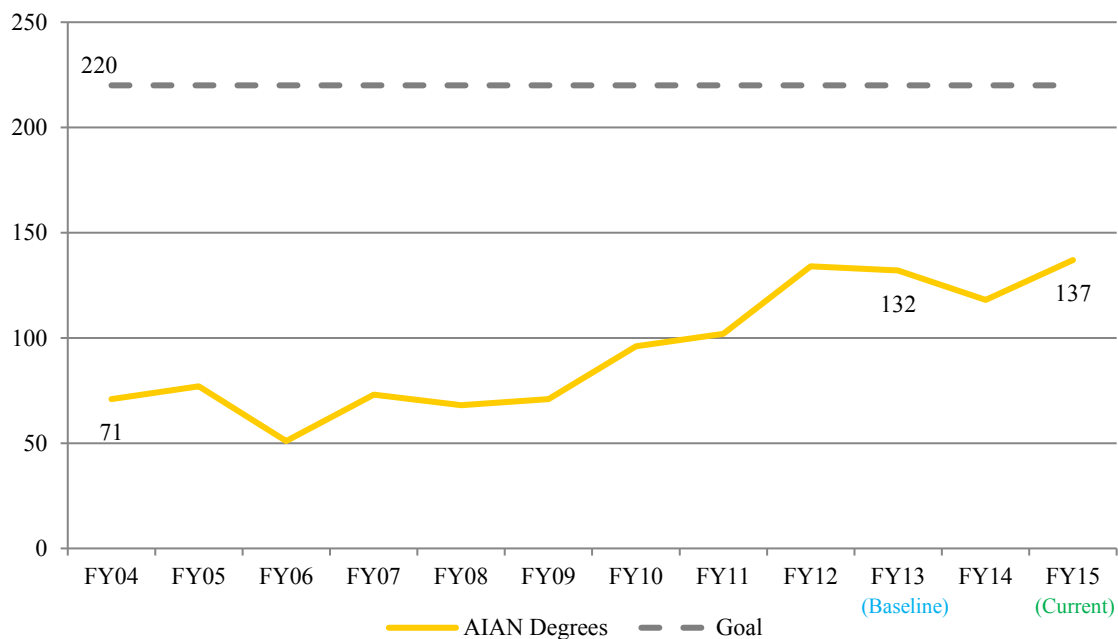
³ Defined as: Total graduate degrees awarded

Indicator 3**Student Success: *Degrees Awarded to American Indian Students*⁴**

Status: In Progress

Summary: From FY2004 to FY2012, the number of degrees awarded by regental universities to American Indian students nearly doubled (i.e., 88.7 percent growth). This measure has leveled somewhat in the interim, but currently stands at an all-time high. Generally, this trend closely mirrors the lines seen above for total undergraduate degree awards and total graduate degree awards.

Figure 3
Degrees Awarded to American Indian Students



Discussion: College-age American Indians will continue to be among the most important student demographics for the university system in coming years. These students not only have been historically underrepresented in the university system, but also are expected to grow considerably in number over the next decade.⁵ Consequently, the board has begun to place substantial emphasis on this group through targeted programs such as South Dakota Jump Start and South Dakota GEAR UP. These efforts will be crucial in driving progress toward the board's degree production goal.

⁴ Defined as: Degrees awarded to students whose self-reported racial classification is (1) American Indian or Alaska Native alone, or (2) multi-racial including American Indian or Alaska Native

⁵ See <https://www.sdbor.edu/the-board/agendaitems/Documents/2013/August/PlanningSession/1.pdf>

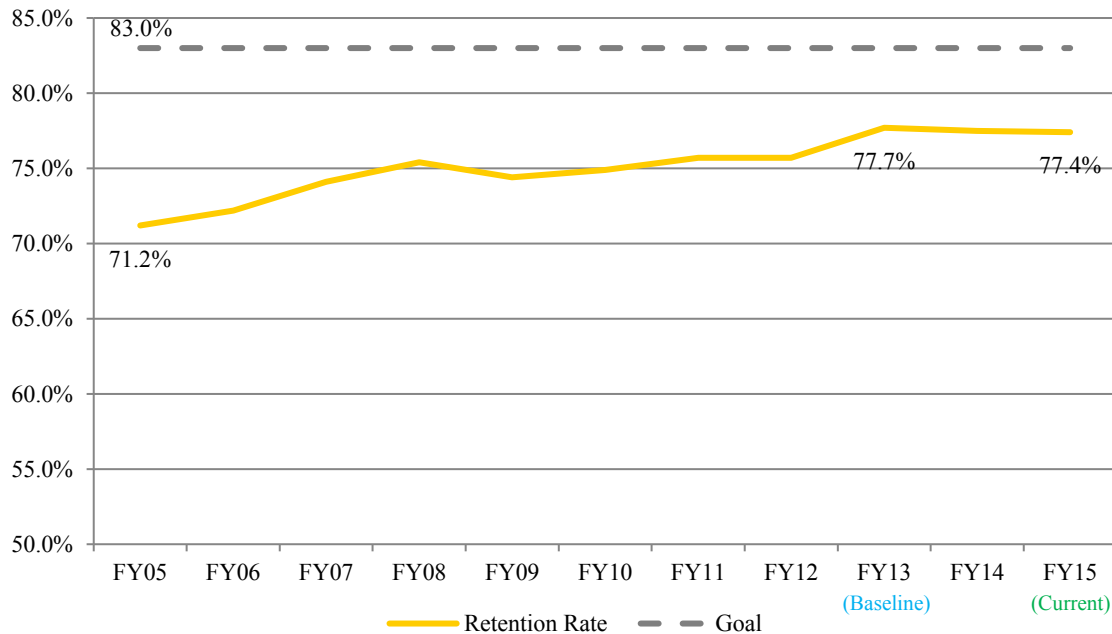
Indicator 4

Student Success: *Retention Rate*⁶

Status: In Progress

Summary: The in-system retention rate (i.e., the percentage of students returning to any regental university) has climbed steadily over the last ten years. Whereas only about seven in ten freshmen returned for a second year of study in FY2005, nearly eight in ten did so by FY2015. In fact, had retention rates remained at levels seen a decade ago, nearly 300 fewer students from the most recent starting cohort would have returned for a second year.

Figure 4
Retention Rate



Discussion: Retention rates are a classic immediate-term performance indicator. Due to the strong correlation between retention rates and graduation rates, retention rates can be understood as a bellwether for eventual student success. It is hoped that a combination of existing and new initiatives – like the Starfish Early Alert System and the SDSMT MathSpark program – will continue to expand the tools available for fostering student success during the crucial first year.

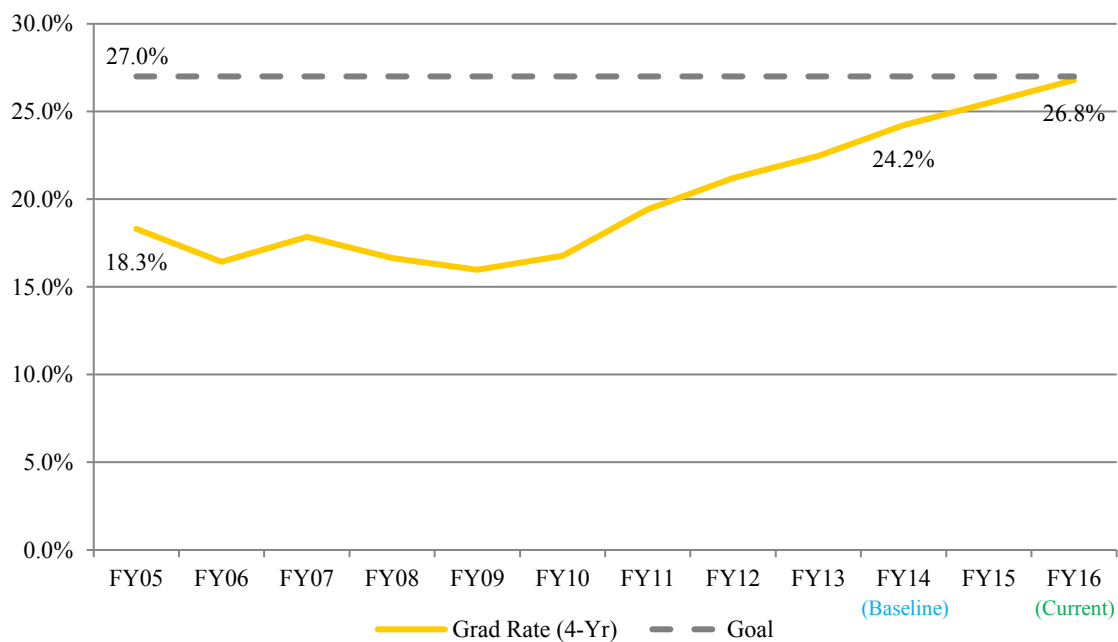
⁶ Defined as: Percent of first-time, full-time, bachelor's degree-seeking students returning to any regental university for a second fall semester

Indicator 5**Student Success: *Graduation Rate, Four-Year*⁷**

Status: In Progress

Summary: Regental universities have made significant gains over the last decade with respect to four-year graduation rates (also known as “100 percent” graduation rates). While the system-wide rate stood at only 16.0 percent as recently as FY2009, considerable effort by the universities has raised this rate to more than 25 percent as of FY2016. These improvements are a major contributor to the consistent uptick in undergraduate degrees mentioned earlier. Continued strides in this area may allow the system to meet its stated 2020 goal of 27.0 percent.

Figure 5
Graduation Rate, Four-Year



Discussion: Completion rates are in many ways a cumulative measure of an institution’s entire academic enterprise. More than that, activities related to affordability, admission practices, financial aid, curriculum, academic support, student support, and a wide variety of other areas may ultimately affect an institution’s cumulative completion rate. Given that regental admission processes have not changed radically in the last decade, the steadily advancing graduation rate shown above should be taken as evidence of holistic improvement in the overall effectiveness of university processes.

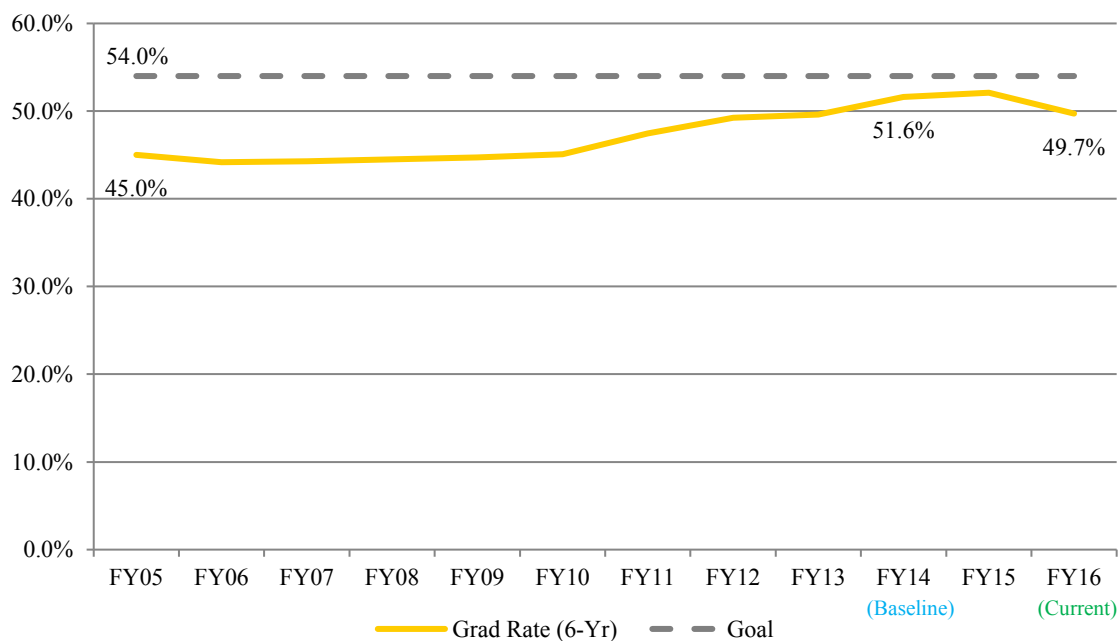
⁷ Defined as: Percent of first-time, full-time, bachelor's degree-seeking students graduating in four years or less at the starting institution

Indicator 6**Student Success: *Graduation Rate, Six-Year*⁸**

Status: In Progress

Summary: As with the four-year rates shown above, six-year graduation rates in the regental system have seen a modest upswing in recent years. Starting from a recent low of 44.2 percent in FY2006, the university system's six-year (or "150 percent") completion rate now stands at 49.7 percent.

Figure 6
Graduation Rate, Six-Year



Discussion: Though a six-year graduation rate of just under fifty percent may not seem immediately impressive, it should be noted that this rate is quite strong in the broader context of public higher education. Indeed, all six regental universities currently report a rate that is near – and typically above – analogous rates for US peer universities.⁹ This comparison is especially positive given the continued absence of a traditional community college system in South Dakota. Much like four-year rates, these six-year rates can be treated – despite their somewhat limited scope – as summative indicators of overall institutional effectiveness.

⁸ Defined as: Percent of first-time, full-time, bachelor's degree-seeking students graduating in six years or less at the starting institution

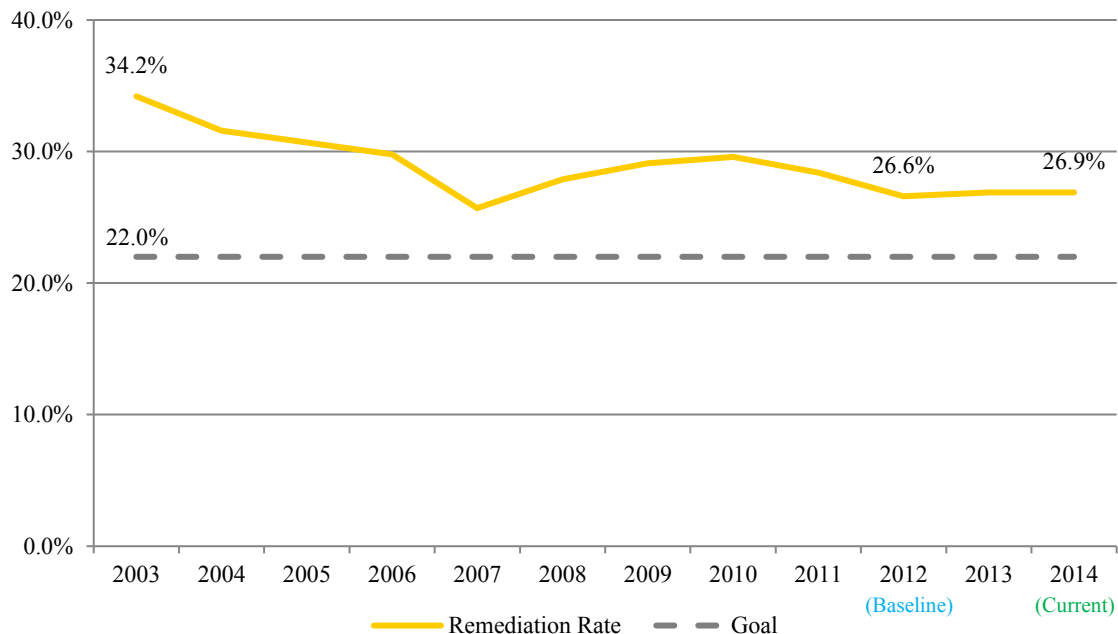
⁹ See <https://www.sdbor.edu/dashboards/Pages/Peer-Analysis-Dashboard.aspx>

Indicator 7**Student Success: *Remediation Rate*¹⁰**

Status: In Progress

Summary: System remediation rates – the percentage of incoming students requiring developmental coursework in math or English – have shown a somewhat uncertain pattern over the last decade. Though rates declined consistently from 2003 to 2007, little change has occurred in more recent times. Consequently, a modest gap continues to exist between observed (26.9 percent) and targeted (22.0 percent) rates.

Figure 7
Remediation Rate



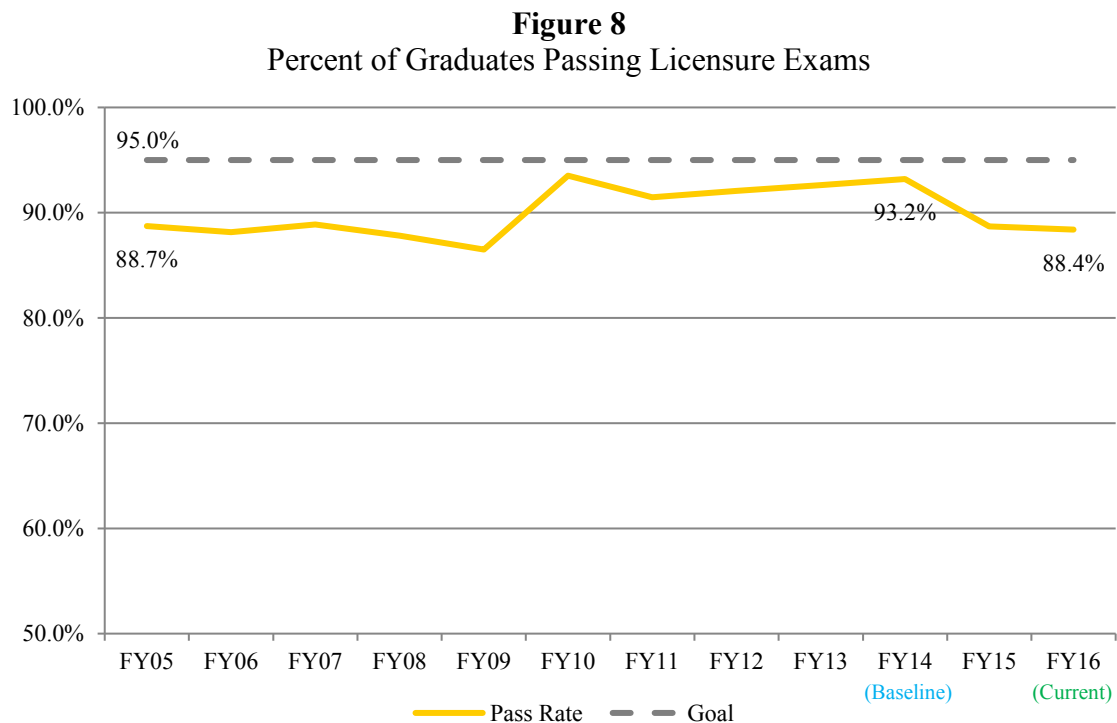
Discussion: Remedial placement is, fundamentally, a reflection of secondary (not postsecondary) education efficacy. Accordingly, remediation rates have a significant impact on university operations despite being largely beyond the control of the universities themselves. However, because the university system works collaboratively with the state's Department of Education on a number of joint initiatives (e.g., Smarter Balanced integration, College Readiness Coursework program), this measure of student preparedness does reflect the university system's effectiveness in working cooperatively with other educational partners to address a major threat to college success.

¹⁰ Defined as: Percent of first-time, full-time, degree-seeking students from SD high schools who were designated for remedial coursework in at least one subject (math or English)

Indicator 8**Academic Quality and Performance: *Percent of Graduates Passing Licensure Exams*¹¹**

Status: In Progress

Summary: Exam pass rates have long been an area of strength for the university system. In every year of the trend line depicted below, regental universities reported a cumulative pass rate above 85 percent. However, a slight dip in rates since FY2014 has resulted in a considerable gap between actual and targeted rates.



Discussion: University system students consistently outperform national comparison groups on certification and licensure exams. Indeed, many programs routinely report 100 percent passage rates on these assessments. The significant fall in passage rates recorded since FY2014 have resulted from modest declines in several larger programs, including law (USD), BS nursing (SDSU) and AS nursing (USD). Whether these drops were anomalous or part of a longer trend remains to be seen, but pending programmatic changes in some of these programs (e.g., USD law) eventually may result in improved testing outcomes.

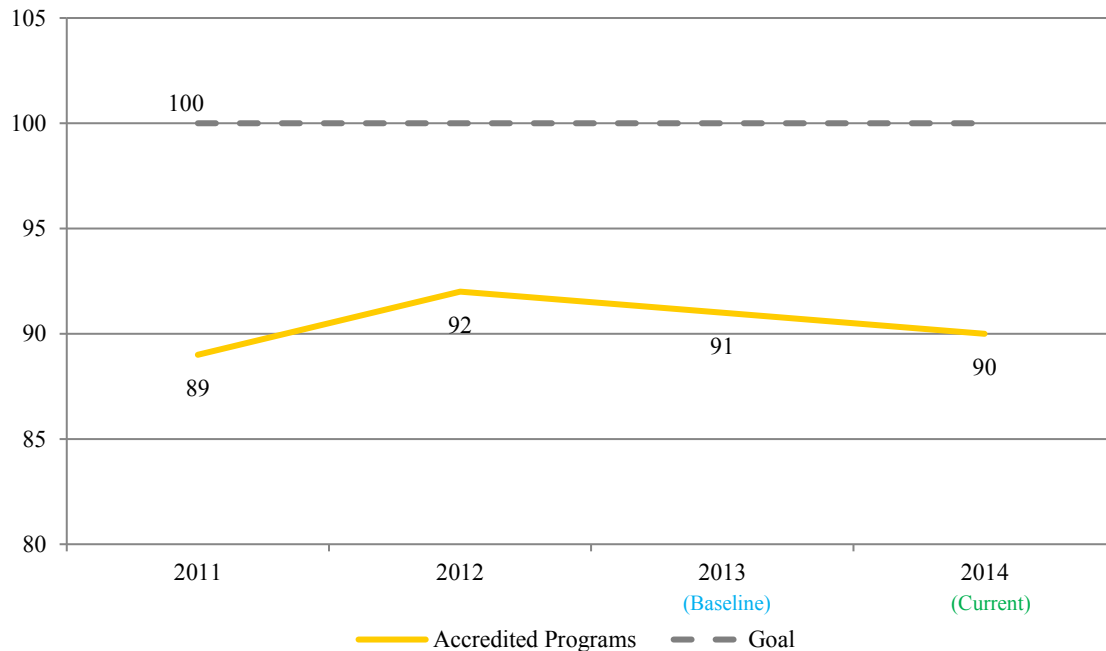
¹¹ Defined as: Percent of graduates who were tested and passed a licensure or certification exam in a professional field

Indicator 9**Academic Quality and Performance: *Number of Accredited Programs*¹²**

Status: In Progress

Summary: The number of accredited programs – that is, the number of regental degree programs that have been accredited or certified as meeting national standards – has hovered near ninety for all years with available data. While the number of nationally accredited programs has remained relatively unchanged in recent years, these counts nonetheless have risen dramatically with the proliferation of opportunities for certification.

Figure 9
Number of Accredited Programs



Discussion: National accreditation provides an objective measure of program quality. As such, regental institutions have begun to pursue these opportunities more vigorously than in the past. SDSU, for example, has identified accredited programs as an important focus of its own IMPACT 2018 strategic plan. As universities continue to advance efforts to acquire program accreditations, the trending seen above is likely to bend upward over time.

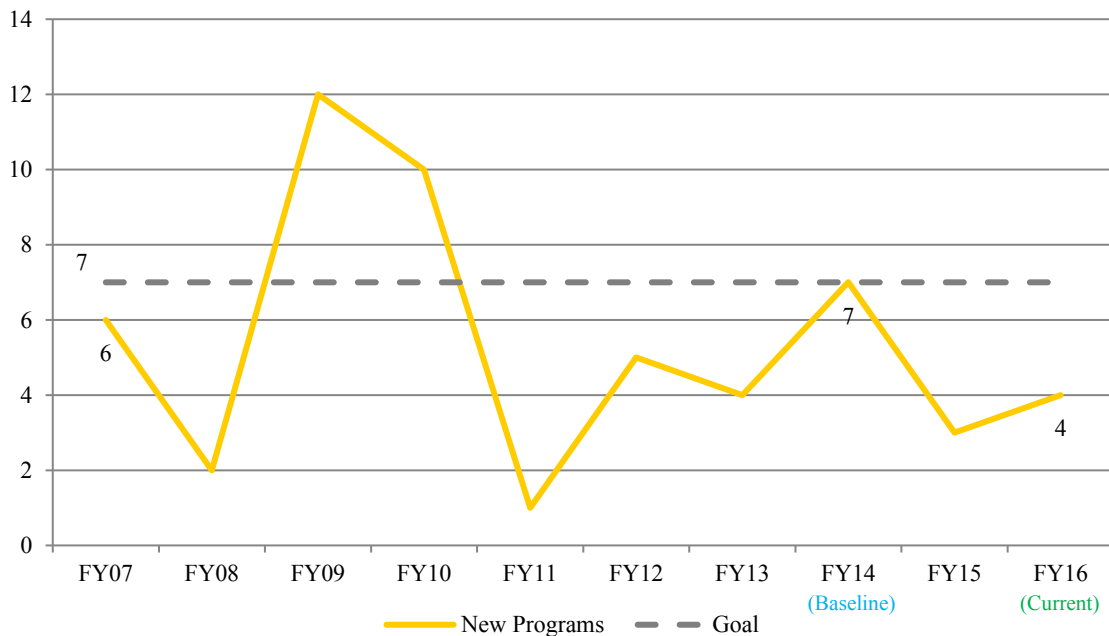
¹² Defined as: Number of degree programs with national accreditation or certification

Indicator 10**Academic Quality and Performance: *Number of New Graduate Programs***¹³

Status: In Progress; (met in FY2014)

Summary: Perhaps more than any other performance goal in the SDBOR strategic plan, the goal of approving seven new graduate programs annually is one that is likely to vacillate between “met” and “unmet” from year to year. Not surprisingly then, the graph below shows that program approvals have indeed varied considerably over the analyzed timespan.

Figure 10
Number of New Graduate Programs



Discussion: Graduate programs epitomize the notion of university education. Graduate students – who receive instruction, teach courses, and conduct research – underpin much of the scholarly activity taking place at the state’s four-year universities, and are in many ways one of the university system’s most distinguishing features. Graduate degree completers also hold a special place in the modern knowledge-based economy by filling many of the high-paying, high-growth occupations in the state and national workforce. Consequently, the board continues to encourage universities to seek out new opportunities for graduate offerings that respond to market demand for well-educated and highly-skilled practitioners.

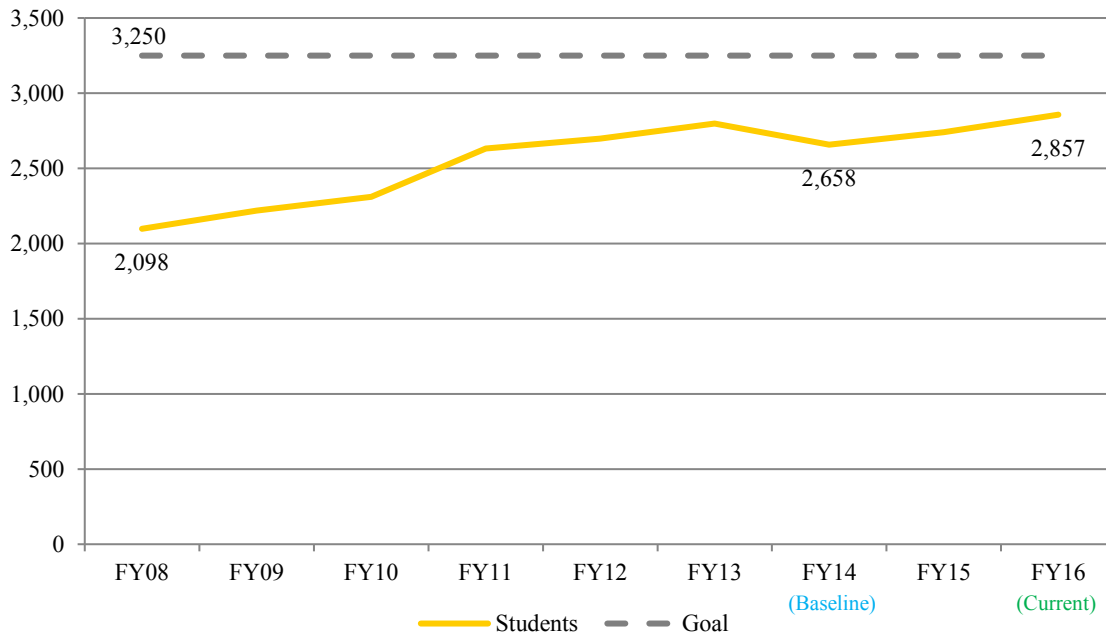
¹³ Defined as: Number of new graduate degree programs receiving final approval (per year) from the Board of Regents

Indicator 11**Academic Quality and Performance: *Students Participating in Experiential Learning*¹⁴**

Status: In Progress

Summary: “Experiential learning” is a blanket concept that encapsulates all forms of “on-the-job” educational opportunities offered in the university system, including internships, practicums, field experiences, and cooperative learning offerings. The number of regental students engaging in these opportunities has risen gradually over time, with more than 2,800 students participating during the most recent year.

Figure 11
Students Participating in Experiential Learning



Discussion: As the current trend toward skills-based education continues to rise, so too do related opportunities for experiential study in the state’s universities. Academic programs in the university system, including some of the system’s largest programs (e.g., nursing, teacher education), increasingly require students to complete an internship or practicum as a requirement for graduation. In many cases, these experiences also are required as a condition for professional certification. In this light, participation in these opportunities is expected to become more common among university students.

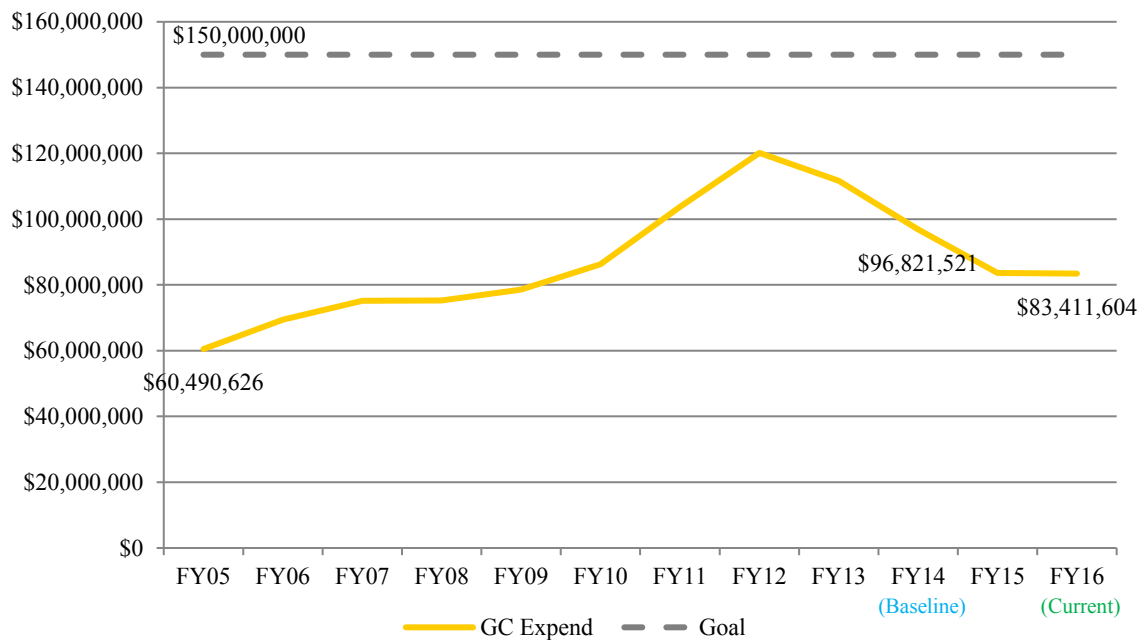
¹⁴ Defined as: Number of students enrolling in at least one internship, practicum, field experience, or cooperative learning experience

Indicator 12**Research and Economic Development: *Grants and Contracts Expenditures***¹⁵

Status: In Progress

Summary: Expenditures on federal, state, and private grants and contracts have contracted precipitously in the regental system in recent years. Spending in FY2016 stood at \$83 million, down 30.6 percent from the all-time high of \$120 million recorded in FY2012. However, this amount (\$83 million) represents respectable growth from the pre-recession figures seen in the chart below. While these figures are expected to make gradual gains in the coming years, the adopted 2020 goal of \$150 million in spending may not be attainable.

Figure 12
Grants and Contracts Expenditures



Discussion: Two important observations should be made about the data shown above. First, trends in research spending by regental universities largely mirror systemic trends seen at the national level. Following a swell of stimulus spending by the federal government during the economic crisis, federal sequestration and other budget challenges have impeded the availability of additional research investment. Second, because *expenditures* (as opposed to *awards*) are shown above, the steep downward trend depicted above shows the somewhat delayed effect of tightened federal spending in the years just after the peak of the recession.

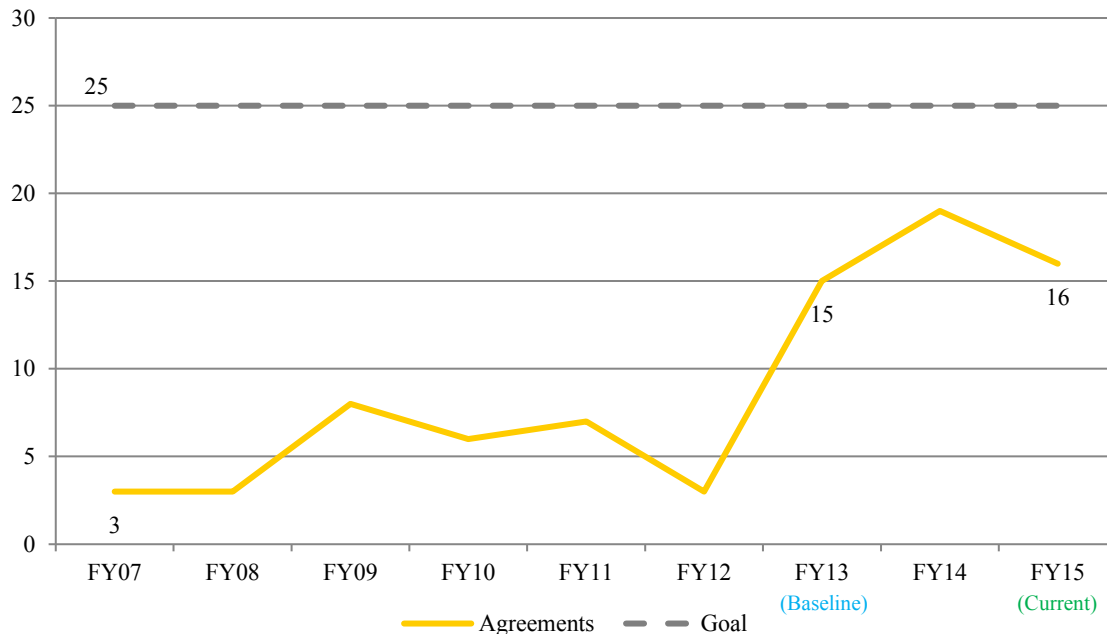
¹⁵ Defined as: Total spending on all federal, state, private, and other grant and contract research

Indicator 13**Research and Economic Development: *License Agreements Signed*¹⁶**

Status: In Progress

Summary: The number of signed license agreements has spiked since FY2012, reaching a new all-time high of 19 in FY2014. After averaging only five signed agreements per year from FY2007 to FY2012, the university system has averaged 16.7 new signed agreements over the last three years. This striking departure from past trending signifies a major shift in emphasis for the university system's research enterprise.

Figure 13
License Agreements Signed



Discussion: License agreements are a key measure of research commercialization. Until recently, South Dakota was relatively inactive in this area. However, with a newly insurgent emphasis on research and economic development at the university level, the university system now has begun to break into this arena. It is hoped that continued attempts to foster public-private commercialization relationships will produce additional progress in future years. SDSU has been particularly active in this area, and has been the chief driver of the system-wide upswing seen above.

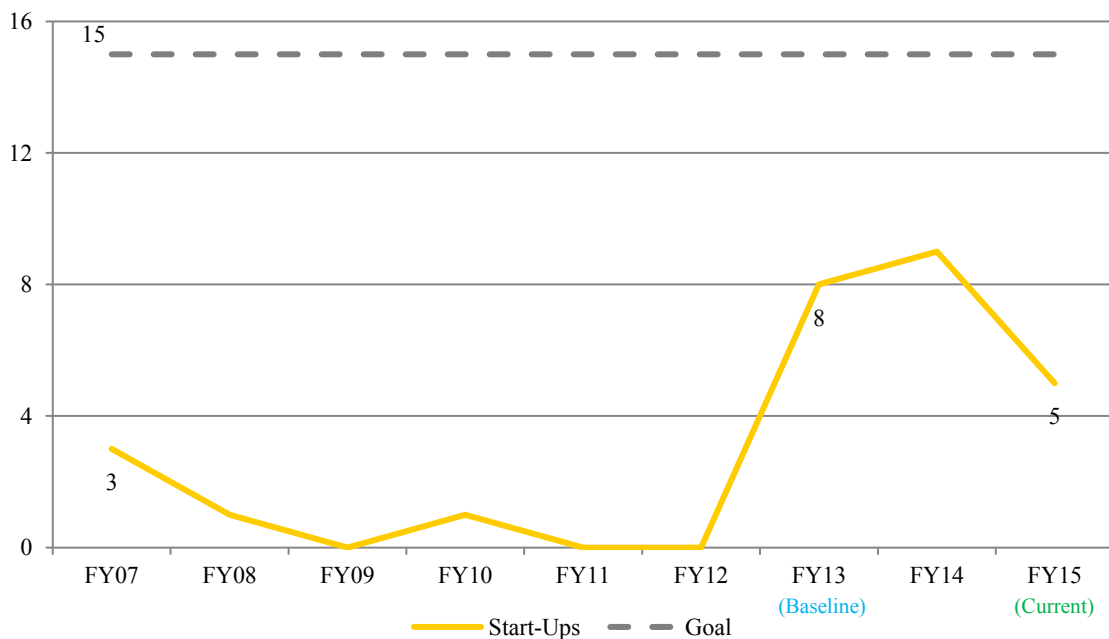
¹⁶ Defined as: Number of signed agreements authorizing a third party to develop university-generated intellectual property

Indicator 14**Research and Economic Development: *Licenses Signed with Start-Up Companies*¹⁷**

Status: In Progress

Summary: As with signed license agreements, a small surge has occurred in the number of start-up companies founded to commercialize university-generated research. Recent counts have at times approached double-digits despite averaging only one start-up company per year over the previous six years.

Figure 14
Licenses Signed with Start-Up Companies



Discussion: The commercialization efforts underlying the increases seen above (both in signed license agreements and in start-up companies) have been driven by several long-term development activities. For example, the Governor's Research Center program was developed to accelerate research competitiveness and strengthen the state's economy by placing a greater emphasis on the translation of basic research into commercial endeavors. Other initiatives, such as the Graduate Education and Applied Research (GEAR) Center are intended to further cultivate a number of nascent entrepreneurial ventures, including start-up companies. Further, the development of research parks in Brookings and Sioux Falls has provided additional opportunities for innovation, commercialization, and entrepreneurship across the university system.

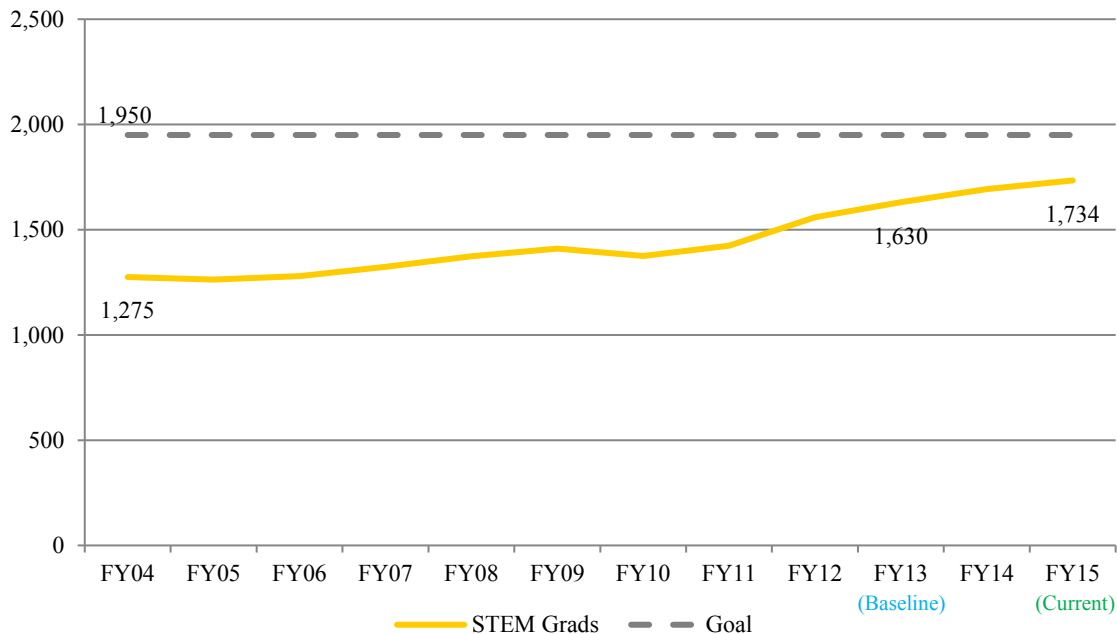
¹⁷ Defined as: Number of new companies launched that are designed to commercialize university-generated research

Indicator 15**Research and Economic Development: *STEM Graduates*¹⁸**

Status: In Progress

Summary: Loosely following the same trend seen for Indicator 1 (undergraduate degree awards) and Indicator 2 (graduate degree awards), the data below indicate a small but continuous rise in the number of students completing STEM-related majors in the university system. Extrapolated several more years, this trend appears poised to eclipse the board's goal of 1,950 STEM graduates by the year 2020.

Figure 15
STEM Graduates



Discussion: A chorus of observers – from policymakers to industry leaders to educators – continues to call for an increased focus on the development of a STEM-oriented workforce. These calls are well-founded in the context of the current skills-based economy, with STEM occupations frequently offering high pay and strong demand. In the regental system, growth in this area has been driven by a wide assortment of disciplines, but has been led mainly by agriculture, engineering, and biological sciences. At the institutional level, SDSU has recorded by far the largest gains in STEM graduates over the last decade, jumping from 538 graduates in FY2004 to 836 graduates in FY2015.

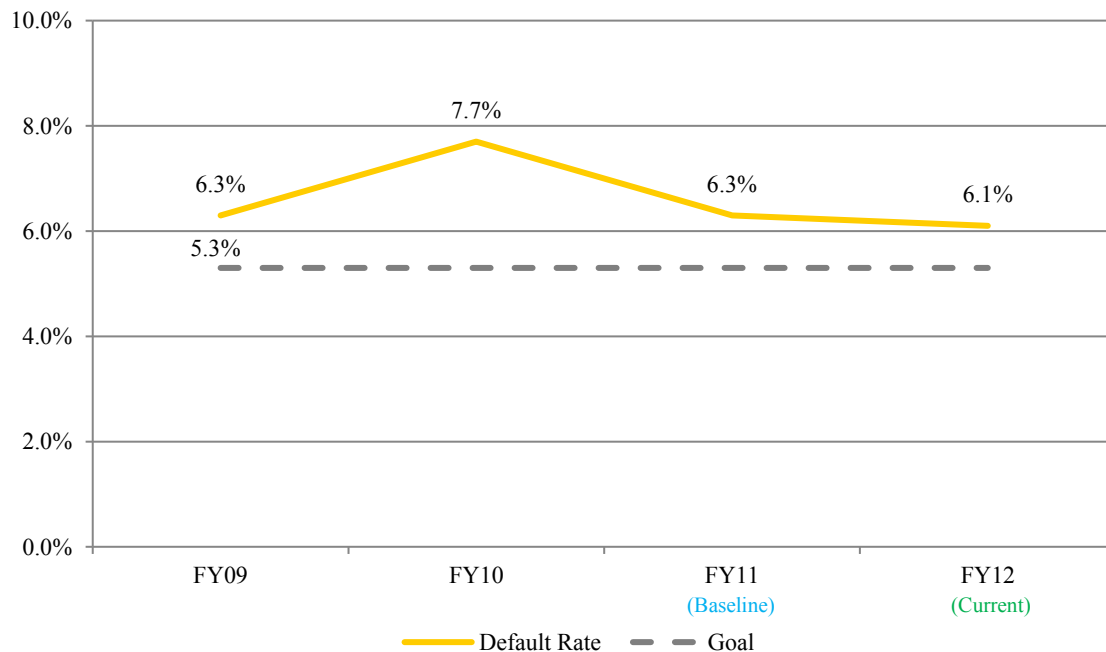
¹⁸ Defined as: Number of students completing a major in a science, technology, engineering, or mathematics field

Indicator 16**Affordability and Accountability: *Three-Year Federal Loan Default Rate*¹⁹**

Status: In Progress

Summary: South Dakota's federal loan default rates (the proportion of students defaulting on federal student loans) have been dependably low for many years. South Dakota routinely ranks among the nation's best with respect to student loan default, and the regental system consistently outperforms all other institutional sectors in South Dakota specifically. For instance, the regental system's 2012 default rate of 6.1 percent was less than half of that recorded for the state's technical institutes (13.6 percent). Trend data continue to suggest the strong possibility of reaching the board's 2020 goal of 5.3 percent.

Figure 16
Three-Year Federal Loan Default Rate



Discussion: Default rates represent a cumulative effect of multiple dynamics, including college affordability, completion rates, and workforce conditions. That said, further improvement in national and state economic conditions may continue to push default rates downward. It should be noted that three-year default rate data have been available for a limited number of years, and hence restrict the scope of available trending. Further, default rates are calculated using cohorts of students who completed degrees more than two years prior, meaning that the data shown above are (by design) lagged somewhat.

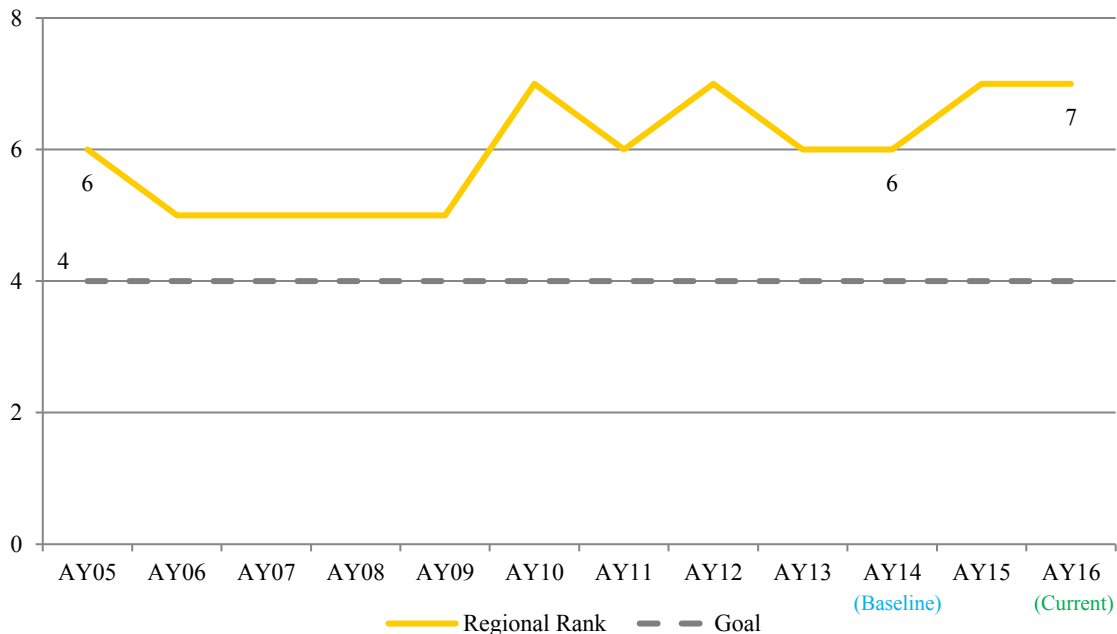
¹⁹ Defined as: Percent of federal student loan borrowers entering repayment in a given fiscal year who default on their loans by the end of the second following fiscal year

Indicator 17**Affordability and Accountability: *Regional Rank for Undergraduate Tuition and Fees***²⁰

Status: In Progress

Summary: Data indicate that, under this performance measure, South Dakota universities have become less affordable over the last decade in comparison with regional peers. While South Dakota once ranked near the middle of eight Midwestern states with respect to undergraduate costs, it since has moved decidedly toward the high end of the cost distribution. By 2016, only one neighboring state (Minnesota) charged more to resident undergraduates.

Figure 17
Regional Rank for Undergraduate Tuition and Fees



Discussion: Regional rank is merely a proxy for actual cost, and by the measure of actual cost, South Dakota's eroding affordability appears even more conspicuous. From 2005 to 2016, the eight-state average for resident undergraduate tuition and fees increased by 36.9 percent (from \$5,300 to \$7,200 per year). Over the same period, the analogous figure in South Dakota rose by 76.6 percent (from \$4,800 to \$8,500).²¹ Additional data suggest that this challenge is exacerbated by the state's comparative lack of student aid. In fact, in terms of average net price (total cost minus grant aid), South Dakota's public universities are now among the most expensive in the country.²²

²⁰ Defined as: South Dakota's regional rank for tuition and fees for resident undergraduates at four-year public universities, out of eight regional neighbors

²¹ See <https://www.sdbor.edu/mediapubs/student-costs/Pages/default.aspx>

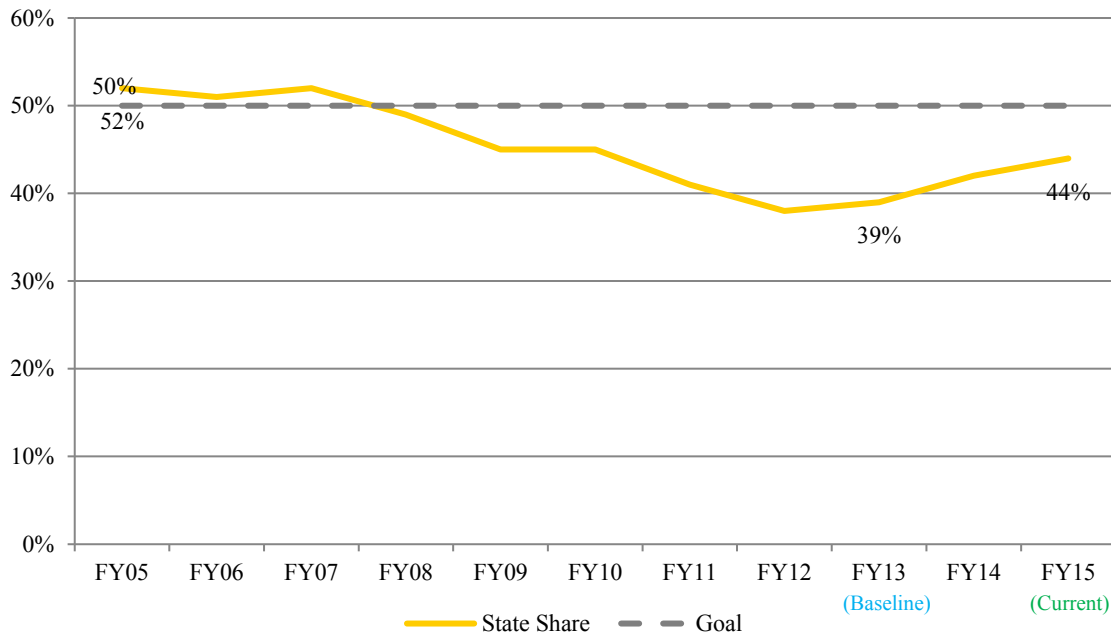
²² See <https://www.sdbor.edu/dashboards/Pages/University-Affordability.aspx>

Indicator 18**Affordability and Accountability: *Percent of Operating Budget Funded by the State***²³

Status: In Progress

Summary: Taken from what was once known colloquially as the board's "X-graph" (named for the "X" shape created by crossing trend lines), the data below indicate a distinct closing of the gap between state support and student support in the public university system. After reaching an all-time low of 38 percent in FY2012, several years of renewed investment by the state have led to a slow return of the state's share toward the targeted 50 percent mark.

Figure 18
Percent of Operating Budget Funded by the State



Discussion: Like so many performance measures in higher education, the "state share" indicator is subject to a host of moving parts, only some of which are under the direct control of the university system. The rebound in state support depicted above is attributable mainly to two recent tuition freeze requests supported by the governor and legislature. With a similar proposal pending in the upcoming legislative session, this performance indicator has the potential to move nearer still to a 50-50 balance with student support. Given the affordability data presented on the previous page, this support from the state appears increasingly crucial.

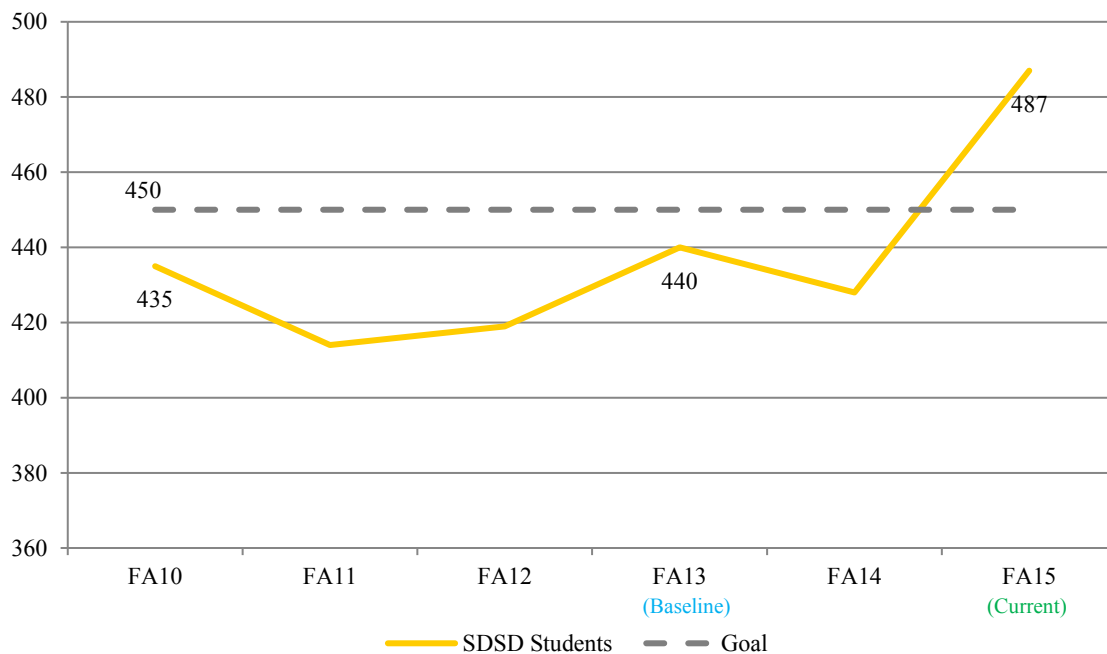
²³ Defined as: Percent of university operating budgets sourced from state general fund appropriations

Indicator 19**Affordability and Accountability: *Students Served by Special Schools, SDSD***²⁴

Status: Met

Summary: The South Dakota School for the Deaf serves students through partnerships with the Brandon Valley School District (Auditory-Oral program), the Harrisburg School District (Bilingual – American Sign Language and English program), and through various outreach services to families and schools. The graph below displays the combined fall participation history for all educational and consultative program areas offered by SDSD. In Fall 2015, participation numbers surged to 487, a number surpassing the board's 2020 goal, and also setting a new recent high. Typically, students participating in SDSD's outreach programs represent upward of 90 percent of the students depicted here. It should be noted that the above figures do not include students served by SDSD's Mobile Hearing Lab program, which provided audiological screenings to more than 13,000 children in FY2016.

Figure 19
Students Served by Special Schools, SDSD



Discussion: It should be noted that the board's strategic goal of increasing student participation in SDSD programs aligns well with SDSD's own strategic objectives, which include a focus on raising both the scope and the quality of services offered through the school.²⁵

²⁴ Defined as: Number of students served in any capacity by the South Dakota School for the Deaf

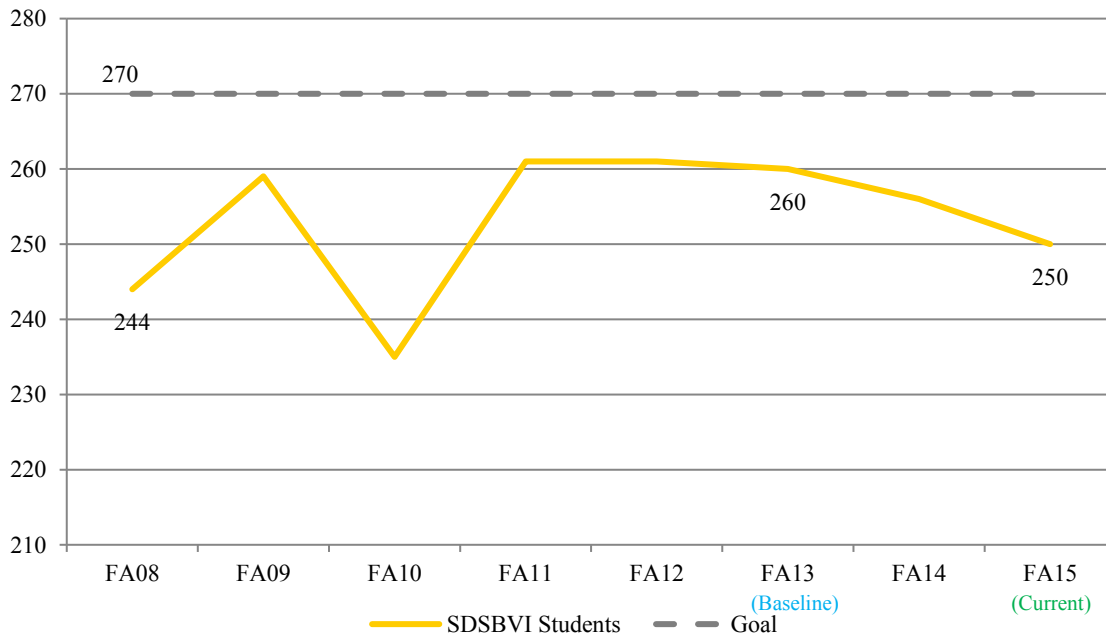
²⁵ See <http://sdsd.sdbor.edu/documents/SDSD-Strategic-Plan.pdf>

Indicator 20**Affordability and Accountability: *Students Served by Special Schools, SDSBVI*²⁶**

Status: In Progress

Summary: The range of services offered by the South Dakota School for the Blind and Visually Impaired includes on-campus instruction and residential services at SDSBVI's campus in Aberdeen, summer school programming, off-campus outreach services, and diagnostic evaluations. Combined fall participation data for these program areas are shown below. On average, approximately 250 students are served each year by SDSBVI, led mainly by those participating in the school's various outreach programs. These figures do not include diagnostic evaluations delivered by the school.

Figure 20
Students Served by Special Schools, SDSBVI



Discussion: As with the South Dakota School for the Deaf, the South Dakota School for the Blind and Visually Impaired has established the expansion of statewide services as a major strategic objective.²⁷ So while both SDBOR and SDSBVI have placed an emphasis on increasing student participation, SDSBVI is careful to point out that other goals – such as building resource networks, fostering public awareness, and collaborating with partner institutions – are likewise important.

²⁶ Defined as: Number of students served in any capacity by the South Dakota School for the Blind and Visually Impaired

²⁷ See <http://sdsbvi.northern.edu/documents/Strategic-Plan.pdf>

AGENDA ITEM: 2 – A

**SOUTH DAKOTA BOARD OF REGENTS
PLANNING SESSION
AUGUST 3-4, 2016**

SUBJECT: Strategies for Achieving the State’s Higher Education Attainment Goal

At the August 2015 Planning Session, Dr. Daniel Palmer, System Director of Institutional Research, presented on job growth and workforce development. The supporting agenda item outlined data from a 2013 Georgetown University Center on Education and the Workforce report forecasting changes in South Dakota based on a transition to toward a knowledge-based, service-based economy. The Georgetown data indicated that by 2020, 65% of jobs in South Dakota will require some level of postsecondary credentialing (including certificates, licensing, associate, and baccalaureate degrees).¹ Following this discussion the Board reviewed a formal action item at their October 2015 meeting. The Board adopted a provisional attainment goal of 65% of South Dakotans, aged 25-34, holding some form of postsecondary credential by the year 2025 with the 65% measure adjustable pending input from partners and other stakeholders.

Dr. Rush and central office staff worked during the 2015-16 academic year to facilitate additional stakeholder engagement consistent with the provisional goal adopted by the Board. The Workforce Development Council voted to support the attainment in December of 2015. The Board of Education gave their support for the goal at their May 2016 meeting.² Governor Dugaard voiced his support in his 2016 State of the State address stating, “More than ever before, it’s important for young people to continue their education beyond high school. The Board of Regents recently proposed a goal that 65% of young people in South Dakota achieve a post-secondary credential of some sort, and I think that is a worthy goal to pursue.”³

With support from the other postsecondary partners in the state, Scott Jenkins and Susan Heegaard from the Lumina Foundation will join the Board during the retreat to discuss Lumina’s State Policy Agenda and to engage in discussion surrounding strategies for moving forward towards achieving the attainment goal.

Attainment Trends in South Dakota

The Lumina Foundation annually releases its “Stronger Nation” report⁴ and the most recent release indicates that 45.1% of working-age South Dakotas hold some form of postsecondary

¹ https://www.sdbor.edu/the-board/2015AgendaItems/August/Retreat/2_BORRetreat0815.pdf

² Although the Board of Education did not take formal action on the attainment goal, the Department of Education supported the initiative and the new school accountability model being developed to comply with Every Students Succeeds Act (ESSA) takes more aggressive steps toward ensuring that every student is college and career ready prior to high school graduation.

³ “State of the State Address of Governor Dennis Dugaard,” 12 January 2016, available from <http://sd.gov/governor/docs/2016%20State%20of%20the%20State.pdf>.

⁴ <http://strongernation.luminafoundation.org/report/2016/#south-dakota>

credential as of 2014 (see Figure 1). The largest number of degree holders had earned a Bachelor's degree (22%) followed by Associate (13%) and Graduate and Professional degrees (8%).

Figure 1
Levels of Education for South Dakota Residents, ages 25-64



* including equivalency

Source: U.S. Census Bureau, 2014 American Community Survey

Note: The accompanying pie chart does not account for residents who have earned high-value postsecondary certificates. The percentage on the right – admittedly, an *estimate* – aims to fill that gap. To calculate this percentage, labor market experts at the Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014.

Additionally, this year Lumina began reporting on the number of Certificates earned; Certificates are reported in the same category as “some college, no degree” and comprise approximately 2% of the population. Since the Lumina Foundation began tracking these data, South Dakota has experienced a modest growth of roughly 3% in credential attainment (5% when including certificate holders this past year) since 2008 (see Figure 2).

Figure 2
Percentage of the States Working-age Population (25-64) With a Quality Postsecondary Credential

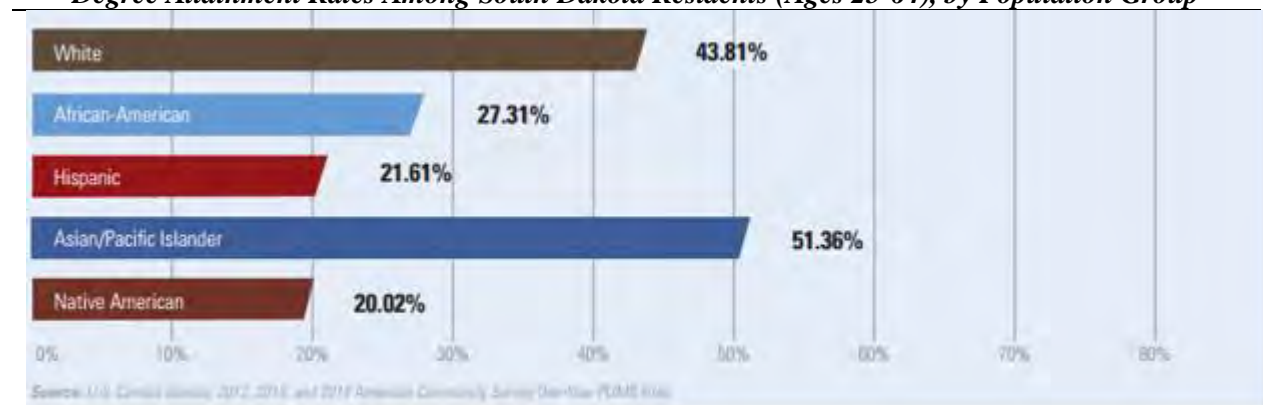


A June 2016 article in the *Argus Leader* questioned the need for such a high attainment rate by citing discrepancies between the growth projections in the Georgetown study and those from the federal Bureau of Labor Statistics (BLS). BLS projections show that about two-thirds of entry-level jobs in South Dakota will require only a high school diploma while the Georgetown report projects that 65% of jobs in the state will require some form of postsecondary credential. The article indicated fear exists that by setting the attainment goal on the higher Georgetown

projections rather than the more conservative projections from BLS would result in the state overproducing college graduates, thereby leading to a large number of citizens unnecessarily accumulating student loan debt and increased state “brain drain.” In an editorial response, Dr. Rush articulated why the discrepancies between the reports exist, why the Georgetown report was utilized over the BLS projections, the changing face of job requirements, and why higher levels of postsecondary attainment are both a public and private good.

When setting an effective attainment goal, Lumina emphasizes setting a goal that is quantifiable, challenging, long-term, and addresses attainment gaps for underrepresented populations. Lumina further emphasizes basing the goal on analysis of state workforce needs, encouraging collaboration with a variety of stakeholders, and formally adopting the goal so as to shape policy and practice. The goal provisionally adopted by the Board addresses many of these emphases with the exception of addressing attainment gaps. Data in Figure 3 depict the current attainment gaps that exist for the various diversity classification in South Dakota as depicted by Lumina.

Figure 3
Degree Attainment Rates Among South Dakota Residents (Ages 25-64), by Population Group



The terms “completion” and “attainment” are related but have different meanings. *Completion* focuses on those students already enrolled while *attainment* focuses on the broader context of the state, its citizens, and its workforce needs. One can see the attainment gap between the different racial groups within the state in the following charts. In addition, the gap is evident at the county level, with reservation and mostly rural counties having lower attainment rates and higher poverty rates than population centers and counties that house 4-year colleges or technical institutes (see Table 1). Despite not including a focus on attainment gaps that might exist in South Dakota when adopting a provisional attainment goal, the strategic plan adopted by the Board of Regents in 2014 outlines a specific goal for increasing completion rates for American Indian/Alaskan Native students.⁵

⁵ https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

Table 1
Percentage of South Dakota Residents (Ages 25-64) With at Least an Associate Degree By County

Aurora	37.90	Clark	35.35	Fall River	35.67	Hyde	33.05	Marshall	42.08	Shannon	22.34
Beadle	33.41	Clay	52.92	Faulk	46.04	Jackson	32.48	Meade	36.58	Spink	35.86
Bennett	30.32	Codington	34.50	Grant	30.31	Jerauld	31.08	Mellame	30.71	Stanley	38.83
Bon Homme	29.09	Corson	29.00	Gregory	31.71	Jones	24.67	Miner	39.82	Sully	43.23
Brookings	54.24	Custer	44.09	Haakon	32.63	Kingsbury	40.72	Minnehaha	43.64	Todd	20.71
Brown	41.88	Davison	47.28	Hamlin	33.03	Lake	42.32	Moody	39.62	Tripp	36.44
Brule	37.17	Day	30.95	Hand	35.75	Lawrence	40.90	Pennington	40.12	Turner	37.79
Buffalo	16.78	Deuel	36.13	Hanson	43.43	Lincoln	57.17	Perkins	28.82	Union	48.53
Butte	30.66	Dewey	26.34	Harding	41.36	Lyman	31.55	Potter	35.57	Walworth	40.46
Campbell	38.30	Douglas	32.93	Hughes	46.58	McCook	39.96	Roberts	31.55	Yankton	36.83
Charles Mix	30.98	Edmunds	44.90	Hutchinson	41.23	McPherson	31.21	Sanborn	36.32	Ziebach	24.86

Source: U.S. Census Bureau, 2010-14 American Community Survey, 5-Year Estimates

The adoption of a statewide attainment goal aligns with both the first priority of the SDBOR 2014-20 Strategic Plan (Student Success) and with Lumina Foundation's Goal 2025 of having 60% of Americans in possession of a postsecondary credential by the year 2025. Furthermore, the Lumina Foundation's State Policy Agenda has three core elements: 1) improve student outcomes; 2) align investments; and 3) create smarter pathways. Each element has specific, evidence-based policies that work to increase attainment. Many of these policies and practices are already at work in South Dakota with a number falling under one of the four priorities of the system strategic plan. The matrix depicted in Attachment I outlines the system's efforts in relation to each of these strategies.

The draft motion being presented for approval during the regular business meeting on August 4 will be to formally adopt a statewide postsecondary education attainment goal of 65% of South Dakota citizens, aged 25-34, holding a postsecondary credential by the year 2025.

Lumina Foundation State Policy Agenda Evidence-Based Policies & Practices			
Policy	Status	Notes	Strategic Plan Priority
Create a comprehensive data and information system to measure student progression & outcomes.	Complete	SDBOR Dashboards , available from https://www.sdbor.edu/dashboards/Pages/default.aspx .	1, 2, 4
Adopt accountability metrics & dashboards to measure progress towards the goal.	Complete	SDBOR Dashboards , available from https://www.sdbor.edu/dashboards/Pages/default.aspx .	1, 2, 4
Adopt statewide policies to guarantee transfer between public institutions.	Complete	WICHE Passport : SDBOR agenda item (April 2015) available from https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/I_B_CommA0415.pdf ; general WICHE Passport information available from http://www.wiche.edu/passport/home . General education revisions : SDBOR agenda item (June 2016) available from https://www.sdbor.edu/the-board/agendaitems/2016/June/9_D1_BOR0616.pdf .	1
Align statewide K-12 assessments with college readiness standards & placement exams.	Complete	Math and English placement based on Smarter Balanced Assessment and ACT scores : Academic Affairs Council guidelines available from https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/English_Math_Placement_Guidelines.pdf .	
Enact credit hour limits.	Complete	120 credit hours to bachelor's degree/60 credit hours for associate degree (with exceptions): SDBOR Policy 2:29 1(C)(1) available from https://www.sdbor.edu/policy/documents/2-29.pdf .	
Expand availability of online learning by adopting SARA.	Complete	BOR administers SARA for SD : SDBOR Policy 1:29, available from https://www.sdbor.edu/policy/Documents/1-29.pdf .	1
Set an ambitious goal for increased attainment & monitor progress toward the goal.	In progress	65% set as a provisional goal pending support from other stakeholders and partners. <i>SDBOR</i> : SDBOR adoption (October 2015) available from p.3270-3271 https://www.sdbor.edu/the-board/minutes/Documents/10_2015FullBoardMinutes.pdf . <i>South Dakota Workforce Development Council</i> : Adoption (December 2015) available from http://dlr.sd.gov/workforce_training/wdc/wdcminutes120915.pdf . <i>South Dakota Department of Education</i> : Adoption (May 2016)	1

		available from http://doe.sd.gov/board/documents/051616min.pdf . <i>Governor's Office</i> : Advocated in "State of the State Address," (January 2016) available from http://sd.gov/governor/docs/2016%20State%20of%20the%20State.pdf .	
Develop a statewide plan that includes policy & practice changes needed to reach goal.	In progress	System Strategic Plan : Available from https://www.sdbor.edu/the-board/StrategicPlan/Pages/default.aspx .	All
Support efforts to define & use learning outcomes at the degree and certificate level.	In progress	General Education Redesign : SDBOR agenda item (April 2015) available from https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2016%20Agenda%20Items/6_V_BOR0316.pdf .	1
Create user-friendly public information tools for students & families.	In progress	SDMyLife : Web portal available from http://sdmylife.com/ . SelectDakota : Web portal in need of overhaul, available from http://www.selectdakota.org/ .	1
Reach consensus on the financial resources necessary to reach the goal.	In progress	New initiatives are currently paid for by students/tuition dollars.	4
Adopt & sustain outcomes based funding policies.	Option available	SB 5 from the 2013 legislative session : Allows but does not require performance funding, available from http://sdlegislature.gov/docs/legsession/2013/Bills/SB5HST.pdf .	4
Develop lower cost pathways to degrees, including accelerated degree programs.	In progress	Increasing associate degree options : SDBOR agenda item (December 2015) available from https://www.sdbor.edu/the-board/2015AgendaItems/December/5_L_BOR1215.pdf#search=associate%20degree%20design%20report . Reduced tuition for associate degree programs at University Center-Sioux Falls : SDBOR agenda item (April 2016) available from https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2016%20Agenda%20Items/5_H1_BOR0316.pdf . High School Dual Credit Program/\$40 per credit hour : SDBOR agenda item (December 2014) available from https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/III_E_CommA1214.pdf#search=dual%20credit .	1, 4
Develop & implement a comprehensive approach to financial aid.	In Progress	Shared Responsibility Program : SDBOR agenda item (April 2016) available from	4

		https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2016%20Agenda%20Items/6_R_BOR0316.pdf .	
Encourage & support full-time enrollment & progress.	In progress	<p>Complete College America member/completion agenda: CCA information available from http://completecollege.org/.</p> <p>Credit hour requirements for SD Opportunity Scholarship: Information available from https://sdos.sdbor.edu/require/continue.html.</p>	1
Adopt guided pathways to credentials & require institutions to monitor progress toward on-time completion.	In progress	<p>BHSU and SDSU exploratory studies programs: SDSU information available from https://www.sdstate.edu/gs/exploratory/. BHSU information available from http://www.bhsu.edu/Academics/ProgramsMajors/ExploratoryStudies/tabid/17055/Default.aspx.</p> <p>High School Dual Credit advising tracks: Academic Affairs Council agenda item (July 2015) available from https://www.sdbor.edu/administrative-offices/academics/aac/Documents/5_K_AAC0715.pdf#search=dual%20credit%20advising.</p>	1
Establish statewide system to award & recognize credits through assessment of prior learning.	In progress	<p>Participation in Multistate Collaborative on Military Credit: Information available from http://www.mhec.org/multi-state-collaborative-on-military-credit.</p> <p>Acceptance of prior learning assessment: Allowed under Academic Affairs Council guidelines available from: https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/Credit_by_Examination_Guidelines.pdf.</p>	1
Create statewide program to identify adults with some college but no credential & encourage re-enrollment & completion.	In progress	<p>Associate degree completion project/Reverse transfer: USD and SDSU programs to encourage completion, SDBOR agenda item (June 2015) available from https://www.sdbor.edu/the-board/agendaitems/Documents/2015/June/CommA/I_E_CommA0615.pdf.</p> <p>Non-traditional No More project: SDBOR agenda item (June 2010) available from https://www.sdbor.edu/administrative-offices/student-affairs/sac/Documents/03-BOR-Non-TraditionalNoMoreGrantRecommendations_Updated.pdf.</p>	1

Ensure competency based programs for adults are available statewide.	Not currently being addressed		
Encourage institutions' mission & capacity to evolve to meet state & regional needs.	Not currently being addressed		

SOUTH DAKOTA BOARD OF REGENTS

Board Work

AGENDA ITEM: 3 – D

DATE: May 9-11, 2017

SUBJECT: Rolling Calendar

At the May 2017 Board of Regents' meeting, the Board will be asked to establish the May 2018 BOR meeting dates and location as May 8-10 at South Dakota State University in Brookings.

The recommended meeting dates and locations consider factors such as holidays, past host locations, etc. To reference the factors that contribute to the recommendations, see the following attachments:

- Attachment I – Proposed calendar of 2018 dates and locations
- Attachment II – Important dates to avoid
- Attachment III – 2018 calendar
- Attachment IV – Dates and hosting locations for BOR meetings over the previous 10 years

DRAFT MOTION 20170509_3-D: I move to approve May 8-10 as the dates and South Dakota State University as the site for the May 2018 Board of Regents' meeting.

COPS MAILOUT	COPS MEETING	BOR ITEMS DUE (from campus)	BOR MAILOUT	BOR MEETINGS	LOCATION	
March 6	March 13	March 1	March 20	March 27-29 (Tues-Thurs)	BHSU, Spearfish	Approved 3/29/17
April 17	April 24	April 17	May 1	May 8-10 (Tues-Thurs)	SDSU, Brookings	Draft
June 5	June 12	June 5	June 19	June 26-28 (Tues-Thurs)	USD, Vermillion	Draft
July 17	July 24	July 17	July 31	August 7-9 (Tues-Thurs)	Pierre	Draft
September 4	September 11*	September 7	September 25	October 2-4 (Tues-Thurs)	SD Mines, Rapid City	Draft
November 7	November 14*	November 8	November 27	December 4-6 (Tues-Thurs)	DSU, Madison	Draft

*The COPS meetings marked with asterisks have been scheduled a week earlier than usual.

**DATES TO KEEP IN MIND
2018**

Attachment II 3

January 1, Monday

January 9, Tuesday

January 15, Monday

February 19, Monday

March 5-9, Mon – Fri

March 9, Friday

March 17, Saturday

March 26, Monday

March 30, Friday

April 1, Sunday

April 22-24, Sun-Tues

April 30-May 4, Mon – Fri

May 5, Saturday

May 7-8, Mon – Tues

May 28, Monday

June 24-27, Sun – Wed

July 4, Wednesday

July 9-13, Tues-Friday

August 6-12, Mon – Sun

August 6-9, Mon – Thurs

September 3, Monday

September 28, Friday

October 8, Monday

October 20, Saturday

October 19-20, Fri – Sat

November 11, Sunday

November 12, Monday

November 22, Thursday

December 6-12, Thurs – Wed

December 15, Saturday

December 25, Tuesday

New Year Holiday Observed

Session Begins

Martin Luther King Jr. Day

President's Day

Spring Break

Last day of main run of session

St. Patrick's Day

Veto Day

Good Friday

Easter

AGB (San Francisco, CA)

Finals Week at Campuses

Commencements

WICHE (Montana)

Memorial Day

NACUA Annual Conference (Minneapolis, MN)

Independence Day

SHEEO Annual Meeting (Park City, UT)

Sturgis Rally

SHEEO Higher Education Policy Conference
(Denver, CO)

Labor Day

Buffalo Roundup

Native American Day

First day of Pheasant Hunting Season

Governor's Hunt

Veterans' Day

Veterans' Day Observed

Thanksgiving

Finals Week at Campuses

Commencement at Campuses

Christmas

HOLIDAYS IN 2018

NEW YEAR'S DAY
Monday, January 1

M.L. KING JR. DAY
Monday, January 15

ASH WEDNESDAY
Wednesday, February 14

PRESIDENT'S DAY
Monday, February 19

ST. PATRICK'S DAY
Saturday, March 17

GOOD FRIDAY
Friday, March 30

PASSOVER
Sundown, March 30 through April 7

EASTER
Sunday, April 1

MOTHER'S DAY
Sunday, May 13

MEMORIAL DAY
Monday, May 28

FATHER'S DAY
Sunday, June 17

INDEPENDENCE DAY
Wednesday, July 4

LABOR DAY
Monday, September 3

ROSH HASHANAH
Sundown, Sept. 9 through Sept. 10

YOM KIPPUR
Sundown, Sept. 18 through Sept. 19

COLUMBUS DAY
Monday, October 8

ELECTION DAY
Tuesday, November 6

VETERANS DAY
Sunday, November 11

THANKSGIVING DAY
Thursday, November 22

HANUKKAH
Sundown, Dec. 2 through Dec. 10

CHRISTMAS
Tuesday, December 25

2018

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

YEAR	January	March/April	May	June	August	October	December
2018		3/27-29, BHSU					
2017		3/28-30, BHSU	9-11, SDSU	27-29, NSU	8-10, Pierre	3-5, DSU	5-7, SDSD
2016		3/30-4/1, SDSM&T	10-12, SDSU	28-30, DSU	2-4, Pierre	4-6, NSU	6-8, USD
2015		3/31-4/2, USD	12, Phone	9-11, DSU	10-12, Pierre	6-8, NSU	1-3, BHSU
2014		4/1-3, DSU	13, Phone	10-12, USD	12-14, Pierre	7-9, NSU	2-4, SDSMT
2013		4/3-4, NSU	15-16, SDSU	19-20, USD	14-15, SF	9-10, BHSU	4-5, SDSMT
2012	25 – Pierre	3/28-29, NSU/SDSBVI	16-17, SDSU	28-29, DSU	8-9, Pierre	10-11, USD	12-13, BHSU
2011		3/31-4/1, SDSU	19-20, NSU	29-30, DSU	9-11, BHSU	12-13, USD	15-16 SDSMT
2010		3/31-4/1, NSU	13-14, USD	24-25, SDSU	11-13, BHSU	13-14, SDSMT	16-17 Pierre
2009	28 – Pierre	4/2-3, NSU	21-22, USD	25-26, Pierre	5-7, BHSU	14-15, SDSMT	17-18 DSU
2008	21 – Pierre	3/27-28, Pierre	29-30, NSU	26-27, SDSU	6-8, BHSU	22-23, SDSMT	18-19 DSU
2007	23 – Pierre	4/12-13 USD/SDSD - SF	17-18, NSU	28-29 SDSU	8-10 BHSU	18-19, SDSMT	13-14 DSU
2006	16 – Pierre	3/23-24 USD/ Med Sch. SF	8-9, NSU	22-23, SDSU	9-11 BHSU	19-20 DSU	13-14 SDSMT

OUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – A

DATE: May 6-11, 2017

SUBJECT: Graduation Lists

Board of Regents [Policy 2:17 - Awarding of Degrees, Graduation Dates, and Catalog of Graduation](#) specifies that the Board “approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university,” following each academic term. Once submitted on behalf of the institution, the President certifies that all candidates have successfully completed degree or program requirements as approved by the Board, and that no degree requirements were waived for any individual student. Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota request approval of the graduation lists for Spring 2017 provided at the links below.

- Black Hills State University
https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2017%20Agenda%20Items/May0917/4_A_BHSU_SP17_Graduates_BOR0517.pdf
- Dakota State University
https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2017%20Agenda%20Items/May0917/4_A_DSU_SP17_Graduates_BOR0517.pdf
- Northern State University
https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2017%20Agenda%20Items/May0917/4_A_NSU_SP17_Graduates_BOR0517.pdf
- South Dakota School of Mines and Technology
https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2017%20Agenda%20Items/May0917/4_A_SDSMT_SP17_Graduates_BOR0517.PDF
- South Dakota State University
https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2017%20Agenda%20Items/May0917/4_A_SDSU_SP17_Graduates_BOR0517.pdf
- University of South Dakota
https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2017%20Agenda%20Items/May0917/4_A_USD_SP17_Graduates_BOR0517.pdf

DRAFT MOTION 20170509_4-A: I move to approve the Spring 2017 graduation lists for BHSU, DSU, NSU, SDSM&T, SDSU, and USD contingent upon the students’ completion of all degree requirements.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (1)

DATE: May 9-11, 2017

SUBJECT: Agreement on Academic Cooperation – NSU

Northern State University seeks approval to renew an existing agreement on academic cooperation with Dankook University, Korea, (see Attachment I). The agreement provides the opportunity for student exchange. The agreement specifies that participating students are responsible for payment of tuition to the host institution. All expenses, including fees, living and incidental expenses required by the host institution shall be borne by the participating students.

DRAFT MOTION 20170509_4-B(1): I move to approve the renewal of the agreement on academic cooperation between Northern State University and Dankook University, Korea.



February 17, 2017

Dr. Michael G. Rush
Executive Director
South Dakota Board of Regents
306 East Capitol Avenue, Suite 200
Pierre, SD 57501-3159

RE: AAC Agenda – Student Exchange Agreement

Dear Dr. Rush:

Enclosed please find a copy of the Student Exchange Agreement between Dankook University and Northern State University. We are enthusiastic about the new opportunities this agreement opens for our students. If you could please add this to the Academic Affairs Committee agenda so that it can be reviewed for possible approval at the next Board of Regents' meeting, in March, that action would be greatly appreciated.

I would be pleased to provide you with any additional background information you might desire. Thank you for your assistance.

Sincerely,

A handwritten signature in black ink that reads 'Timothy M. Downs'.

Timothy M. Downs, Ph.D.
President
Northern State University

STUDENT EXCHANGE AGREEMENT
BETWEEN
NORTHERN STATE UNIVERSITY
AND
DANKOOK UNIVERSITY

Northern State University and Dankook University conclude this Agreement to promote student exchange, based upon the Memorandum of Understanding (MOU) between Northern State University and Dankook University.

1. Duration of Stay

The duration of stay for exchange students shall not exceed a period of one academic year, and shall be subject to the agreement of the host institutions.

2. Numbers of Exchange Students

Each institution will work with the host institution on acceptance. The institutions undertake to balance the numbers of students from each institution over the term of the Agreement. With the agreement of the host institution the number of student exchanges in a particular year may change where it is necessary to "balance" the numbers of exchange students. Note: 2 students for a 4-6 week summer semester (2 courses, 6 credits) stay or 2 students for an 8 week summer research stay is equivalent to 1 student for a full semester stay.

3. Status of Exchange Students

Each institution shall normally accept incoming exchange students as visiting students who do not plan to obtain a degree from the host university.

4. Acceptance Procedures

The students participating in the exchange program under the terms of this Agreement shall be selected initially by the home institutions, and the host institution shall make the final admission decisions in each case.

5. Study Program

Each exchange student shall determine the study program at the host institution in consultation with academic advisors at both the home and host institutions. Depending on the study program, language requirements and/or other prerequisites may be imposed in accordance with the regulations of the host institutions. Exchange students will normally be permitted to enter a program in which there is space and no limits on access, provided the student meets the stipulated prerequisite requirements. Academic advisor contact information must be given to host institution each semester.

6. Academic Record and Accreditation

The host institutions shall evaluate the academic performance of each exchange student according to its rules. Students shall be responsible for requesting that transcripts be sent, at their expense, to their home University. The home institution may give credit to each student according to its regulations.

7. Tuition, Fees and Expenses:

Students from partner institutions pay tuition at their home campus. Therefore, they are not required to pay tuition at the host institution. Exchange students will be responsible for all fees and expenses required by the host institution. A list of required fees will be provided by the host institution each semester. In addition, all incoming exchange students will be required to pay the following:

- Round-trip airfare
- Mandatory university room or housing
- Mandatory meal plan as stipulated by university regulations
- Required South Dakota regental approved medical insurance
- Textbooks and living expenses
- Expenses related to entry and departure from the country
- All visa related fees
- Any fees associated with targeted courses at the host institution and required support fees.

8. Government Requirements

Exchange students will meet all requirements of the host country as regards immigration, including where appropriate, arrangements for their families and dependents. Exchange students shall ensure that they keep their host institution fully informed of their movements and their contact details during the period of their exchange. The host institution will act as the point of contact with the student.

9. Financial Responsibility

Exchange student shall take out comprehensive health insurance which is valid in the host country and host institution. Exchange students shall be responsible for their own expenses, including travel expenses, food, accommodation costs, and health care fees. The host institution will assist the exchange student to find initial accommodation wherever necessary.

10. Program Administration

Each institution shall designate an officer for general program administration, and shall inform the other institution of any changes in these arrangements. The officer shall be in regular contact with each other to make arrangements necessary to implement this Agreement. All programs are subject to the regulations and conditions as set forth by the Office of International Programs at Northern State University and the Office of International Affairs at Dankook University.

11. Conditions for Collaboration

Nothing in the Agreement shall be construed by one Exchanging Institution as an indemnification of the other for liabilities of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Agreement. Any liabilities or claims for property loss or death or personal injury by an Exchanging Institution or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

12. Commencement and Duration of the Agreement

The Agreement shall enter into force on the date of its signing by both institutions and shall remain in force for five years.

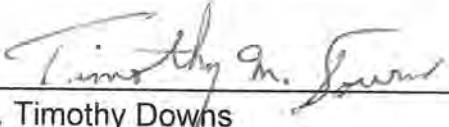
Either institution may, by giving six months written notice to the other institution, terminate the Agreement. In the absence of such and early termination, the renewal of this Agreement shall be reviewed by the two institutions no less than six months prior to the natural termination of the current Agreement.

In the event that either party terminates the Agreement, the host institution shall honor the terms of the Agreement for students whose exchange has been approved prior to the termination, as if the Agreement remained in force for the period of exchange.

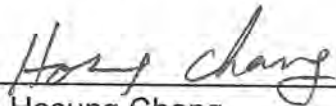
The terms of this Agreement may be revised or modified at any time through joint review and recommendation by both institutions. No revision or modification shall come into effect until such time as both institutions have signed a letter agreeing to the revision or modification.

The following signatures are affixed as acknowledgement and acceptance of the terms of this Agreement:

For Northern State University


 Dr. Timothy Downs
 President
 Northern State University
 USA

For Dankook University


 Dr. Hosung Chang
 President
 Dankook University
 Korea

Date: 2-22-17

Date: 2017. 1. 20

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (2)

DATE: May 9-11, 2017

SUBJECT: Agreement on Academic Cooperation – SDSM&T

South Dakota School of Mines and Technology seeks approval to renew an existing agreement on academic cooperation with China University of Mining and Technology, Beijing, (CUMTB) (see Attachment I). This is a 2+2 agreement whereby students attend CUMTB for two years and SDSM&T for two or more years at the end of which they will have had the opportunity to earn a bachelor's degree at SDSM&T.

SDSM&T is also seeking to renew a Memorandum of Understanding with Østfold University College of Halden, Norway, (HIOF) (see Attachment II). The agreement provides the opportunity for joint research, faculty collaboration, and potential student exchange. The agreement specifies that both inbound and outbound students are responsible for payment of tuition and fees to the host institution, and thus is consistent with the requirements set forth in section 4 of Board of Regents [Policy 5:5:4 Tuition and Fees](#). All expenses, including tuition, fees, living and incidental expenses shall be borne by the participating students.

DRAFT MOTION 20170509_4-B(2): I move to approve the renewal of the agreement on academic cooperation between South Dakota School of Mines and Technology and China University of Mining and Technology, Beijing; and renewal of the Memorandum of Understanding with Østfold University College of Halden, Norway.

Agreement Between South Dakota School of Mines & Technology and China University of Mining and Technology, Beijing

Overview

Under this program, students will attend China University of Mining and Technology, Beijing (CUMTB) for two years and South Dakota School of Mines & Technology (SDSM&T) for two or more years, at the end of which they will have had the opportunity to earn a bachelor's degree at SDSM&T.

SDSM&T agrees to the following:

1. Accept students from CUMTB each year if they apply for admission and meet the normal transfer requirements of SDSM&T and if their application is endorsed by CUMTB. Students may choose any four-year SDSM&T program or major and will pay the appropriate level of SDSM&T tuition and fees.
2. Provide an intensive English as a second language (ESL) and orientation program at an agreed upon time before the students' first semester at SDSM&T. Charges for either program will be communicated to the students.
3. Provide an orientation program for the first semester to integrate the students into American university life
4. Provide supplementary English language assistance and support through campus tutoring services.
5. Provide all necessary paperwork for students to apply for an F-1 student visa, in addition to email-based help and advising with the visa and immigration process.
6. Work with CUMTB to identify courses that will transfer to SDSM&T. The number of transfer credits may be up to a maximum of 50% of the credits required for the SDSM&T degree program.

CUMTB agrees to do the following:

1. Select students who meet Chinese university admissions standards, who are proficient in English, and who are expected to do well in the program.
2. Advise students that they are expected to finish their degrees at SDSM&T.
3. Provide students with foundational and discipline-specific courses as detailed in the first four semesters of CUMTB curricula.
4. Make known to students, prior to their application, the requirements and elements of the program they are applying to, as described in the SDSM&T university catalog.
5. Provide students with the opportunity to take the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or other acceptable English proficiency exam. Information is available on the SDSM&T web site for international applicants.
6. Provide official transcripts in Chinese with an official translation in English. SDSM&T requires that official transcripts must be sent directly to SDSM&T from CUMTB. CUMTB may send multiple student transcripts directly to SDSM&T in one package, as long as the package is sent directly from CUMTB to SDSM&T. Students may not handle the transcripts in any manner. Transcripts sent by students to SDSM&T will not be accepted as official.

Student Requirements

1. Students must apply for admission and meet the normal transfer requirements of SDSM&T. To qualify for this program, the student must have the endorsement of CUMTB.
2. Students entering the degree completion program must take the TOEFL, IELTS, or other acceptable English proficiency test in China and meet the requirements as specified on the SDSM&T web site. Applicants with scores below the minimum will be considered on an individual basis.
2. Students may take intensive ESL in the summer prior to a fall start date, or they may take 1-2 higher level ESL courses in conjunction with academic courses at SDSM&T. ESL course placement is dependent upon individual student scores on the placement exam administered after arrival at SDSM&T.
4. All students must meet or exceed U.S. government requirements for financial self support.

Miscellaneous

Participating students will be subject to the rules, regulations, and disciplinary policy of SDSM&T.

All International students and dependents are required to enroll in the Major Medical Hospitalization/Surgical Insurance Plan approved by the South Dakota Board of Regents (BOR). No outside insurance policies will be accepted as substitutes for the BOR policy.

ALL students are REQUIRED to have two MMR (measles, mumps, & rubella) immunizations in order to be a student at a South Dakota university. This is mandated by South Dakota state law. There are NO EXCEPTIONS to this requirement. If students are not in compliance, they may be required to withdraw from the university. Two rubella or two rubeola immunizations are not a substitute for the MMR.

The original agreement of July 2011 and this supplement constitute the entire agreement between the Parties with respect to the program described, and any prior or contemporaneous representations or agreements, either oral or written, are hereby superseded. No amendments or changes to this agreement shall be effective unless made in writing and signed by authorized representatives of the parties.

Any problem arising from the student exchange and degree completion projects will be resolved through discussion between the two universities. This agreement, remains valid during, and is subject to the terms of the Memorandum of Understanding between the Universities effective July 2011.

This agreement and any implementing memoranda may be terminated:

- a) By either party giving six months notice.
- b) In the event a party materially breaches this agreement, the non-breaching party shall give written notice of such breach or default. The breaching party will then have thirty (30) days from the date of receipt of such notice to cure such breach. If the breaching party fails to cure such breach within 30 days, the non-breaching party may, without prejudice to any other remedies available to it hereunder or by law or otherwise,

terminate this agreement effective immediately by giving the breaching party written notice to that effect.

- c) Termination does not impair rights already accrued under the agreement.

Any notice required to be given under this Exchange Agreement shall be in writing delivered to the Parties as follows:

- a) China University of Mining and Technology, Beijing:
 Prof. Wang Hongmei
 Director, International Cooperation and Exchange Office
 China University of Mining and Technology, Beijing
 Xueyuan Road, Haidian District
 Beijing 100083, People's Republic of China
- b) South Dakota School of Mines and Technology, USA:
 Ms. Susan R. Aadland
 Director, Ivanhoe International Center
 South Dakota School of Mines and Technology
 501 E. Saint Joseph Street
 Rapid City, South Dakota, 57701 USA

This agreement is to be regarded as binding in both this and its Chinese version.

Signed on behalf of
China University of Mining and Technology,
Beijing
by

Signed on behalf of
South Dakota School of Mines & Technology
by

YANG Renshu, Ph.D
President

Heather Wilson
President

Date: _____

Date: _____

MEMORANDUM OF UNDERSTANDING

between

**South Dakota School of Mines & Technology
Rapid City, South Dakota, USA**

and

**Østfold University College
Halden, Norway**

Østfold University College of Halden, Norway (hereafter referred to as “HIOF”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “SDSM&T”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality and reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by general staff (administrative and technical) and faculty members. The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- Student exchange
 - Each party will recommend potential students to participate in an exchange for the matriculation of the other university’s appropriate academic programs on a reciprocal basis. The student’s acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise agreed, students will be responsible for meeting their own costs of living and pay tuition and fees to the host institution.

“HIOF” and SDSM&T agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university’s home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of
Østfold University College
by

Signed on behalf of
South Dakota School of Mines & Technology
by

Hans Blom
Rector

Heather Wilson
President

Date: _____

Date: _____

Addendum to Memorandum of Understanding

South Dakota School of Mines & Technology (SDSM&T) and Østfold University College (HIOF)
Master of Science in Engineering and Science Programs

Requirements and responsibilities of each institution

HIOF students completing a degree in engineering will have an opportunity to complete a Master of Science (MS) degree with majors in Biomedical Engineering (BME), Chemical Engineering (CHE), Civil & Environmental Engineering (CE), Computational Sciences & Robotics (CSR), Construction Engineering & Management (CM), Electrical Engineering (EE), Engineering Management (EM), Geology and Geological Engineering (GEOE), Materials Engineering & Science (MES), Mechanical Engineering (ME), and Mining Engineering & Management at SDSM&T.

The SDSM&T Graduate Education office will:

- waive the test of English as a Foreign language (TOEFL)
- waive the Graduate Record Examination (GRE)
- review each student's application for admission, and if all requirements are met, admit the student to the appropriate graduate program, pending degree completion at HIOF; admission requirements are updated on the web site regularly
- provide appropriate immigration forms upon admission
- consider the student, when appropriate, for graduate research or teaching assistantships
- provide orientation upon arrival at SDSM&T
- assist in housing arrangements when requested by the student
- provide all other services normally available to international students

HIOF, in administering the program, will:

- publicize and promote the availability of this program to HIOF students
- provide interested applicants with Information regarding SDSM&T
- provide application materials for interested students
- provide written recommendations for qualified students seeking admission to SDSM&T

HIOF students referred to SDSM&T will:

- complete the application process and submit all required documents, other than those waived in this agreement
- pay regular tuition and fees assigned to non-resident students
- make appropriate arrangements with the Lanekassen regarding funding for program at SDSM&T
- receive a Master of Science degree upon satisfactory completion of degree requirements (reasonable expectation for degree completion is two years, three if student must complete undergraduate pre-requisites)

Declaration

We understand the objectives and expectations of the Masters of Science degree program at SDSM&T and take responsibility for fulfilling them.

Signed on behalf of
Østfold University College
by

Signed on behalf of
South Dakota School of Mines & Technology
by

Hans Blom
Rector

Heather Wilson
President

Date: _____

Date: _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (3)

DATE: May 9-11, 2017

SUBJECT: Agreements on Academic Cooperation – SDSU

South Dakota State University seeks approval to enter into an agreement on academic cooperation with the Kyungpook National University (KNU), South Korea (see Attachment I). This agreement will result in the establishment of a 2+2/Dual Degree academic program of study to enable students who completed two years of studying the College of IT Engineering, KNU, to pursue a Bachelor of Science degree through an additional two years in Electrical Engineering & Computer Science Departments at SDSU while keeping their KNU status.

SDSU is also seeking to enter into an agreement on academic cooperation with Kwame Nkrumah University of Science and Technology of Kumasi, Ghana, (KNUST) to assist in facilitating collaborative opportunities between the two universities (see Attachment II). The agreement may result in the opportunity for joint research, faculty collaboration and potential student exchange. Regarding student exchange, for every four SDSU students (each earning three credits at SDSU in a summer faculty-led program) going to KNUST in Kumasi, SDSU will receive one KNUST student in a fall or spring semester program from KNUST who will enroll in a total of 12 credits for the entire semester. The tuition and fees paid for by the four SDSU students on the SU program which will take place at KNUST will be held in a SDSU account to pay the tuition and fees of the one incoming KNUST student. Therefore, a 12 credit -for- 12 credit balance will be maintained. *(Note: Tuition dollars stay at SDSU and are distributed to the teaching units there. No tuition money goes to the partner institution.)*

Students participating in the exchange under this agreement will pay the tuition, fees, housing and meals at their home institution, and shall be provided, without charge, the academic instruction, housing and meals at the host institution. Exceptions to this are noted within the agreement. All travel and incidental expenses shall be borne by the participating student.

DRAFT MOTION 20170509_4-B(3): I move to approve the Agreement on Academic Cooperation between South Dakota State University and the Kyungpook National University; and the agreement on academic cooperation with Kwame Nkrumah University of Science and Technology of Kumasi, Ghana.

**ACADEMIC AGREEMENT BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
AND
KYUNGPOOK NATIONAL UNIVERSITY, SOUTH KOREA**

Kyungpook National University (hereinafter KNU), South Korea and South Dakota State University (hereinafter SDSU) agree to collaborate in the establishment of a **2+2/Dual Degree academic program** of study to enable students who completed two years of study in the College of IT Engineering, KNU, to pursue a Bachelor of Science degree through an additional two years in the Electrical Engineering & Computer Science Departments at SDSU while keeping their KNU status. This plan is as follows:

I. Scope of the Cooperation

- Article 1. Students enrolled at (KNU) who complete their first two years of study in the College of IT Engineering may be selected by KNU Administration to proceed to SDSU as special dual degree-seeking students.

- Article 2. To help insure the success of the students, it is the responsibility of KNU to nominate students for the program with a minimum cumulative GPA of 3.0/4.0. All applicants who are not native speakers of English must demonstrate proficiency in English with one of the following: Internet-based TOEFL Test (iBT) score, minimum-61, Paper-based TOEFL Test (PBT) score, minimum-500, and IELTS score, minimum-5.5, or a minimum TOEIC score of 650. TOEFL or IELTS or TOEIC scores must be submitted within two years of examination date.

- Article 3. While staying at SDSU, program participants must hold their status at the KNU by paying the maintenance fees to KNU. If the student fails to maintain proper registration as a KNU student, SDSU will suspend his/her registration status as a visiting student upon request from KNU.

- Article 4. It is the general understanding and expectation that KNU students who complete their first two years of study at the KNU will be able to finish their undergraduate study at SDSU in two or two and a half additional years. KNU and SDSU will cooperate with each other and take necessary measures to facilitate studies so students can complete the BS degree within the expected time period. SDSU will develop a separate guideline agreement to be sure the equivalent courses that will transfer to SDSU to meet requirements for general education courses as well as the required courses within the Computer Science and Electrical Engineering major(s).

II. Appointment of Coordinators

- Article 5. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact and this person will coordinate and oversee all academic and managerial matters relating to the program and the agreement. The program will be reviewed annually by the Academic Unit Contact at both KNU and SDSU.
- Article 6. The following individuals at each institution will be responsible for coordinating and managing this agreement:

South Dakota State University	KNU
PRIMARY CONTACT FOR AGREEMENT Name: Sally Gillman, Ph.D. Title: Director of Study Abroad Office: Office of International Affairs Email: sally.gillman@sdstate.edu Telephone: 605-688-6094 Fax: 605-688-6540	PRIMARY CONTACT FOR AGREEMENT Name: You Mie Lee, Ph.D Title: KNU Vice President for International Affairs Office: Office of International Affairs Email: lym@knu.ac.kr Telephone: +82-53-950-5011 Fax: +82-53-950-6093
ACADEMIC UNIT CONTACT Name: Sung Shin, Ph.D. Title: Professor/Graduate Coordinator-Computer Science Office: Daktronic Engineering Hall 117 Email: sung.shin@sdstate.edu Telephone: 605-688-6235 Fax: 605-688-4532	ACADEMIC UNIT CONTACT Name: Dongkyun Kim, Ph.D Title: Professor Office: School of Computer Engineering, KNU Email: dongkyun@knu.ac.kr Telephone: +82-10-9493-0001 Fax: +82-53-957-4846

- Article 7. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

III. KNU's Responsibilities

- A. KNU will have each participant fill out an SDSU application form and the online residential room application form and will submit all necessary application documents.
- B. KNU will have each participant pay the applicable tuition, fees, and related costs for the credits in which they enroll at SDSU, directly to SDSU. The rate of tuition charged will be non-resident and all mandatory and course/discipline fees will be assessed.
- C. KNU will have each participant provide for the international travel costs of the KNU group to and from Brookings, SD, including all airport transfers and taxes.
- D. KNU will have each participant arrange for the appropriate Visa and related travel documents.
- E. Each student will pay directly and separately to their student account designated by SDSU.

- F. KNU students will obtain major medical insurance coverage through SDSU's International Student Accident & Medical Insurance Plan.
- G. KNU will have participants comply with all university rules and regulations.

IV. SDSU's Responsibilities

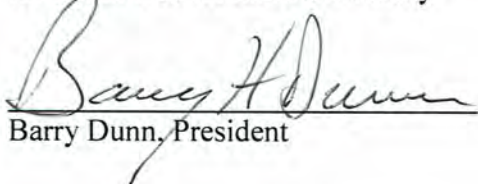
- A. SDSU in collaboration with the SDSU Academic Unit(s) will evaluate applications and review credits to transfer to SDSU. SDSU and KNU will mutually agree on the number of qualified students that can be accepted from KNU each semester/academic year.
- B. SDSU reserves the right to make all admissions decisions regarding students from KNU.
- C. All applicants who are not native speakers of English must demonstrate proficiency in English with one of the following: Internet-based TOEFL Test (iBT) score, minimum-61, Paper-based TOEFL Test (PBT) score, minimum-500, and IELTS score, minimum-5.5 or a minimum TOEIC score of 650. TOEFL or IELTS or TOEIC scores must be submitted within two years of examination date. If students do not meet SDSU English proficiency requirements listed above, qualified undergraduate applicants may be given admission to the English Language & Cultural Institute (ELCI). Upon successful completion of the ELCI program, students will be eligible for admission as a degree-seeking international student at SDSU. Courses taken in the ELCI do not count toward the degree requirements.
- D. SDSU's Electrical Engineering & Computer Science Departments will provide academic advising.
- E. SDSU's Electrical Engineering & Computer Science Departments will appoint an administrator or faculty member to oversee the overall academic program and well-being of the students, and to work directly with KNU.
- F. SDSU will provide KNU with a student grade report/SDSU transcript upon completion of the program provided the KNU students have completed the necessary release and request forms.
- G. SDSU-Office of International Affairs (SDSU-OIA) will provide KNU with a list of anticipated costs each year.
- H. SDSU-OIA will provide KNU with application materials, updated cost information and pre-departure information by email.
- I. SDSU-OIA will provide each admitted student with the documents necessary to apply for a U.S. student visa at the appropriate U.S. Embassy or Consulate overseas.
- J. SDSU-OIA will provide orientation activities during the first days of the KNU students' arrival to include introductions to staff/teachers, academic orientation, orientation to housing and meals, review of the schedule, orientation to campus facilities, explanation of rules and regulations, and a campus tour.
- K. The SDSU-OIA will arrange for airport pickup on arrival days each semester.

V. Terms of Agreement

- Article 9. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. This agreement can be renewed with a discussion between the parties, an updating of contacts, and new signatures. A termination of the agreement will not affect persons who have already begun the program under its provisions.
- Article 10. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions. Additional joint activities, such as student or faculty exchange or participation in ESL, will require the execution of a separate agreement.
- Article 11. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
- Article 12. Nothing in the above agreement shall be construed as being legally binding.
- Article 13. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

In the spirit of international friendship and cooperation, we hereby set our signatures:

for South Dakota State University


Barry Dunn, President

2-22-17
Date:

for Kyungpook National University


Sang-Dong Kim, President

DEC 29 2016
Date:

Appendix A: Curriculum Map of Courses to be transferred to SDSU

**GUIDELINE FOR UNDERGRADUATE EDUCATION COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
AND
KYUNGPOOK NATIONAL UNIVERSITY**

1. General Terms

- 1.1. This guideline is established under the academic cooperation agreement between South Dakota State University (SDSU) and Kyungpook National University (KNU).
- 1.2. This guideline aims to establish a standard process for a co-education program in the Department of Electrical Engineering and Computer Science in the College of Engineering at SDSU and the College of IT Engineering at KNU.
- 1.3. This guideline will be reviewed annually by both SDSU and KNU. Modifications will be made through discussion and agreed by both parties.

2. Undergraduate 2+2 Process

- 2.1. The College of IT Engineering/KNU every year will select junior undergraduate students (referred as 2+2 students) to continue their study at SDSU majoring in Electrical Engineering and Computer Science. The number of students selected to participate in the 2+2 program will be mutually decided each year by SDSU and the College of IT Engineering at KNU.
- 2.2. The Department of Electrical Engineering and Computer Science at SDSU will accept the College of IT Engineering at KNU students if they meet SDSU academic and international transfer student requirements. The students who are not native speakers of English must demonstrate proficiency in English with one of the following:
 - A. Internet-based TOEFL Test (iBT) score, minimum-61
 - B. Paper-based TOEFL Test (PBT) score, minimum-500
 - C. IELTS score, minimum-5.5
 - D. TOEIC score, 650

TOEFL, TOEIC or IELTS scores must be submitted within two years of examination date. If students do not meet SDSU's English proficiency requirements listed above, qualified undergraduate applicants may be given admission to the English Language & Cultural Institute (ELCI - <http://www.sdstate.edu/international-affairs/esl/>). Upon successful completion of the ELCI program, students will be eligible for admission as an international student at SDSU.

- 2.3. Before coming to SDSU, the 2+2 students must have studied at the College of IT Engineering at KNU for two academic years and successfully completed the required courses as specified in written agreement between the two academic units. The College of IT Engineering at KNU will ensure course content matches the SDSU Department of Electrical Engineering and Computer Science major curriculum.

- 2.4. SDSU may waive the transcript certification (e.g. by WES) of the 2+2 students.
- 2.5. The 2+2 students will follow the SDSU Department of Electrical Engineering and Computer Science major curriculum and complete the junior and senior Department of Electrical Engineering and Computer Science courses together with other required courses at SDSU. The recommended time to complete these courses is two years, but can be extended to three years.
- 2.6. The 2+2 students who successfully complete all the required courses at the College of IT Engineering at KNU and Department of Electrical Engineering and Computer Science at SDSU will receive an SDSU College of Engineering Bachelor of Science degree.
- 2.7. The 2+2 students are required and will be arranged to stay in the on-campus student dormitory during their first year study at SDSU. After one year, they are recommended, but not required to continue staying in one of the on-campus dormitories.

3. Responsibilities of SDSU and KNU

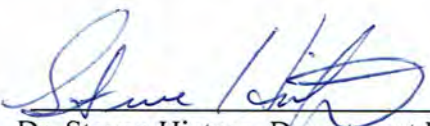
- 3.1. SDSU responsibilities include the following:
 - A. SDSU-Office of International Affairs (SDSU-OIA) will provide KNU with a list of anticipated costs each year.
 - B. SDSU-OIA will provide KNU with application materials, updated cost information and pre-departure information by email.
 - C. SDSU-OIA will provide each admitted student with the documents necessary to apply for a U.S. student visa at the appropriate U.S. Embassy or Consulate overseas. The visa type will be an F-1.
 - D. The SDSU-OIA will arrange for airport pickup on arrival days each semester.
 - E. SDSU-OIA will provide orientation activities during the first days of the 2+2 students' arrival to include introductions to staff/teachers, academic orientation, orientation to housing and meals, review of the schedule, orientation to campus facilities, explanation of rules and regulations, and a campus tour.
 - F. SDSU's *Academic Coordinator* will work directly with KNU to oversee the overall academic program and supervise the 2+2 students.
 - G. SDSU will provide KNU with a student grade report/SDSU transcript upon completion of the program, provided the 2+2 students have completed the necessary release and request forms.
- 3.2. KNU responsibilities include the following:

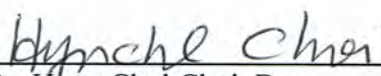
- A. KNU will have each participant fill out an SDSU application form and residential room application form and will submit all necessary application documents.
- B. KNU will have each participant pay the applicable tuition, fees, and related costs for the credits in which they enroll at SDSU, directly to SDSU. The rate of tuition charged will be non-resident, and all mandatory and course/discipline fees will be assessed.
- C. KNU will have each participant provide for the international travel costs to and from Brookings, SD, including all airport transfers and taxes.
- D. KNU will have each participant arrange for visas and related travel documents.
- E. Each student will pay their own charges directly, as billed to their SDSU student account.
- F. KNU students will obtain major medical insurance coverage through SDSU's International Student Accident & Medical Insurance Plan.
- G. KNU will have participants comply with all university rules and regulations.

4. Contact Persons

SDSU and KNU will each assign a Department Head/Chair and an Academic Coordinator to be responsible for executing the guideline and serving as the process contact persons.

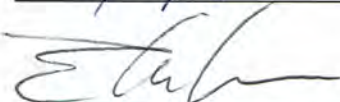
Department of Electrical Engineering and Computer Science South Dakota State University Brookings, SD 57007, USA Email: <i>Sung.Shin@sdstate.edu</i> Phone: 605-688-4526 Fax: 605-688-4401	College of IT Engineering Kyungpook National University Daegu, South Korea E-mail: <i>dongkyun@knu.ac.kr</i> Phone: 82-53-950-7803~6 Fax: 82-53-950-7807
---	---

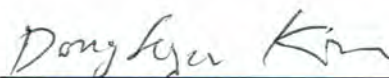
By: 
 Dr. Steven Hietpas, Department Head

By: 
 Dr. Hyun Chul Choi, Dean

Date: 1/11/17

Date: Dec. 29. 2016.

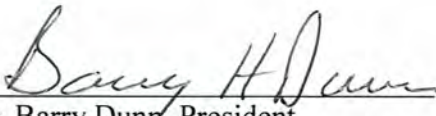
By: 
 Dr. Sung Shin, Academic Coordinator

By: 
 Dr. Dongkyun Kim, Academic Coordinator

Date: 12/29/2016

Date: 12/29/2016

South Dakota State University (SDSU)

By: 
Dr. Barry Dunn, President

Date: 2-22-17

Kyungpook National University (KNU)

By: 
Dr. Sang-Dong Kim, President

Date: Dec 29 2016

South Dakota
State
University
And
Kwame
Nkrumah
University of
Science and
Technology

**AGREEMENT ON ACADEMIC COOPERATION
AND STUDENT EXCHANGE
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
AND
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
OF KUMASI, GHANA**

THIS AGREEMENT is made this 14th day of February, 2017, **BETWEEN** the **KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, UNIVERSITY POST OFFICE, PRIVATE MAIL BAG, KUMASI GHANA**, an educational institution established under the Laws of Ghana to provide tertiary education (hereinafter called "KNUST" which expression shall whenever the context so admits or requires includes its successors or assigns), represented by its true and lawful attorney, **PROFESSOR KWESI OBIRI-DANSO (Vice Chancellor)** of the one part, **AND** the **SOUTH DAKOTA STATE UNIVERSITY** (herein called "SDSU" which expression shall whenever the context so admits or requires includes its successors or assigns), represented by its true and lawful president, **DR. BARRY DUNN (President)** of the other part.

Whereas the parties by mutual commitment to further international understanding and friendship and to share academic knowledge and to establish and develop mutually beneficial academic contacts;

The parties have agreed that they do not intend to enter into any contact creating legal and financial obligations between them but to enter into an agreement which would provide an enabling vehicle for co-operation

THIS AGREEMENT WITNESSETH AS FOLLOWS:

1. SCOPE OF THE COOPERATION

- 1.1 The Parties agree to exchange experience and information on questions of pedagogy, organisation and contents of instruction, and the training of faculty and students, as appropriate. The area of exchange shall cover academic disciplines to be determined and negotiated by both parties, and may specifically include the Departments of Biology and Microbiology.
- 1.2 The Parties agree to exchange research papers, teaching materials, syllabi, curricula, as well as exhibitions and other materials, dissemination of knowledge as appropriate, illustrating the activities and achievements of both Parties
- 1.3 The Parties agree to discuss other proposals relating to future collaborations including joint research projects, joint publication of research, and other similar projects as appropriate.

2. EXCHANGE OF STUDENTS

The Parties agree to exchange students as below:

- 2.1 The total number of students to be exchanged per year will be determined by mutual agreement of the two institutions. Specifically, for every **four** SDSU students, each earning three credits at SDSU in a summer faculty-led program going to KNUST in Kumasi, SDSU will receive **one** KNUST

student in a FA or SP semester program from KNUST who will enroll in a total of 12 credits for the entire semester.

The tuition and fees paid by the four SDSU students on the SU program which will take place at KNUST will be held in a SDSU account to pay the tuition and fees of the incoming one KNUST student. Therefore, a 12 credit -for-12 credit balance will be maintained.

- 2.2 Each institution shall be responsible for the selection of students participating in the exchange with academic excellence being the primary criterion for the selection. A further criterion is the student's perceived ability to deal effectively with the challenges of the exchange situation. Exchange candidates from KNUST will be nominated by their home institution and shall be subject to approval by SDSU.
- 2.3 Participating students coming to SDSU from KNUST shall only be accepted on a non-degree basis.
- 2.4 Participating students coming to SDSU from KNUST must document a B3 or better on WAEC English score (West African Exam Council) for admission.
- 2.5 Participating students coming to SDSU from KNUST shall have a KNUST faculty member certify the English language abilities for each candidate. SDSU will not require a TOEFL or IELTS score from students who can adequately demonstrate their English proficiency by other means such as
 - 2.5.1 Signed documentation from an academic institution or
 - 2.5.2 A documented interview conducted by the sponsor either in-person or by videoconferencing, or by telephone if videoconferencing is not a viable option.
- 2.6 Participants shall remain students of the home Institution throughout the period of the exchange.
- 2.7 Students taking part in the exchange under this Agreement will pay the tuition, fees, housing and meals at their home institution, and shall be provided, without charge, the academic instruction, housing, and meals at the host institution, except as noted below.
 - i. Students from KNUST coming to SDSU will pay all applicable special discipline fees, lab fees, incidental fees, and the International Student Fee.
 - ii. Students from the KNUST who enroll in a remedial or online/distance education courses at SDSU will pay all the off campus tuition associated with the course.
- 2.8 Exchange students are responsible for paying their own airfare to travel to the host institution. The host University will provide transportation to and from the local airport and the host University.
- 2.9 Exchange students are responsible any incidental costs at the host institution.
- 2.10 All SDSU students traveling to KNUST will be required to enroll in the CISI medical and security evacuation insurance for the entire term of the exchange. All KNUST students coming to SDSU will be required to purchase the Board of Regents approved insurance for the entire term of exchange.

- 2.11 Exchange students are responsible for purchasing books and other academic supplies.
- 2.12 Students from KNUST studying at SDSU will have an academic transcript sent to the home institution upon completion of the students' period of study.
- 2.13 Students from KNUST will register for courses with the guidance and advice of the academic unit contact after arrival at SDSU.
- 2.14 Exchange students will be free to choose courses from the full range of courses available at the host institution, provided that they satisfy the individual course prerequisites, and that space is available.
- 2.15 If required, students from KNUST may have their proposed program of studies/courses approved by their home institution before finalizing the course enrollment.
- 2.16 Students participating in the exchange must maintain full-time enrollment for the duration of the exchange. The host institution agrees to monitor the participation of students in its programs and inform the home institution immediately if a student drops below full-time enrollment, withdraws from the program or otherwise fails to make satisfactory progress toward completion of course work, or when a student is in danger of being dismissed from the program. For these purposes, SDSU considers full-time enrollment as 12 U.S. credits per semester.
- 2.17 Students from KNUST will be assigned an advisor for academic and practical matters by the host institution. Academic and/or attendance problems will be dealt with by the host institution for the duration of the exchange.
- 2.18 Exchange students will abide by the rules and regulations formally documented by the host institution and be subject to all due processes in the enforcement of said rules and regulations.

3. JOINT RESEARCH ACTIVITIES, PUBLICATIONS AND OTHER

- 3.1 The Parties agree to undertake joint academic research, deploying their faculty members and facilities and drawing upon the strength of respective experiences in overseas programs.
- 3.2 The Parties agree to discuss other proposals relating to future collaborations and exchange, including the possibility of brief exchange visits, joint publication of research, and other similar projects as appropriate.
- 3.3 The Parties shall respond to inquiries and correspondence in respect of future collaborations, brief exchange visits, joint publication of research and other similar projects from the partner institution in a timely and efficient manner.

4. FINANCIAL ARRANGEMENT

- 4.1 This agreement depends upon the continued availability of funds and expenditure authority for this purpose from the Legislature of the State of Dakota. If for any reason the Legislature fails to appropriate or grant expenditure or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination of any of these reasons is not a default by the State nor does it give rise to a claim against the State.

5. ENTRY INTO FORCE AND DURATION

- 5.1 This Agreement shall be valid for a period of five (5) years. This Agreement shall become effective upon signature of the responsible authority of each institution.

6. AMENDMENT AND TERMINATION

- 6.1 This Agreement may be modified in the form of a written addendum signed by both Parties.
- 6.2 This Agreement may be terminated by either Party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions or extended by at the written request of one of Parties, and upon the agreement of both Parties.

7. APPOINTMENT OF COORDINATORS

- 7.1 Each institution shall designate an individual who will serve as coordinator for this agreement.
- 7.2 The coordinator will be responsible for coordinating the specific aspects of the program as well as advising and assisting students.
- 7.3 The following individuals at each institution will be responsible for coordinating this exchange:

SDSU

PRIMARY CONTACT FOR AGREEMENT

Name: Sally A. Gillman, Ph.D.
 Title: Director for Study Abroad
 Office: Office of International Affairs
 Email: sally.gillman@sdstate.edu
 Telephone: 605-688-6094
 Fax: 605-688-6540

ACADEMIC UNIT CONTACT

Name: Greg Heiberger, Ph.D.
 Title: Undergraduate Program Manager & Lecturer
 Office: Alfred Dairy Science Hall 228B
 Email: greg.heiberger@sdstate.edu
 Telephone: 605-688-4294
 Fax: 605-688-6677

KNUST

PRIMARY CONTACT FOR AGREEMENT

Name: Prof. Kwasi Opoku-Amankwa
 Title: Dean
 Office: International Programmes Office
 Email: kopoku-amankwa.cabe@knust.edu.gh
 Telephone: +233 3220 63945 / +233 2081 64325
 Fax:

ACADEMIC UNIT CONTACT

Name: Ebenezer Asamoah-Nyarkoh
 Title: Pharmacist
 Office: KNUST Hospital
 Email: asamoahnyarkoh@yahoo.com
 Telephone: 23-320-811-4883
 Fax:

On behalf of KNUST:

Professor Kwasi Obiri-Danso
 Vice-Chancellor
 Kwame Nkrumah University of Science and
 Technology
 PMB University Post Office
 Kumasi
 Ghana
 Tel: +233 3220 60334
 Email: ycoffice@knust.edu.gh
 Website: www.knust.edu.gh

Date

WITNESS

Mr. A. K. Boateng
 Ag. Registrar

Kwame Nkrumah University of Science and
 Technology
 PMB University Post Office
 Kumasi
 Ghana
 Tel: +233 3220 60331

Email: registrar@knust.edu.gh
 Website: www.knust.edu.gh

Date

On behalf of South Dakota State University

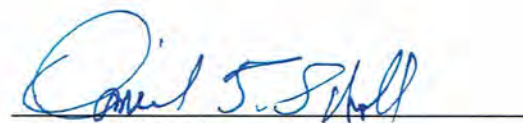


Dr. Barry Dunn
 President
 South Dakota State University

Brookings
 SD 57007
 USA
 Tel:
 Email:
 Website: www.sdstate.edu

Date

WITNESS



Dr. Daniel Scholl
 Interim Dean
 College of Agriculture & Biological Sciences

South Dakota State University

Brookings
 SD 57007
 USA
 Tel: (605) 688-4149

Email: daniel.scholl@sdstate.edu
 Website: www.sdstate.edu

February 23, 2017
 Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C

DATE: May 9-11, 2017

SUBJECT: Articulation Agreement – DSU & NCS-NSA

Board of Regents [Policy 2:27 Program to Program Articulation Agreements](#) establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AS is “transferable when a specific degree articulation agreement exists between a given A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs. To comply with BOR Policy 2:27, Dakota State University requests approval for the following articulation agreement:

- Students who have completed certain NSA-sponsored coursework at the National Cryptologic School (NCS) of the National Security Agency (NSA) can apply credit toward the Associate of Science in Software Development degree program at DSU (Attachment I).

DRAFT MOTION 20170509_4-C: I move to approve the articulation agreement between Dakota State University and the National Cryptologic School of the National Security Agency.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between the
NATIONAL CRYPTOLOGIC SCHOOL
of the
NATIONAL SECURITY AGENCY

and

DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying for an

Associate of Science in
Software Development

I. Parties

The parties to this agreement are the National Cryptologic School (NCS) of the National Security Agency (NSA) and Dakota State University (DSU).

II. Purpose

The purpose of this document is to:

1. Establish a signed articulation agreement that addresses the individual needs of the students of the NCS;
2. Recognize the complementary nature of the NSA and DSU programs; and
3. Provide students who have completed certain NSA-sponsored coursework an opportunity to more efficiently earn the DSU Associate of Science degree in Software Development.

III. Academic Program

- A. Requirements to be completed toward the DSU Associate of Science degree in Software Development are outlined in Appendix A.
- B. Students must meet all Board of Regents policies and university admission and graduation requirements to receive a degree.
- C. The courses in this program are stackable into three DSU B.S. programs including: Computer Science, Network & Security Administration, and Cyber Operations.

Additional Requirements:

1. No more than ten (10) years has passed since completion of the course (see Appendix A) to be recorded.
2. The student earned a grade of "P" (Passing) or "S" (Satisfactory) on the course to be recorded.

3. The DSU Associate of Science degree in Software Development requires the completion of at least 60 hours of course work distributed among required general education, required core courses and required elective credits.
4. Students must complete a minimum of 15 credits from DSU to meet institutional credits residency requirement for the DSU Associate of Science degree in Software Development.
5. Students admitted to DSU will be charged standard off-campus tuition rates for the duration approved by DSU.
6. Students will complete the normal application process through DSU including official transcripts from all postsecondary institutions previously attended as well as applicable paperwork from NCS, which will be reviewed in accordance with the parameters specified in Appendix A.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement. Faculty and staff at both institutions will share information on this agreement with interested and qualified students. Both institutions will provide counseling and advising to students and prospective students.

V. Modification

This agreement may be modified from time to time by mutual agreement of the SD Board of Regents and the NCS. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement: Start date of Fall 2017

VII. Acceptance of Agreement:

For Dakota State University:

Judith L. Dittman Date: March 2, 2017
 Dr. Judith Dittman
 Assistant to the President – Special Projects

Richard Hanson Date: 3/2/2017
 Dr. Richard Hanson
 Interim Provost & Vice President for Academic Affairs

For National Security Agency:

Leonard T. Reinsfelder Date: 3/17/17
 Dr. Leonard T. Reinsfelder
 Commandant, National Cryptologic School

Appendix A

I. The DSU Associate of Science in Software Development degree program requirements are as follows:

System-wide General Education Requirements		24
Required Courses		27
*CSC 105 Introduction to Computers	3	
CSC 150 Computer Science I	3	
*CSC 245 Information Security Fundamentals	3	
CSC 250 Computer Science II	3	
CSC 260 Object Oriented Design	3	
*CSC 363 Hardware, Virtualization, and Data Communication	3	
*CIS 275 Web Application Programming I	3	
CIS 332 Systems Analysis & Design	3	
*CIS 484 Database Management Systems	3	
Choose 9 credits from the following courses		9
CSC 300 Data Structures	3	
CSC 314 Assembly Language	3	
**CSC 328 Operating Environments	3	
CIS 340 Java Programming	3	
CIS 375 Web Application Programming II	3	
**CIS 383 Networking I	3	
CIS 487 Database Programming	3	
MATH 120 Trigonometry	3	
MATH 123 Calculus I	4	
MATH 201 Introduction to Discrete Math	3	
MATH 281 Introduction to Statistics	3	
Total Program Credits		60

***JCAC alignment to DSU: 15 Credits**

JCAC	DSU Equivalent
Computer Technology	CSC 105 Introduction to Computers (3)
Intro to Information System Security	CSC 245 Information Assurance Fundamentals (3)
Data Communications	CSC 363 Hardware, Virtualization & Data Comm (3)
Computer Programming Scripting Dev	CIS 275 Web Programming I (3)
Information Assurance	CIS 484 Database Management (3)

II. The following courses (12 credits) must be taken from DSU:

- CSC 150 Computer Science I (3)
- CSC 250 Computer Science II (3)
- CSC 260 Object Oriented Design (3)
- CIS 332 Systems Analysis & Design (3)

III. The following 6 credits in the “Choose 9 credits from the following courses” listing will be met through completion of JCAC:

- **CSC 328 Operating Environments
- **CIS 383 Networking I

IV. The 24 credits of general education may be transferred in from regionally accredited institutions. DSU offers students of the NCS a flexible approach to allow them to apply specific work-related training, as defined in this document, toward completion of the degree.**Note:**

- Consult with academic advisor on math requirements for each program.
- Students must complete a minimum of 15 credit hours from Dakota State University to meet institutional residency requirements for an Associate of Science degree.
- Credit earned for college-level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. will not be considered “credits in residence.”
- To be eligible for “Honors Designation at Graduation” (e.g., “with honor,” “with high honor, and “with highest honor”), an associate-level graduate must have completed a minimum of 30 credit hours at DSU.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D

DATE: May 9-11, 2017

**SUBJECT: Memorandum of Understanding – NSU & ACSS/RCS – STEM Certificate
Graduate Program**

Northern State University is seeking to enter in a Memorandum of Understanding (MOU) with the Aberdeen Catholic School System/Rocalli Catholic School (ACSS/RCS). This MOU establishes a partnership for NSU to offer graduate courses at the Aberdeen Catholic School System Central Office which leads to the completion of a Science Technology Engineering and Math (STEM) Certificate (Attachment I). Under this agreement, there is an understanding there will be a minimum of 22 students enrolled in the Graduate STEM Certificate program.

Per BOR Policy 5:5:3, ACSS agrees to pay/reimburse NSU for 100% of customary instructional expenses and an administrative fee of \$25.00 for each credit hour students are enrolled. Each Term NSU will submit the required documents to the SDBOR to request the self-support externally funded tuition rate.

DRAFT MOTION 20170509_4-D: I move to approve the Memorandum of Understanding between Northern State University and the Aberdeen Catholic School System/Rocalli Catholic School (ACSS/RCS).

**Memorandum of Understanding
For Northern State University
STEM Certificate Graduate Program
Delivered at Roncalli**

Northern State University
1200 South Jay Street
Aberdeen SD 57401

Aberdeen Catholic School System
Roncalli Catholic School
1400 N Dakota Street
Aberdeen SD 57401

Referred to as NSU

Referred to as ACSS or RCS

This Memorandum of Understanding (MOU) is prepared in response to a request by the Aberdeen Catholic School System/Roncalli Catholic School (ACSS/RCS). The Aberdeen Catholic School System invited NSU to make a formal proposal to offer graduate courses at the Aberdeen Catholic School System Central Office which leads to completion of a Science Technology Engineering and Math (STEM) Certificate. This agreement is created with the understanding there will be a minimum of 22 students enrolled in the Graduate STEM Certificate program.

This MOU outlines and addresses the management of services supporting the agreement between NSU and ACSS in the delivery of graduate academic STEM certificate courses for ACSS employees.

I. RESPONSIBILITIES

Beginning spring 2017 through summer 2017 NSU agrees to offer graduate courses required for the NSU Graduate STEM Certificate as outlined in Addendum A which includes the EPSY 741 class offered fall 2016. Changes to Addendum A may be requested as outlined in Section III of this MOU.

Per The South Dakota Board of Regents policy 5:5:3 ACSS agrees to pay/reimburse NSU for 100% of customary instructional expenses (which may include but are not limited to instructor pay, required benefits, and/or travel) and 100% of disability support services (which may include interpreter services, equipment, materials, etc.) associated with the delivery of the courses associated with the Graduate STEM Certificate courses/program. Aberdeen Catholic School System agrees to pay NSU an administrative fee of \$25.00 for each credit hour students are enrolled. Each term NSU agrees to submit the required documents to The South Dakota Board of Regents to request the self-support externally funded tuition rate.

- a. Upon approval of the South Dakota Board of Regents the self-support externally funded tuition rate will be applied to NSU Graduate STEM Certificate courses delivered at ACSS.
- b. A student's request to drop or withdraw will be processed according to SDBOR policy.

Date: November 14, 2016

- c. The NSU Finance Office will invoice ACSS at the beginning of each semester for instructional expenses, tuition, and administrative fee after the published Census Date. Payment is due 30 days from the date of invoice.
- d. The NSU Finance Office will invoice ACSS at the end of each semester for applicable faculty travel (mileage, state vehicle, per diem, hotel, etc.) and disability service expenses incurred.
- e. Final course grades will be awarded in accordance with the evaluation procedures listed in the course syllabi.

II. Program

The NSU Director of Online & Continuing Education (OCE) is responsible for managing the day-to-day administrative operations of NSU courses/programs delivered at ACSS. The Director of OCE is the official liaison between NSU and ACSS. However, academic issues remain the responsibility of the respective Academic Units at NSU. The Director of OCE will collaborate with the President of Roncalli Catholic School or designee on a routine basis.

III. Course Scheduling

The NSU School of Education Addendum A list courses required to complete the Graduate STEM Certificate. The courses will be scheduled for delivery by the School of Education 210 days prior to the start of each term. Courses will be scheduled to make it possible for graduate students admitted to the Graduate STEM Certificate program at ACSS to complete the certificate within 18 months. The Director of OCE and President of Roncalli Catholic School will present the required course listing to NSU Deans Council and ACSS Administrators for concurrence. Schedule change requests must be submitted in writing to the Director of OCE at least 180 days prior to the term start date. NSU or ACSS may cancel classes that do not meet minimum enrollment standards at any time prior to the beginning of the class.

Term	Term Start Date	180 Days Schedule Deadline
Spring 2017	January 09, 2017	July 13, 2016
Summer 2017	May 22, 2017	November 23, 2016

IV. Faculty Assignments

Northern is responsible for recruiting and hiring qualified faculty to deliver the scheduled courses each term. Qualified adjunct faculty as described in the South Dakota Board of Regents (SDBOR) Policy 2:13 when possible will be assigned to courses scheduled for delivery at ACSS. Northern may assign full-time faculty to teach courses scheduled for delivery at ACSS upon mutual agreement between NSU and ACSS.

Teaching assignments are at the discretion the Academic Department Chair, Dean, Associate VP of Academic Affairs and/or the Provost/VPAA. Non-NSU faculty/employees assigned to teach NSU graduate classes must submit a CV/Resume, Official Transcripts, References, and required employment documents. Per NSU Graduate Council policy, individuals who teach graduate level courses must have graduate faculty status.

Date: November 14, 2016

Individuals assigned to teach courses coordinated with OCE must submit a Course Proposal available at https://northern.formstack.com/forms/online_continuing_education_course_proposal_20152017. To complete the Request for Reduced Tuition (RRT) process the course proposal, syllabus, CV/Resume, and employee personal information form must be submitted to OCE no later than 90 days prior to the term start date. Courses/Request for Reduced Tuition not approved prior to the deadline may not be delivered for the scheduled term.

Term	90 Day Deadline
Spring 2017	October 11, 2016
Summer 2017	February 21, 2017

V. Delivery Site

Aberdeen Catholic School System will make available the necessary space to deliver the scheduled courses each term at Roncalli Catholic School, 1400 North Dakota Street, Aberdeen SD, 57401. To accommodate the requirements of a specific class, alternate locations may be assigned as necessary. The President of Roncalli Catholic School is responsible for coordinating the alternate delivery site.

If a local, qualified adjunct is not available in the Aberdeen area or within reasonable travel distance, NSU may cancel scheduled course(s). The President of Roncalli Catholic School and Director of OCE may request the course delivery via the Dakota Digital Network (DDN), online, or Hybrid with the approval of the Academic Department Chair, Dean, or Provost/VPAA.

VI. Admissions

The ACSS administration is responsible for determining individuals eligible to apply for the Graduate STEM Certificate program. Students attending NSU classes at ACSS seeking a graduate certificate must submit a graduate application for admission. Students must meet all admissions requirements listed in the current catalog. Students who do not meet admissions requirements may be admitted conditionally as determined by the NSU Graduate Studies Office.

VII. Non-Degree Seeking Student

The Graduate STEM Certificate program is sponsored by ACSS and only ACSS approved participants may participate in the Graduate STEM Certificate program.

VIII. Registrations

Students participating in the Graduate STEM Certificate program at ACSS must contact NSU Graduate Studies Program Advisor at 6056262558 for registration assistance. Information, including present and future schedules, will be provided to President of Roncalli Catholic School and students prior to each term registration period.

IX. Student Issues

Date: November 14, 2016

The Director of OCE may act as the initial contact for student issues and concerns. Student academic/non-academic petitions will follow standard NSU processes. Northern students enrolled at ACSS may submit administrative and academic concerns to the Director of OCE for initial consultation and resolution if possible. Issues not resolved by the OCE Director will be directed to the appropriate administrative department or Academic Department Chair/Dean or Associate VP of Academic Affairs or Provost/VP of Academic Affairs.

X. Support Services

Northern will provide the necessary administrative support to schedule and deliver courses at ACSS. Support services include: Hiring required staff, initiating teaching contracts, scheduling courses, preparing necessary registration forms, providing requested reports (Enrollment reports, class rosters, admission status reports, and drop/withdrawal reports), and travel arrangements as necessary.

The School of Education Dean or designee is tasked with conducting teaching evaluations for adjunct faculty assigned to teach NSU courses at ACSS at least once each term. The Dean will debrief adjunct faculty after each evaluation. The teaching evaluations will be provided to the respective instructor, Academic Department Chair, Dean, Associate VP of Academic Affairs and/or Provost/VP of Academic Affairs. The original copy of the evaluation will be forwarded to the Office of Online & Continuing Education for filing.

Aberdeen Catholic School System agrees to provide consumable supplies necessary to teach scheduled classes; markers, chart packs, chemicals, specimens, and materials. The ACSS is responsible for providing needed/necessary student support activities such as face-to-face tutoring services, or supplemental instruction. Additionally, ACSS will be responsible for all services required to comply with disability accommodations as defined by NSU Disability Services Office. Northern will provide ACSS students access to online tutoring/writing services provided by Smarthinking for courses included in the Smarthinking tutoring program until the agreement between NSU and Smarthinking is terminated.

Northern and ACSS will collaborate to develop appropriate marketing materials and advertising to promote the NSU programs at ACSS. Northern will create easily accessible and searchable information regarding its partnership with ACSS to be displayed on its website while this agreement is in effect. Northern and ACSS will collaborate on the design of all creative proofs for review and approval by the OCE and ACSS Directors. Northern and ACSS will share the expense of mutually agreed upon marketing materials.

Northern and ACSS may develop marketing materials or advertising independently at the respective institution's expense. When NSU and ACSS are included in the marketing/advertising the proofs must be submitted to the other institution for review and approval prior to release/publication.

XI. Term of Agreement

The term of this agreement is for the period beginning August 1, 2016 and lasting through July 31, 2017.

Date: November 14, 2016

Addendum A
Northern State University
Graduate STEM Certificate Program
Delivered at Aberdeen Catholic School System
Fall 2016 through Summer 2017

Term	Course	Credits
Fall 2016	EPSY 741 Psychology of Learning*	3
Spring 2017	ELRN 750 Teaching and Learning with Digital Technology*	3
Summer 2017	ELED 792 TP: Math and Engineering Applications in the Classroom**	2
Summer 2017	ELED 792 TP: Science Applications in the Classroom**	2
Summer 2017	ELED 792 TP: Reading and Writing in the STEM Classroom**	2
	And No Others	
		12

* Existing Course

** New Course

Date: November 14, 2016

XII. Indemnification

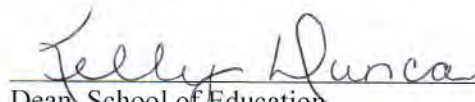
Nothing in this Agreement shall be construed as an indemnification by one party of the other for liabilities of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Agreement. Any liabilities or claims for property loss or death or personal injury by a party or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

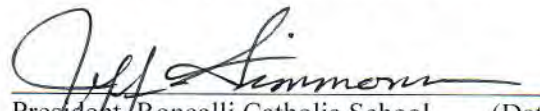
XIII. Amendment Provision

This agreement contains the entire understanding between the parties, unless otherwise noted, and is subject to and will be construed under the laws of the State of South Dakota, and may only be amended with written consent of both parties.


XIV. Agreement to Memorandum of Understanding


The signatures affixed below agree to the Memorandum of Understanding described above. Northern State University or Aberdeen Catholic School System may request modification/amendment to the MOU in writing at any time. The parties listed below must approve modifications/amendments to the MOU. Northern State University and Aberdeen Catholic School System will review this MOU annually. Modifications may be made to the MOU upon mutual agreement between NSU and ACSS. Northern or ACSS may cancel the Graduate STEM Certificate program with sixty days written notice prior to term start date.

 12-12-16
Dean, School of Education (Date)

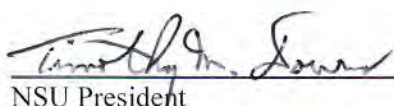

President, Roncalli Catholic School (Date)

 12-20-16
Director of Graduate Studies (Date)

 12/6/2016
School Board President,
Aberdeen Catholic School System (Date)

 12-20-16
Director, Online & Continuing Education (Date)

 12-20-16
Provost/VP of Academic Affairs (Date)

 12/21/16
NSU President (Date)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E

DATE: May 9-11, 2017

SUBJECT: Inactive Status and Program Termination Requests – BHSU, SDSU & USD

Black Hills State University has submitted a request asking that the following degree programs be terminated (see Attachment I).

- Art (B.A. & B.S.) – Terminate
BHSU has requested authorization to offer a Bachelor of Fine Arts (BFA) in Art. This degree will provide enriched, design-focused curriculum, culminating in a BFA in Art.
- Graphic Design & Communication (B.S.) – Terminate
BHSU has requested authorization to offer a Bachelor of Fine Arts (BFA) in Graphic Design. This degree will provide enriched, design-focused curriculum, culminating in a BFA in Graphic Design.

South Dakota State University has submitted a request asking that the following degree programs be terminated (see Attachment II).

- Bioenergy & Sustainable Technology Certificate – Terminate
The Bioenergy & Sustainable Technology is a certificate offered through AGIDEA, an affiliate of the Great Plains IDEA. There is insufficient student interest to justify program continuation.
- Engineering (M.S.) – Terminate
From 2009-2011 the emphases associated to the M.S. in Engineering (S.MS.ENGR) program were changed to standalone master's programs. The M.S. in Engineering program is no longer offered at SDSU.

(Continued)

DRAFT MOTION 20170509_4-E: I move to approve the requests to terminate the BA & BS in Art (BHSU); BS in Graphic Design & Communication (BHSU); Bioenergy & Sustainable Technology Certificate (SDSU); MS in Engineering (SDSU); BA in Sociology – Teaching Specialization (SDSU); and MA in Biology (USD).

- Sociology (B.A.) – Teaching Specialization – Terminate
The Sociology (B.A.) - Teaching Specialization (S.BAA&S.SOC-TC) will no longer be offered at SDSU. All students interested in the teaching specialization in Sociology will pursue a bachelor of science degree. Students were last enrolled in this program in fall 2011.

The University of South Dakota has submitted a request asking that the following degree program be terminated (see Attachment III).

- Biology (M.A.) – Terminate
USD will add a plan B (non-thesis) option to the M.S. in Biology program. This will be more advantageous for our graduates. The M.A. program is no longer needed.

SOUTH DAKOTA BOARD OF REGENTS

PROGRAM PLACEMENT ON INACTIVE STATUS OR TERMINATION

INSTITUTION: BHSUPROGRAM TITLE: Art (B.A. and B.S)Proposed Date of Inactive Status: 2016 SpringProposed Date of Termination: 2021 SpringLast Date of Actively Enrolled Students: 2016 Spring

LEVEL: Bachelors Degree

CATEGORY: Major

2. TERMINATION WITH ENROLLED STUDENTS

A: Justification:

BHSU has requested authorization to offer a Bachelor of Fine Arts (B.F.A) in Art. This degree will provide an enriched, design-focused curriculum, culminating in a B.F.A. in Art.

B. Plan for completion of program by current students

Current students seeking the B.A. and B.S. in Art will be allowed to finish their degree with the current requirements.

C. Academic year and term by which currently enrolled students must complete the program: Spring 2021

D. Academic year and term program termination status Spring 2016
begins:
(Program status in the database will be *Phasing Out.*)

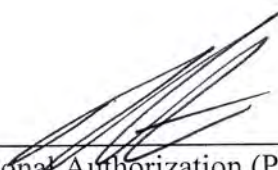
E. Academic year and term program Fall 2021
terminated:
(Program status in the database will be changed to *Deleted.*)

F. Potential cost savings and uses of savings:

No cost savings anticipated; all costs transfer to new program.

G. Resulting employee terminations and other possible implications including impact on other programs:

None



Institutional Authorization (President)

3/10/16
Date

SOUTH DAKOTA BOARD OF REGENTS

PROGRAM PLACEMENT ON INACTIVE STATUS OR TERMINATION

INSTITUTION: BHSUPROGRAM TITLE: Graphic Design & Communication (B.S)Proposed Date of Inactive Status: 2016 SpringProposed Date of Termination: 2021 SpringLast Date of Actively Enrolled Students: 2016 Spring

LEVEL: Bachelors Degree

CATEGORY: Major

2. TERMINATION WITH ENROLLED STUDENTS

A: Justification:

BHSU has requested authorization to offer a Bachelor of Fine Arts (B.F.A) in Graphic Design. This degree will provide an enriched, design-focused curriculum, culminating in a B.F.A. in Graphic Design.

B. Plan for completion of program by current students

Current students seeking the B.A. and B.S. in Graphic Design & Communication will be allowed to finish their degree with the current requirements.

C. Academic year and term by which currently enrolled students must complete the program: Spring 2021

D. Academic year and term program termination status Spring 2016
begins:
(Program status in the database will be *Phasing Out.*)


E. Academic year and term program Fall 2021
terminated:
(Program status in the database will be changed to *Deleted.*)

F. Potential cost savings and uses of savings:

No cost savings anticipated; all costs transfer to new program.

G. Resulting employee terminations and other possible implications including impact on other programs:

None



Institutional Authorization (President)

3/10/16

Date



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Bioenergy & Sustainable Technology Certificate (S.CERTG.BST)
CIP CODE:	14.0301
UNIVERSITY DEPARTMENT:	Agricultural & Biosystems Engineering
UNIVERSITY DIVISION:	Agriculture & Biological Science

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



President of the University

3/23/2017

Date

1. Program Degree Level:

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

2. Category:¹

Certificate ☒ Specialization ☐ Minor ☐ Major ☐

3. The program action proposed is:²

Inactive Status ☐ Termination ☒

See question 4

See questions 5 and 6

6. TERMINATION WITHOUT ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The Bioenergy & Sustainable Technology is a certificate offered through AGIDEA, an affiliate of the Great Plains IDEA. There is insufficient student interest to justify program continuation.

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

- b. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?**

05/7/17

- c. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

None

- d. What are the resulting employee terminations and other possible implications including impact on other programs?**

None



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Engineering (M.S.) (S.MS.ENGR)
CIP CODE:	14.0101
UNIVERSITY DEPARTMENT:	Jerome J. Lohr College of Engineering
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

3/23/2017

Date

1. Program Degree Level:

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

2. Category:¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

3. The program action proposed is:²

Inactive Status ☐ Termination ☒

6. TERMINATION WITHOUT ENROLLED STUDENTS

a. Provide a justification for terminating the program:

From 2009-2011 the emphases associated to the M.S. in Engineering (S.MS.ENGR) program were changed to standalone master's programs. The M.S. in Engineering program is no longer offered at SDSU.

b. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

5/7/17

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

- c. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

None

- d. What are the resulting employee terminations and other possible implications including impact on other programs?**

None



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Sociology (B.A.) – Teaching Specialization (S.BAA&S.SOC-TC)
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	Sociology & Rural Studies
UNIVERSITY DIVISION:	Arts & Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

3/23/2017

Date

1. Program Degree Level:

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category:¹

Certificate ☐ Specialization ☒ Minor ☐ Major ☐

3. The program action proposed is:²

Inactive Status ☐ Termination ☒

6. TERMINATION WITHOUT ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The Sociology (B.A.) - Teaching Specialization (S.BAA&S.SOC-TC) will no longer be offered at SDSU. All students interested in the teaching specialization in Sociology will pursue a bachelor of science degree. Students were last enrolled in this program in fall 2011.

b. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

5/7/17

- c. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

None

- d. What are the resulting employee terminations and other possible implications including impact on other programs?**

None



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Biology, M.A.
CIP CODE:	26.0101
UNIVERSITY DEPARTMENT:	Biology
UNIVERSITY DIVISION:	College of Arts & Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University	Date
-----------------------------	------

1. Program Degree Level (place an "X" in the appropriate box):

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

3. The program action proposed is (place an "X" in the appropriate box):

Inactive Status ☐ Termination ☒

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

USD will add a plan B (non-thesis) option to the M.S. in Biology program. This will be more advantageous for our graduates. The M.A. program is no longer needed.

b. What is the plan for completion of the program by current students?

There are currently two students enrolled in the M.A. program. One will graduate in May 2017. The other will either complete the M.A. or may have the option to switch to the M.S. plan B pathway.

c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? 5/1/17

d. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? 5/1/17

e. What is the last term or date (day/month/year) by which a student can graduate from the program? 5/31/2020

f. What are the potential cost savings of terminating the program and what are the planned uses of the savings? None

g. What are the resulting employee terminations and other possible implications including impact on other programs? None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F

DATE: May 9-11, 2017

SUBJECT: Naming Request – SDSU

South Dakota State University has submitted a request seeking authorization to create a new interim academic unit, the Division of Communication & Journalism (Attachment I). This division will include programs in the existing Department of Communication Studies and the Department of Journalism & Mass Communication. Faculty in the division will investigate and develop governance, policies, and operation structure of an eventual School of Communication and Journalism, which SDSU plans to propose to the BOR by June 2018.

If approved, this interim academic unit would be effective July 1, 2017.

DRAFT MOTION 20170509_4-F: I move to approve SDSU's request to create a new interim academic unit – the Division of Communication & Journalism, effective July 1, 2017.



RECEIVED

APR 06 2017

SDSU President's Office

Office of Academic Affairs

Provost and Vice President
for Academic AffairsMorrill Hall 230, Box 2201
South Dakota State University
Brookings, SD 57007-2098
Phone: 605-688-4173

April 6, 2017

To: Dr. Barry H. Dunn, President

From: Dr. Dennis D. Hedge, Provost and Vice President for Academic Affairs *DH*

I have received a request from Dean Dennis Papini to create a new interim academic unit, the Division of Communication & Journalism. This division will include programs in the existing Department of Communication Studies and the Department of Journalism & Mass Communication. Faculty in the division will investigate and develop governance, policies, and operating structure of an eventual School of Communication and Journalism, which will be proposed to the South Dakota Board of Regents by June 2018.

I am supportive of this request to create the Division of Communication and Journalism effective July 1, 2017. The original request from the College of Arts and Sciences is attached to this memo. If you approve, I would request that we forward this to the Board of Regents for approval at the May meeting.

Please let me know if you need additional information.

I approve of this plan.
Barry H. Dunn.



Division of Communication and Journalism

A Proposal for a Term Division

Communication Studies and
Journalism and Mass Communication Working Group
April 5, 2017

Membership:

Jennifer Anderson, Brian Britt, Andrea Carlile, Rocky Dailey, Teri Finneman,
Becky Kuehl, Lyle Olson, Joshua Westwick, and Jason Zimmerman

Intent

This request, from the Communication and Journalism working group representing programs in Communication Studies and Journalism and Mass Communication, is to function as an interim Division of Communication and Journalism, effective July 1, 2017, until June 30, 2018. Organizing these departments under an interim Division will allow faculty within the communication disciplines to investigate and develop governance, policies, and operating structure for a School of Communication and Journalism which will be proposed to the Board of Regents per BOR Policy 2:14 at the June 2018 meeting for the Regents' consideration.

Summary

The reorganization that will be fully investigated under the interim Division is being conducted with the vision of integrating the faculty and programs of advertising, communication studies, health communication, journalism, public relations, and social media into a collaborative unit assuring the highest quality learning experiences for our students while capturing research synergies amongst our faculty. The investigation and possible reorganization of these programs would directly further the four goals of the university's IMPACT 2018 Strategic Plan:

- (1) Promote academic excellence through quality programs, engaged learners and an innovative teaching and learning environment.
- (2) Generate new knowledge, encourage innovations and promote artistic and creative works that contribute to the public good and result in social, cultural or economic development for South Dakota, the region, the nation and the world.
- (3) Extend the reach and depth of the university by developing strategic programs and collaborations.
- (4) Secure human and fiscal resources to ensure high performance through enhanced financial, management and governance systems.

A key component of the reorganization would be the assessment and subsequent consideration of new undergraduate and graduate degree options, providing students with a curriculum that speaks directly to emerging industry needs and meets all program accreditation standards.

Reorganizing the aforementioned programs into a Division of Communication and Journalism has the potential of bringing together the skills and talents of faculty in multiple communication-related disciplinary areas with an integrated vision and mission, supporting students as they pursue their academic and professional goals.

As the potential home of a School of Communication and Journalism, Yeager Hall will provide increased collaborative opportunities, enabling unique experiential learning across these disciplines. Such opportunities include the following:

- (1) creating a social media analytics space that is used by all division faculty and student media, and that provides university-wide services,
- (2) combining student media into the school both in practice and location as well as integrating coursework into student media production and enhancing opportunities for experiential learning, and
- (3) housing all faculty in the same building as the student media and social media lab is key to creating positive collaboration with faculty and industry.

Creating courses common to these disciplines could yield potential benefits. Common first-year experience courses, for example, may be offered for students within the division with the reorganization. Capstone experiences will reflect the values of the School, as well as create synergies and unique experiential, interdisciplinary, integrated experiences for students, comparable to professional experiences of young communicators.

If a School of Communication and Journalism is shown to be feasible from the work of the faculty empowered by the creation of an interim Division, a strong brand for high performance and excellence in communication-related academic programs is possible. In turn, exceptional faculty and outstanding students will be attracted and retained assuring academic excellence in teaching, research, creative activities, and outreach in the discipline, bringing a higher level of service and greater impact to South Dakota and the region.

Vision

To become a premiere center for communication excellence.

Mission

To foster the development of exemplary communicators as industry leaders, scholars, professionals, and educators through innovative curricula, research, practice, and opportunities.

Core Values

Respect and Integrity

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity as well as the principles and laws of freedom of speech and press.

Discovery and Innovation

- Conduct research and evaluate information by methods appropriate to the communication professions in which we work;
- Seek out and develop tools and technologies appropriate for communication professions;
- Contribute to knowledge appropriate to communication professions;
- Think critically, creatively, and independently;

- Embrace and champion endeavors that challenge boundaries, reframe definitions, and push the limits of our academic programs and disciplinary understanding.

Diversity

- Demonstrate respect for the diversity of peoples and cultures and of the significance and impact of communication in a global society;
- Recognize the diversity of all learners by nurturing the human spirit through creative, intellectual, emotional, somatic, and social development.

Civic Engagement and Outreach

- Encourage success in scholarship, artistic growth, and the desire for lifelong learning and creativity through reflective practice;
- Practice civility, integrity, and trustworthiness;
- Improve the quality of life for citizens and communities in South Dakota, the nation, and the world.

Outcomes

The following outcomes will be achieved with the formation of an interim Division of Communication and Journalism:

- Thoroughly investigate the promise of a School of Communication and Journalism and develop a new School formed from Journalism and Mass Communication and Communication Studies.
- Identify and evaluate the structure for enhanced undergraduate and graduate experiences for optimal student success in the communication discipline, strengthening the respective programs while driving unique cross-discipline collaboration.
- Investigate how journalism and mass communication will achieve continued national accreditation in a School structure.
- Potentially expand degree options to meet the highest standards for both communication fields and national accreditation.
- Enhance the School's ability to recruit, support, and retain diverse academic and practicing professional staff.
- Expand cross-disciplinary collaborative experiences for both faculty and students.
- Create synergies and gain efficiencies while achieving high performance and maximization of academic excellence.

Covenant

Under the interim Division, the staff and faculty of a prospective School of Communication and Journalism will:

- Practice shared problem solving by directly resolving conflicts and addressing issues rather than personalities;
- Support the personal, professional, and academic pursuits of the combined communication community;

- Demonstrate respect toward gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in a domestic society in relation to communication;
- Practice and model ethical communication (e.g., listen actively and respectfully to other, honor diverse points of view, speak freely, and actively participate in discussions);
- Champion collaboration;
- Brainstorm new ideas, and the release of prior assumptions;
- Demonstrate truthfulness, transparency, pride of ownership, and - when appropriate - confidentiality; and,
- Most importantly, keep the focus on who we are trying to serve – the students (and therefore on us as faculty) - to create the best teaching and learning environment possible.

A New Academic Unit: School of Communication and Journalism

The authorization of the interim Division will support the investigation of the promise for a School of Communication and Journalism, including the potential for a unique opportunity for students and faculty to learn, create, and grow as applied communicators and professional scholars. We believe this will significantly enhance the ability to successfully compete for and retain outstanding faculty and students. Studying in a School of Communication and Journalism will enable a new, collaborative, experientially-focused curriculum; provide better support for student success; meet the dynamic demands of the communication industry; and capture synergies while achieving academic excellence.

Strategic Goals:

(1) Enhance the reputation of the university through engagement with local, state, regional, national, and international organizations

Develop a premiere center for communication excellence: By combining communication-related programs into a single School there is the promise to create a premiere center for communication excellence, recruiting and retaining students to the program and strengthening program offerings for local, state, regional, national, and international audiences. We will draw on existing complementary strengths to continue to enhance collaborative partnerships among professional, local community, state, regional, national, and international organizations. In addition to accreditation, we will continue to strive for regional, national, and international recognition of our programs.

Respond to evolving labor market needs by enhancing the workforce readiness of our students: A recent National Association of Colleges and Employers (NACE) study found that nearly 61 percent of those graduating in 2014 with a bachelor's degree in Communication were employed full time within six months of graduation, which is well above the 41.7% average for graduates with a liberal arts and sciences degree.

Additionally, the United States Department of Labor's Bureau of Labor Statistics indicates that "employment of media and communication occupations is projected to grow 4 percent from 2014 to 2024, which will result in about 27,400 new jobs. Demand for media and communication occupations should stem from the need to create, edit, translate, and disseminate information through a variety of different platforms."

(2) Enhance educational experiences for undergraduate and graduate students

Maximize the T-shaped profile: The benefit to students will come in two principal areas: increased collaborative opportunities and expanded curricular offerings. Noting the strong interest in T-shaped profiles in the College of Arts and Sciences, this Division fits well with the mission of the College. Programs in our Division provide both conceptual/theoretical content and experiential and professional experiences which make students more well-rounded, preparing them for success in the workplace. The value of the T-Shaped Profile is that students graduating with this profile find meaningful work more quickly and advance more rapidly within their workplace. This profile is especially salient for students in graduating with a liberal arts major.

Revitalize the curriculum: Common courses may be developed across undergraduate and graduate curricula. A School of Communication and Journalism will explore possible common courses for all undergraduate students regardless of their major. A core set of common courses for students in the Division, such as oral communication and/or media literacy, has the potential to unify students and faculty while maximizing student learning. With the addition of the increased collaborative and experiential learning, as well as the expanded coursework, students will become more marketable as they graduate, and better prepared to pursue careers or continue toward a graduate degree.

The School of Communication and Journalism will explore new undergraduate majors and/or minors, such as corporate communication, digital media, or strategic communication, which share curriculum and merge the strengths of the two departments. This will allow for students from the STEM fields to minor within the School to enhance their skill sets to meet workforce demands. Collaborative experiences as part of coursework or co-curricular experiences will become an essential part of a student's educational experience.

The College of Agriculture and Biological Sciences offers a bachelor's degree in Agricultural Communication, Education, and Leadership with an Agricultural Communication emphasis. Students in that program are advised by a faculty member in the Department of Journalism and Mass Communication, and they receive a large majority of their coursework from programs represented by the School. The interim Division will consider whether students would be better

served by having this program reside in the School. Such a realignment would allow students to receive integrated advising, mentoring, and instruction.

Explore opportunities for experiential engagement: The Collegian and KSDJ are each currently housed in the Division of Student Affairs. A School of Communication and Journalism might provide a more logical administrative home. Students in the School would benefit from improved opportunities for hands-on learning, the newspaper and radio station would benefit from a strong campus champion, and the SDSU community would benefit from an improved product.

Create collaborative spaces for faculty and students: The site visits to Marquette University and Illinois State University reinforced the priority need for a social media and data analytics lab. These labs are becoming common in leading communication and journalism programs. Such a space will enhance opportunities for experiential learning across the communication discipline. Similarly, a communication lab, analogous to the current Speech Communication Center, allows students opportunities to enhance and practice presentations and can be used across the School. A collaborative research and meeting space would allow for students to learn in diverse spaces to enhance their education for class projects and learning outcomes.

(3) Maintain accreditation for applicable programs

Since 1948, when the Accrediting Council for Journalism and Mass Communication began accrediting programs, the undergraduate academic programs in the Department of Journalism and Mass Communication have been continually accredited. Then, in 2014, the department's online Master in Mass Communication program became the first fully online accredited program in the nation. It is critically important to maintain accreditation for these academic programs. Accreditation opportunities currently do not exist through professional organizations for academic programs in communication studies.

(4) Expand experiences in research, scholarship and creative activities

Enhance individual and collaborative opportunities: New and collaborative research opportunities will be created through the foundations, federal grants, the social media lab, and the speech communication center. These activities will engage undergraduate and graduate students in applied experience-based learning and enhance the research profiles of these academic units. Faculty, along with students, in these inter-related areas will be housed in a single building for the first time in the University's history. As a result, faculty will have enhanced opportunities to work across programs on creative or scholarly projects. Additionally, the formal School of Communication and Journalism structure will enable faculty members to more easily pursue funds to support their research, scholarship, and creative activities.

(5) Maximize resources in faculty, curricula, facilities, and budgets

Staff of the School of Communication and Journalism will be integrated into the structure of the proposed School and support not only the building and events but also academic curricula. Some examples of maximizing resources might include: avoiding curricula redundancies, strengthening course schedules, streamlining functions, and creating joint faculty appointments across complementary programs to enable the recruitment of a diverse faculty and professional staff with skills and experience in multiple fields.

All programs under one roof: A working communication Division that includes advertising, communication studies, health communication, journalism, public relations, and social media could make SDSU stand out as a premiere center for communication excellence. This could include a social media lab; a communication lab; research space for focus groups, interviewing, and meeting with community and industry partners; forensics practice space; and student media. Housing these resources within a single building and uniting them within a single Division structure will serve to encourage collaboration and collegiality.

If approved, the Division of (and ultimately School of) Communication and Journalism will revitalize the communications disciplines at South Dakota State University, creating a regional point of distinction. The working group welcomes the opportunity to construct the infrastructure of this unit in the coming year.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G

DATE: May 9-11, 2017

SUBJECT: New Certificate: SDSU Undergraduate Certificate in Unmanned Aircraft Systems

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Unmanned Aircraft Systems (UAS). The certificate will provide a credential to students with competency in the planning and operation of UAS and provide the knowledge necessary to attain the FAA Part 107 small Unmanned Aircraft Systems license. The certificate is applicable to a variety of disciplines, including, but not limited to, precision agriculture, geographic information systems, construction, and engineering. The certificates consists of 12 credit hours and utilizes all existing courses.

DRAFT MOTION 20170509_4-G: I move to approve SDSU's undergraduate certificate in Unmanned Aircraft Systems as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Unmanned Aircraft Systems
INTENDED DATE OF IMPLEMENTATION:	8/15/2017
PROPOSED CIP CODE:	45.0701
UNIVERSITY DEPARTMENT:	Geography
UNIVERSITY DIVISION:	Arts & Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature
President or Chief Academic Officer of the University

3/23/2017

Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate ☒ Graduate Certificate ☐

2. What is the nature/purpose of the proposed certificate?

The proposed certificate in Unmanned Aircraft Systems (UAS) will provide a credential to students and/or individuals who have demonstrated competency in the planning and operation of UAS. The certificate will provide the knowledge and skills necessary to apply this technology to a field of study or field of work. This certificate will also provide the knowledge necessary to attain the FAA Part 107 small Unmanned Aircraft Systems license.

The proposed certificate will attract students to South Dakota State University, and it builds upon the university's reputation as a regional leader in education. Providing students with the knowledge and skills to utilize UAS technology helps produce the most competitive students entering the job market.

The certificate is designed to make use of courses with no pre-requisites to be applicable to the widest range of students and community members. The certificate will feature three required courses, that relate to small UAS for any use, with one elective course that relates to small UAS and the student's particular area of interest. The certificate will be 12 credits in total.

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

UAS is a technology with many applications across campus and the community, some of which include remote sensing, geographic information systems (GIS), precision agriculture, construction, resource management, engineering, cinematography, and emergency services. In 2014 the US Senate Committee on Commerce, Science and Transportation predicted that by 2025, there will be 50,000 plus² private sector UAS jobs in the United States, which will indirectly create an additional 100,000 jobs. By 2025, UAS is predicted to contribute \$75.6 billion in economic activity, in agriculture alone³.

In 2016 Goldman Sachs predicted⁴ a UAS market of \$100 billion between then and 2020. For example, \$11 billion in construction; \$6 billion in agriculture; \$1.5 billion in the insurance industry; \$1.5 billion in gas, refining & mining; \$480 million in journalism; \$265 million in real estate; 21 million in cinematography. This report shows that the upcoming UAS job market will be considerable. A UAS certificate and related courses at SDSU will mean that the university can train students with the best techniques and with the latest technology, leading to their future success in the job market. Having UAS at SDSU will establish the university as a regional leader in this technology, particularly in the fields of precision agriculture, GIS and remote sensing.

Regionally, \$2.2 billion in economic activity is predicted to be generated by UAS between 2015 and 2025. By 2025 roughly 4,300 jobs will be directly or indirectly associated with UAS, in the region¹. The proposed certificate will allow the university, local community, and regional community to take advantage of this growth.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

This certificate will differ from other regional programs, such as the University of North Dakota, in that it will deal specifically with FAA classified small unmanned aircraft systems (systems under 55 pounds). Small unmanned aircraft systems are more likely to be used by small to medium sized businesses and communities, than larger UAS. The certificate will appeal to students from geography, aviation, GIS, agriculture, engineering, and related majors. The certificate will also benefit community members as various industries can use this technology. It will be especially attractive to students who wish to make use of this technology, and to those wanting to market themselves as being skilled with the latest technology.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

² Senate Committee on Commerce, Science, and Transportation (2014)

http://www.commerce.senate.gov/public/index.cfm?p=Hearings&ContentRecord_id=a4f35af1-be81-454f-9fa5-5bae600dd474

³ AUVSI – Association for Unmanned Vehicles International (2013)

<http://www.auvsi.org/auvsiresources/economicreport>

⁴ Goldman Sachs (2016)

<http://www.goldmansachs.com/our-thinking/technology-driving-innovation/drones/>

form):⁵

Prefix	Number	Course Title	Credit Hours	New (Yes, No)
AVIA	200	Aviation Safety	3	No
GEOG	270	Introduction to Small Unmanned Aircraft Systems	3	No
GEOG	483-483L	Aerial Remote Sensing	3	No
Select one of the following:				
AST	426-426L	Emerging Technologies in Agriculture and Lab	3	No
CM	400	Risk Management & Construction Safety	3	No
GEOG	372-372L	Intro to GIS and Lab	3	No
GEOG	473-473L	GIS: Data Creation & Integration and Lab	3	No
GEOG	484-484L	Remote Sensing and Lab	3	No
Subtotal			12	

6. Student Outcome and Demonstration of Individual Achievement.⁶

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Students will demonstrate knowledge and competency in small UAS; laws, safety, mission planning, operation, data acquisition, data use, data analysis.

B. Complete Appendix A – Outcomes using the system form.

Students will be able to:

1. Describe small UAS design, component and current applications.
2. Describe and apply small UAS laws, safety and ethical considerations.
3. Demonstrate relevant knowledge to pass FAA 107 small UAS commercial pilot test.
4. Plan and execute small UAS mission in order to collect, process, and analyze small UAS data.
5. Identify, discuss and summarize research applications, commercial applications, and limitations of small UAS.
6. Demonstrate the ability to work independently, and as part of a team.

7. On-line and Off-campus Delivery.⁷

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire certificate at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or seeks authorization to deliver the entire certificate through distance technology (e.g., as an on-line program)?

⁵ Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

⁶ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

⁷ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	No		Click here to enter a date.

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	No		Click here to enter a date.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	No		Click here to enter a date.
Delivery Method (if applicable)			

Appendix A
Unmanned Aircraft Systems Certificate - Student Learning Outcomes

	Program Courses that Address the Outcomes							
	Required Coursework			Electives				
Individual Student Outcomes	AVIA 200	GEOG 270	GEOG 483-483L	AST 426-426L	CM 400	GEOG 372-372L	GEOG 473-473L	GEOG 484-484L
Describe UAS design, its components, and its current applications.	X	X	X	X	X			
Describe and apply small UAS laws, safety, and ethical considerations.	X	X	X	X	X			
Demonstrate relevant knowledge required to pass FAA 107 small UAS commercial pilot test.	X	X						
Plan and execute UAS mission in order to collect, process, and analyze UAS data.	X	X	X	X	X	X	X	X
Identify, discuss, and summarize research applications, commercial applications, and limitations of small UAS	X	X	X	X	X	X	X	X
Demonstrate the ability to work independently and as part of a team.	X	X	X	X	X	X	X	X

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – H

DATE: May 9-11, 2017

SUBJECT: SDSBVI Membership in South Dakota High School Activities Association

South Dakota School for the Blind and Visually Impaired requests approval for continued membership in the South Dakota High School Activities Association (Attachment I). The membership begins July 1, 2017 and ends on June 30, 2018, with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

DRAFT MOTION 20170509_4-H: I move to approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.



South Dakota High School Activities Association
P.O. Box 1217 ♦ Pierre, SD 57501
Phone (605) 224-9261 FAX: (605) 224-9262

SCHOOL BOARD RESOLUTION

Authorizing Membership in the South Dakota High School Activities Association

By resolution, the School Board of:

South Dakota School for the Blind and Visually Impaired / South Dakota Board of Regents
 (Name of School District or School)

has authorized membership in the South Dakota High School Activities Association for the high school(s) under its jurisdiction as hereinafter listed:

SDSBVI – South Dakota School for the Blind and Visually Impaired / Aberdeen SD

This is to be for the period which begins July 1, 2017 and ends on June 30, 2018 with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

In addition, the above-mentioned School Board has ratified the Constitution, By-Laws, and rules of the South Dakota High School Activities Association as of July 1, 2017 and agrees to conduct its activities programs within the framework of these instruments.

 Date of Resolution

 President of Board

 Superintendent of Schools

Due By:

July 15, 2017

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – I

DATE: May 9-11, 2017

SUBJECT: Academic Calendar – Special Schools

Pursuant to BOR Policy 2:6.2, the academic calendars for 2017-2018 and 2018-2019 are provided for the South Dakota School for the Blind and Visually Impaired (Attachment I) and the South Dakota School for the Deaf (Attachment II).

DRAFT MOTION 20170509_4-I: I move to approve the proposed calendars for the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired.

SD SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2017 - 2018 School Calendar

August 17						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August
28 Aug 28 - Aug 31 Professional Development Program

September
1 Classroom Preparation Day

4 Labor Day Holiday

5 Registration Day
 No Classes; Faculty Not On Duty;
 Students Arrive; Dorms Open at 1:00 PM

6 WELCOME: Classes Begin

29 Days In Session (9/2017): 18/18

October

6 Homegoing
 Classes dismiss at 12:10 PM;
 Lunch served until 1:00 PM; Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

9 Native American Day Holiday

10 Parent/Teacher Conferences
 Faculty On Duty; No Classes;
 Students Return; Dorms Open at 10:00 AM

11 Classes Resume

31 Days In Session (10/2017): 21/39

November

3 1st Quarter Ends

5 Daylight Savings Ends--set back 1 hour

6 2nd Quarter Begins

10 SDSBVI is in session
 Veterans Day Holiday

11 Veterans Day

21 Homegoing
 Classes dismiss at 12:10 PM;
 Lunch served until 1:00 PM; Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

November

22 Closed

23 Thanksgiving Holiday

24 No Classes
 Faculty Not On Duty

26 Students Return
 Dorms Open at 1:00 PM

27 Classes Resume

30 Days In Session (11/2017): 19/58

December

22 11:00 AM Christmas Program
 11:45 AM Christmas Dinner
 Homegoing
 Classes dismiss at 12:10 PM;
 Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

25 Christmas Holiday

26 Dec 26 - Dec 29 No Classes
 Faculty Not On Duty

29 Days In Session (12/2017): 16/74

January

1 New Year's Day Holiday

2 Jan 2 - Jan 5 No Classes
 Faculty Not On Duty

7 Students Return
 Dorms Open at 1:00 PM

8 Classes Resume

15 SDSBVI is in session
 Martin Luther King, Jr. Holiday

19 2nd Quarter Ends / 1st Semester Ends

22 3rd Quarter Begins

31 Days In Session (1/2018): 18/92

February 18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 17						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 17						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November 17						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 18						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 17						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 18						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July 18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SD SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2017 - 2018 School Calendar

August 17						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 17						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 17						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 17						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 17						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

15 Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

16 Closed

19 President's Day Holiday

20 Parent/Teacher Conferences
Faculty On Duty; No Classes;
Students Return; Dorms Open at
10:00 AM

21 Classes Resume

28 Days In Session (2/2018): 18/110

March

11 Daylight Savings Begins--set ahead 1
hour

23 3rd Quarter Ends

26 4th Quarter Begins

29 Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

30 No Classes
Faculty Not On Duty
Good Friday
Days In Session (3/2018): 21/131

April

2 Students Return
Dorms Open at 1:00 PM; No Clas-
ses; Faculty Not On Duty
4th Quarter Begins
Easter Monday

3 Classes Resume

25 11:00 AM Spring Concert
11:45 AM Spring Luncheon
Homegoing
Classes dismiss at 12:10 PM;
Dorms close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

April

26 Apr 26 - Apr 27 Spring Break
No Classes; Faculty Not On Duty

29 Students Return
Dorms Open at 1:00 PM

30 Classes Resume
Days In Session (4/2018): 18/149

May

24 10:30 AM Awards Program
12:00 PM Awards Luncheon
1:30 PM Commencement

25 Last Day of School
School dismisses at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Classroom Preparation (1:00 - 3:00
PM)
4th Quarter Ends / 2nd Semester
Ends
Days In Session (5/2018): 19/168

28 Memorial Day Holiday

June

10 Jun 10 - Jun 29 Summer Program

July

4 Independence Day Holiday

8 Jul 8 - Jul 27 Summer Program

February 18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 18						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 18						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SD SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2018 - 2019 School Calendar

August 18						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August
27 Aug 27 - Aug 30 Professional Development Program

31 Classroom Preparation Day

September

3 Labor Day Holiday

4 Registration Day
 No Classes; Faculty Not On Duty;
 Students Arrive; Dorms Open at 1:00 PM

5 WELCOME: Classes Begin

28 Days In Session (9/2018): 18/18

October

5 Homegoing
 Classes dismiss at 12:10 PM;
 Lunch served until 1:00 PM; Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

8 Native American Day Holiday

9 Parent/Teacher Conferences
 Faculty On Duty; No Classes;
 Students Return; Dorms Open at 10:00 AM

10 Classes Resume

31 Days In Session (22/40)

November

2 1st Quarter Ends

4 Daylight Savings Ends--set back 1 hour

5 2nd Quarter Begins

11 Veterans Day

12 SDSBVI is in session
 Veterans Day Holiday

20 Homegoing
 Classes dismiss at 12:10 PM;
 Lunch served until 1:00 PM; Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

November

21 Closed

22 Thanksgiving Holiday

23 No Classes
 Faculty Not On Duty

25 Students Return
 Dorms Open at 1:00 PM

26 Classes Resume

30 Days In Session (11/2018): 19/59

December

21 11:00 AM Christmas Program
 11:45 AM Christmas Dinner
 Homegoing
 Classes dismiss at 12:10 PM;
 Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

24 No Classes
 Faculty Not On Duty

25 Christmas Holiday

26 Dec 26 - Dec 28 No Classes
 Faculty Not On Duty

31 No Classes
 Faculty Not On Duty
 Days In Session (12/2018): 15/74

January

1 Jan 1 - Jan 4 No Classes
 Faculty Not On Duty
 New Year's Day Holiday

6 Students Return
 Dorms Open at 1:00 PM

7 Classes Resume

18 2nd Quarter Ends / 1st Semester Ends

21 SDSBVI is in session
 3rd Quarter Begins
 Martin Luther King, Jr. Holiday

31 Days In Session (1/2019): 19/93

February 19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 19						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 19						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 18						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 18						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 18						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 19						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SD SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2018 - 2019 School Calendar

August 18						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

- 14** Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

15 Closed

18 President's Day Holiday

19 Parent/Teacher Conferences
Faculty On Duty; No Classes;
Students Return; Dorms Open at
10:00 AM

20 Classes Resume

28 Days In Session (2/2019): 18/111

March

10 Daylight Savings Begins--set ahead 1
hour

13 Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

14 Mar 14 - Mar 15 Spring Break
No Classes; Faculty Not On Duty

17 Students Return
Dorms Open at 1:00 PM

18 Classes Resume

22 3rd Quarter Ends

25 4th Quarter Begins

29 Days In Session (3/2019): 19/130

April

18 11:00 AM Spring Concert
11:45 AM Spring Luncheon
Homegoing
Classes dismiss at 12:10 PM;
Dorms close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

April

19 No Classes
Faculty Not On Duty
Good Friday

22 Students Return
Dorms Open at 1:00 PM; No Clas-
ses; Faculty Not On Duty
Easter Monday

23 Classes Resume

30 Days In Session (4/2019): 20/150

May

23 10:30 AM Awards Program
12:00 PM Awards Luncheon
1:30 PM Commencement

24 Last Day of School
School dismisses at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)
4th Quarter Ends / 2nd Semester
Ends
Days In Session (5/2019): 18/168

27 Memorial Day Holiday

June

9 Jun 9 - Jun 28 Summer Program

July

4 Independence Day

7 Jul 7 - Jul 26 Summer Program

February 19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 19						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 19						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 18						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 18						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 18						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 19						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SOUTH DAKOTA SCHOOL FOR THE DEAF

2017 - 2018 School Calendar

July 17						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July

- 4** Independence Day Holiday
- 31** New Staff On Duty; Orientation Days

August

- 1** New Staff On Duty; Orientation Days

August 17						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 2** Returning Staff On Duty
- 8** Aug 8 - Aug 9 Professional Days

- 31** August 2017 Contract Days: 20/20
August 2017 Professional Days: 2/6

September

- 4** Labor Day Holiday
- 11** Sep 11 - Sep 13 Sioux Falls Evaluation Team Testing Days
- 29** September 2017 Contract Days: 20/40

September 17						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

- 9** Native American Day Holiday
- 24** Oct 24 - Oct 26 West River Evaluation Team Testing Days

- 31** October 2017 Contract Days: 21/61

November

- 5** Daylight Savings Ends--set back 1 hour
- 10** Veterans Day Holiday observed
- 11** Veterans Day
- 14** Nov 14 - Nov 15 Professional Days
- 22** Not On Duty
- 23** Thanksgiving Holiday

October 17						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 17						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 17						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 24** Not On Duty

- 30** November 2017 Contract Days: 16/77
November 2017 Professional Days: 4/6

December

- 4** Dec 4 - Dec 6 Sioux Falls Evaluation Team Testing Days
- 25** Christmas Holiday
- 26** Dec 26 - Dec 29 Not On Duty
- 29** December 2017 Contract Days: 16/93

January

- 1** New Year's Day Holiday
- 15** Martin Luther King, Jr. Holiday
- 31** January 2018 Contract Days: 21/114

February

- 5** Feb 5 - Feb 7 Sioux Falls Evaluation Team Testing Days
- 19** President's Day Holiday
- 28** February 2018 Contract Days: 19/133

March

- 11** Daylight Savings Begins--set ahead 1 hour
- 27** Mar 27 - Mar 29 West River Evaluation Team Testing Days
- 30** Not On Duty
Good Friday
March 2018 Contract Days: 21/154

April

- 1** Easter
- 2** Not On Duty
Easter Monday
- 10** Apr 10 - Apr 11 Professional Days
- 30** April 2018 Contract Days: 18/172
April 2018 Professional Days: 6/6

May

- 28** Memorial Day Holiday
- 31** Last Day
May 2018 Contract Days: 22/194
2017-2018 TOTALS: 194 Contract Days
and 6 Professional Days (200 Days)

January 18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 18						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 18						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SOUTH DAKOTA SCHOOL FOR THE DEAF

2018 - 2019 School Calendar

July 18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July

- 4** Independence Day Holiday
- 30** Jul 30 - Jul 31 New Staff On Duty; Orientation Days

August

- 1** Returning Staff On Duty
- 7** Aug 7 - Aug 8 Professional Days

- 31** August 2018 Contract Days: 21/21
August 2018 Professional Days: 2/6

September

- 3** Labor Day Holiday
- 10** Sep 10 - Sep 12 Sioux Falls Evaluation Team Testing Days
- 28** September 2018 Contract Days: 19/40

October

- 8** Native American Day Holiday
- 30** Oct 30 - Oct 31 West River Evaluation Team Testing Days
- 31** October 2018 Contract Days: 22/62

November

- 1** West River Evaluation Team Testing Day
- 4** Daylight Savings Ends--set back 1 hour
- 6** Nov 6 - Nov 7 Professional Days
- 11** Veterans Day Holiday
- 12** Veterans Day Holiday Observed

- 22** Thanksgiving Holiday

- 23** Not On Duty

- 30** November 2018 Contract Days: 17/81
November 2018 Professional Days: 4/6

December

- 3** Dec 3 - Dec 5 Sioux Falls Evaluation Team Testing Days

- 24** Not On Duty

- 25** Christmas Holiday

December

- 26** Dec 26 - Dec 28 Not On Duty
- 31** Not On Duty
December 2018 Contract Days: 15/96

January

- 1** New Year's Day Holiday
- 21** Martin Luther King, Jr. Holiday

- 31** January 2019 Contract Days: 21/117

February

- 4** Feb 4 - Feb 6 Sioux Falls Evaluation Team Testing Days
- 18** President's Day Holiday
- 28** February 2019 Contract Days: 19/136

March

- 10** Daylight Savings Begins--set ahead 1 hour
- 12** Mar 12 - Mar 13 Professional Days
- 26** Mar 26 - Mar 28 West River Evaluation Team Testing Days
- 29** March 2019 Contract Days: 21/157
March 2019 Professional Days: 6/6

April

- 18** Not On Duty
- 19** Not On Duty
Good Friday
- 21** Easter

- 22** Not On Duty
Easter Monday

- 30** April 2019 Contract Days: 19/176

May

- 24** Last Day
May 2019 Contract Days: 18/194
2018-2019 TOTALS: 194 Contract Days and 6 Professional Days (200 Days)

- 27** Memorial Day Holiday

June

- 13** Jun 13 - Jun 14 Midwest Conference on Deaf Education

January 19						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 19						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 18						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 19						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SOUTH DAKOTA BOARD OF REGENTS

Budget & Finance
Consent

AGENDA ITEM: 4 – J

DATE: May 9-11, 2017

SUBJECT: Maintenance and Repair Projects

According to BOR Policy 6:6 Maintenance and Repair, projects not on an approved listed estimated to cost more than \$250,000 must be submitted for Board approval. Any changes, other than funding realignments and transfers, over \$250,000 to an approved project must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

South Dakota School of Mines & Technology requests approval of the following item:

Boiler #2 Replacement – SD Mines has two boilers that support the entire campus to provide heating and hot water. Both boilers run during the coldest part of the winter, but the main need for two boilers is redundancy. Boiler #1 was installed in approximately 2006, but Boiler #2 (750 hp) was installed in 1972. We recently started having issues with Boiler #2 and had to complete an emergency motor replacement. It will require a burner replacement within the next year, so in reviewing with OSE, it was determined that we should go ahead and replace the boiler to ensure continuity of operation for the campus. \$400,000 of FY18 General Funds M&R will be used to complete this project.

Physical Plant Chiller Condenser Water Piping and Building Metering – Planning is complete on the Phase 1. SD Mines is using funding left over from the larger Utility Infrastructure project to continue with the master plan. Additional HEFF funds are added to complete the next project. OSE will place this as a subproject to change out piping and equipment for the chiller plant to be able to more efficiently operate the campus chiller loop. Additionally, the metering on campus will be calibrated and corrected to be able to look at further energy efficiency projects. \$349,317 of FY18 HEFF funds will be used to complete this project.

South Dakota State University requests approval of the following item:

Larson Commons New Dish Machine: Food service revenues of \$335,000 will be used to replace the existing dish machine with a new dish machine as well as replacing the existing tray conveyor. Costs are primarily for new equipment, accessories, and training to operate the equipment. The equipment will be installed by the equipment provider. Construction work will

DRAFT MOTION 20170509_4-J: I move to approve the requested maintenance and repair projects as described in this item and approved by the executive director.

be limited to plumbing and electrical necessary to install the new equipment that will primarily be completed through maintenance contracts that SDSU has for these services.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – K

DATE: May 9-11, 2017

SUBJECT: FY18 Fee Maintenance and Repair Projects

In March 1993, the Board approved a per-credit-hour maintenance and repair fee on all on-campus courses. The per-credit-hour fee, now part of the on-campus tuition rate, is currently at \$2.19 per credit hour. Per agreement during the 2007 legislative session, the fee was increased by \$1.12 per credit hour to debt service critical deferred maintenance projects costing \$8.6M.

The revenue will be used for maintenance and repair projects and for critical deferred maintenance project debt service. Fee revenues are based on the estimated credit hour totals times the \$3.31 (\$2.19 + \$1.12) per credit hour approved fee. The FY18 projected revenues are as follows:

	Projected FY18 Credit Hours	\$2.19 M&R Fee Projected Revenue	\$1.12 Critical Maintenance Projected Revenue	Total Projected Revenue
BHSU	44,650	\$97,784	\$50,008	\$147,792
DSU	29,185	\$63,915	\$32,687	\$96,602
NSU	33,361	\$73,061	\$37,364	\$110,425
SDSM&T	69,083	\$151,292	\$77,373	\$228,665
SDSU	255,207	\$558,903	\$285,832	\$844,735
USD	161,169	\$352,960	\$180,509	\$533,469
	592,655	\$1,297,915.00	\$663,773	\$1,961,688

Attachment I reflects the proposed FY18 projects for the institutions. Each institution allocates up to 5% of the fee revenue to a planning and design account. Project lists must be submitted for Board approval in accordance with BOR Policy 6:6. Campuses may make funding realignments and transfers between projects listed on the schedule.

DRAFT MOTION 20170509_4-K: I move to approve the Fee M&R projects for FY18.

FY18 Fee Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
<u>Black Hills State University</u>					
6R1801		Seires 2007 Critical M&R Bond Payment			\$49,736
6R1802		Planning & Design			\$7,390
6R1803	Jonas Academic	Classroom Renovations	Programmatic Suitability	Renovation	\$90,666
FY18 Fee M&R Projects Total					\$147,792
<u>Dakota State University</u>					
8R1801		Seires 2007 Critical M&R Bond Payment			\$29,117
8R1802		Planning & Design			\$4,830
8R1803	Campus Wide	Outdoor Lighting Upgrades	Public Health, Safety and Compliance	Maintenace	\$15,000
8R1804	Campus Wide	Sidewalk and Landscape Improvements	Public Health, Safety and Compliance	Repair	\$15,000
8R1805	Heston Hall	Admissions Interview Room Renovations	Programmatic Suitability	Renovation	\$10,000
8R1806	Campus Wide	Parking Upgrades	Public Health, Safety and Compliance	Maintenace	\$22,655
FY18 Fee M&R Projects Total					\$96,602
<u>Northern State University</u>					
5R1802		Planning & Design			\$5,521
5R1803	Various Buildings	Chiller Maintenance	Building Integrity	Maintenance	\$74,144
5R1804	Various Buildings	Elevator Maintenance	Public Health, Safety, and Compliance	Maintenance	\$6,000
5R1805	Various Buildings	Climate Control Maintenance	Energy & Utility Savings	Maintenance	\$24,760
FY18 Fee M&R Projects Total					\$110,425
<u>South Dakota School of Mines & Technology</u>					
4R1801		Series 2007 Critical M&R Bond Payment			\$30,698
4R1802		Planning & Design			\$11,433
4R1803	McLaury Building	Completion of Phase I Renovation	Building Integrity	Renovation	\$50,000
4R1804	Mineral Industries	Mineral Industries Upgrades	Public Health Safety and Compliance	Renovation	\$45,000
4R1805	O'Harra Building	Exterior Painting	Building Integrity	Renovation	\$35,000
4R1806	Various	Pneumatic Controls/Software Upgrade	Building Integrity	Maintenance	\$35,000
4R1807	Various	LED Upgrades	Energy and Utility Savings	Maintenance	\$21,534
FY18 Fee M&R Projects Total					\$228,665
<u>South Dakota State University</u>					
3R1801		Series 2007 Critical M&R Bond Payment			\$372,856
3R1802	Campus	Building Condition Assessment	Planning	Repair	\$35,879
3R1803	Rotunda	Renovate Restrooms w/ADA Improvements	Public Health, Safety & Compliance	Repair	\$190,000
3R1804	Performing Arts Center	Larson Concert Hall Lighting Replacement & Upgrad	Building Integrity	Maintenance	\$146,000
3R1805	Berg Ag Hall	Stairwell Repairs & Life Safety Upgrades	Public Health, Safety & Compliance	Repair	\$100,000
FY18 Fee M&R Projects Total					\$844,735
<u>University of South Dakota</u>					
2R1801		Bond Payment-Deferred Critical Maintenance			\$176,349
2R1802		Planning & Design			\$26,673
2R1803	Old Main	Bond Payment			\$80,000
2R1804	Dakota Dome	Re-lamp Hi-Bay Lighting	Energy & Utility Savings	Maintenance	\$30,000
2R1805	Native American Center	Replace windows, doors, and HVAC	Campus Infrastructure	Repair	\$44,098
2R1806	Campus	Continuing Education and Commons Space Renovation	Programmatic Suitability	Renovation	\$176,349
FY18 Fee M&R Projects Total					\$533,469
Grand Total FY18 Fee M&R Projects					\$1,961,688

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – L

DATE: May 9-11, 2017

SUBJECT: FY18 Auxiliary Maintenance and Repair Projects

The auxiliary system encompasses all the facilities that are pledged under the Board of Regents' bond covenants. To achieve an adequate maintenance and repair program for all auxiliary buildings, the goal is to spend an average of two percent a year of the buildings' total replacement value. The institutions utilize the dollars from their Repair and Replacement Reserve fund (commonly referred to as "RRR") to cover the cost of unusual or extraordinary maintenance or repairs, renewals, renovations and replacements not paid as part of the ordinary maintenance and operation.

Each year, the institutions identify planned projects that will be funded with auxiliary funds. Approval of the list provides Board approval for the projects. Throughout the year, additional projects can be added or the list can be revised in accordance with Board Policy 6:6(8).

Auxiliaries such as food service and residential facilities must generate the funds to cover the maintenance and repair of the facilities. Student unions are funded entirely through student fees and operating revenues generated from the facilities. Vehicle fees are dedicated to the upkeep and expansion of parking lot and street improvements on campus. Various student fees and other revenues are sometimes used to fund miscellaneous projects for general maintenance of auxiliary facilities.

Attachment I includes the campus designated projects, the estimated project cost, and the project's fund source.

DRAFT MOTION 20170509_4-L: I move to approve the FY18 Auxiliary System M&R projects as presented in Attachment I.

FY18 Auxiliary System Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Class	Fund Source	Cost Estimate
<u>Black Hills State University</u>					
6X1801	Little Jacket Learning Center	Fire suppression system	Renovation	Childcare Revenues	\$45,000
6X1802	Yellow Jacket Apartments	Apartment renovation phase II	Renovation	RRR Fund	\$400,000
FY18 Fee M&R Projects Total					\$445,000
<u>Dakota State University</u>					
8X1801	Emry Hall	Hydronic loop replacement phase II	Repair	RRR Fund	\$35,000
8X1802	Richardson Hall	Heat exchanger replacement	Repair	RRR Fund	\$30,000
8X1803	Emry Hall	Chiller repair	Repair	RRR Fund	\$20,000
8X1804	Trojan Center/Res Halls	Access control upgrades	Renovation	RRR Fund	\$45,000
FY18 Fee M&R Projects Total					\$65,000
<u>Northern State University</u>					
5X1801	Jerde Hall	Asbestos abatement	Renovation	RRR Fund	\$160,000
5X1802	Student Union	Chiller replacement	Repair	RRR Fund	\$205,000
5X1803	Student Union	Replace dining area floor covering	Maintenance	Bond RRR Fund	\$10,000
FY18 Fee M&R Projects Total					\$375,000
<u>South Dakota School of Mines & Technology</u>					
4X1801	Residence Halls	Residence life furniture	Maintenance	RRR Fund	\$25,000
4X1802	Peterson Hall	Wireless access points	Maintenance	RRR Fund	\$40,000
4X1803	Peterson Hall	Flooring and bathroom upgrades	Renovation	RRR Fund	\$400,000
4X1804	Various	Residence hall general maintenance	Maintenance	RRR Fund	\$95,000
4X1805	Surbeck Center	Serving area ceiling replacement	Renovation	RRR Fund	\$55,000
4X1806	Surbeck Center	Surbeck plumbing repairs	Repair	RRR Fund	\$30,000
4X1807	Surbeck Center	Surbeck general maintenance	Maintenance	RRR Fund	\$30,000
4X1808	Surbeck Center	Furniture	Maintenance	RRR Fund	\$10,000
4X1809	Connolly	Flooring and bathroom upgrades	Renovation	RRR Fund	\$350,000
4X1810	Auxiliary Buildings	Led upgrades	Alteration	RRR Fund	\$60,000
4X1811	Peterson Hall/Surbeck	Emergency water heater replacement	Maintenance	RRR Fund	\$250,000
4X1812	Palmerton/Connolly	Water heater addition	Alteration	RRR Fund	\$50,000
FY18 Fee M&R Projects Total					\$1,395,000

Project #	Building Name	Project Name	M&R Class	Fund Source	Cost Estimate
<u>South Dakota State University</u>					
3X1801	All Halls (Annual)	Common area furniture replacement	Alteration	RRR Fund	\$150,000
3X1802	All Halls	Concrete replacement	Maintenance	RRR Fund	\$50,000
3X1803	Non Central AC Halls	Replace portable a/c units (annual)	Maintenance	RRR Fund	\$20,000
3X1804	All Halls	Interior signage	Alteration	RRR Fund	\$50,000
3X1805	All Halls	Outdoor recreation areas	Alteration	RRR Fund	\$100,000
3X1806	Binnewies Hall	Exterior door replacement	Repair	RRR Fund	\$54,100
3X1807	Binnewies Hall	Upgrade fire alarm	Repair	RRR Fund	\$250,700
3X1808	Binnewies Hall	Ceiling replacement	Repair	RRR Fund	\$83,800
3X1809	Binnewies Hall	Hallway and room painting	Maintenance	RRR Fund	\$50,000
3X1810	Binnewies Hall	Replace electric service & motor control center	Repair	RRR Fund	\$312,000
3X1811	Binnewies Hall	Heating system replacement	Repair	RRR Fund	\$1,166,000
3X1812	Binnewies Hall	Domestic water heater convertor	Repair	RRR Fund	\$34,500
3X1813	Binnewies Hall	Replace day room a/c system	Repair	RRR Fund	\$51,700
3X1814	Brown Hall	Hallway and room painting	Repair	RRR Fund	\$50,000
3X1815	Brown Hall	Corridor flooring replacement	Repair	RRR Fund	\$150,000
3X1816	Brown Hall	Room carpeting	Alteration	RRR Fund	\$100,000
3X1817	Caldwell Hall	Exterior door replacement	Repair	RRR Fund	\$20,000
3X1818	Caldwell Hall	Central office/lobby carpet	Repair	RRR Fund	\$20,000
3X1819	Caldwell Hall	Hallway and room painting	Maintenance	RRR Fund	\$30,000
3X1820	Hansen Hall	Foundation repairs	Repair	RRR Fund	\$27,000
3X1821	Hansen Hall	1st floor kitchenette	Renovation	RRR Fund	\$70,000
3X1822	Hansen Hall	Dining services renovations	Renovation	RRR Fund	\$221,400
3X1823	Jackrabbbit Grove	Carpet cleaning (annual)	Repair	RRR Fund	\$30,000
3X1824	Jackrabbbit Village-Thorne, Spencer, Abbott	Carpet cleaning (annual)	Repair	RRR Fund	\$30,000
3X1825	Mathews Hall	Hallway and room painting	Maintenance	RRR Fund	\$50,000
3X1826	Mathews Hall	Add 1st floor laundries and kitchens	Renovation	RRR Fund	\$500,000
3X1827	Meadows North	Dryer ventilation system replacement	Renovation	RRR Fund	\$25,000
3X1828	Meadows North	Paint hallways	Maintenance	RRR Fund	\$15,000
3X1829	Meadows North	Replace first floor drains	Repair	RRR Fund	\$50,000
3X1830	Meadows South	Replace first floor drains	Repair	RRR Fund	\$50,000
3X1831	Meadows South	Paint hallways	Maintenance	RRR Fund	\$15,000
3X1832	Meadows South	Dryer ventilation system replacement	Renovation	RRR Fund	\$25,000
3X1833	Meadows South	Hot water heater replacement	Repair	RRR Fund	\$52,000
3X1834	Meadows South	Carpet replacement	Repair	RRR Fund	\$162,200
3X1835	Pierson Hall	Window and door replacement	Repair	RRR Fund	\$532,600
3X1836	Residence Halls	Replace portable a/c units	Maintenance	RRR Fund	\$20,000
3X1837	Young Hall	Hallway and room painting	Maintenance	RRR Fund	\$50,000
3X1838	Young Hall	Hot water convertor replacement	Repair	RRR Fund	\$34,500
3X1839	Young Hall	Exterior door replacement	Repair	RRR Fund	\$54,100
3X1840	Larson Commons	Remodel concourse	Renovation	RRR Fund	\$108,200
3X1841	Larson Commons	Roof repairs	Repair	RRR Fund	\$10,000
3X1842	Larson Commons	Dish machine replacement	Repair	RRR Fund	\$143,500
3X1843	Univ. Student Union	Upgrade 2 restrooms (including p,w,v)	Renovation	RRR Fund	\$315,600
3X1844	Univ. Student Union	Market furniture and lighting upgrade	Maintenance	RRR Fund	\$248,800
				FY18 Fee M&R Projects Total	\$5,582,700

Project #	Building Name	Project Name	M&R Class	Fund Source	Cost Estimate
University of South Dakota					
3X1801	Campus	Planning & Design -- campus housing facilities general		RRR Funds	\$10,000
3X1802	Campus	Key master system - lockboxes	Repair	RRR Funds	\$8,000
3X1803	Campus	Front desk/lobby furniture replacement	Repair	RRR Funds	\$300,000
3X1804	Campus	Exterior lights upgrade - replace 13 lights	Repair	RRR Funds	\$225,000
3X1805	Burgess/Norton	Lobby/basement- install room numbers - ADA	Renovation	RRR Funds	\$3,000
3X1806	Burgess/Norton	Tuckpoint & caulk	Maintenance	RRR Funds	\$130,000
3X1807	Burgess/Norton	Upgrade mechanical systems	Renovation	RRR Funds	\$500,000
3X1808	Burgess/Norton	Lobby window replacement	Repair	RRR Funds	\$100,000
3X1809	Burgess/Norton	Key master system - lockboxes	Repair	RRR Funds	\$8,000
3X1810	Burgess Hall	Apartment sewer	Maintenance	RRR Funds	\$75,000
3X1811	Burgess Hall	Plumbing upgrades, bathroom exhaust fan upgrade, flooring repair and replacement, staff apt bathroom upgrade	Maintenance	RRR Funds	\$275,000
3X1812	Burgess Hall	Interior / exterior lighting upgrades	Maintenance	RRR Funds	\$15,000
3X1813	Burgess Hall	Room door replacement	Renovation	RRR Funds	\$75,000
3X1814	Burgess Hall	Room casework	Renovation	RRR Funds	\$75,000
3X1815	Burgess Hall	Replace roof	Repair	RRR Funds	\$200,000
3X1816	Burgess Hall	Install new room numbers- ADA	Renovation	RRR Funds	\$8,000
3X1817	Burgess Hall	Replace windows	Repair	RRR Funds	\$200,000
3X1818	Burgess Hall	Security cameras installation		RRR Funds	\$65,000
3X1819	Norton Hall	Room door replacement	Repair	RRR Funds	\$75,000
3X1820	Norton Hall	Room casework	Repair	RRR Funds	\$75,000
3X1821	Norton Hall	Install new room numbers- ADA	Renovation	RRR Funds	\$8,000
3X1822	Norton Hall	Replace roof	Repair	RRR Funds	\$200,000
3X1823	Norton Hall	Plumbing upgrades, bathroom exhaust fan upgrade, flooring repair and replacement	Maintenance	RRR Funds	\$250,000
3X1824	Norton Hall	Exterior doors replacement	Maintenance	RRR Funds	\$5,000
3X1825	Norton Hall	Interior / exterior lighting upgrades	Maintenance	RRR Funds	\$15,000
3X1826	Norton Hall	Security cameras installation	Renovation	RRR Funds	\$65,000
3X1827	North Complex	Resident hall bathroom walls repairs - phase I	Repair	RRR Funds	\$450,000
3X1828	Beede/Mickelson	Beede/mickelson hot water converter	Repair	RRR Funds	\$15,550
3X1829	Coyote Village	Key master system - mail boxes	Repair	RRR Funds	\$20,000
3X1830	Coyote Village	Room door and closet door replacement	Maintenance	RRR Funds	\$250,000
3X1831	Coyote Village	Replace bathroom floors	Renovation	RRR Funds	\$400,000
3X1832	Coyote Village	Replace window treatment	Repair	RRR Funds	\$150,000
3X1833	Coyote Village	Security camera replacement	Renovation	RRR Funds	\$38,000
3X1834	Muenster	Equipment replacement	Maintenance	RRR Funds	\$50,000
3X1835	Muenster	Security camera replacement	Renovation	RRR Funds	\$50,000
3X1836	Muenster	Its equipment replacement	Renovation	RRR Funds	\$160,000
3X1837	Wellness Center	Security camera replacement	Renovation	RRR Funds	\$5,000
3X1838	Wellness Center	Refinish wood floors - gym, studios, raquetball courts	Repair	RRR Funds	\$6,000
3X1839	Wellness Center	Replace fans in studios	Repair	RRR Funds	\$13,000

Project #	Building Name	Project Name	M&R Class	Fund Source	Cost Estimate
3X1840	Wellness Center	Change flooring to raquetball court	Renovation	RRR Funds	\$10,000
3X1841	Wellness Center	Blinds on south wall in the gynasium	Renovation	RRR Funds	\$4,000
3X1842	Wellness Center	Contactless card readers at the front desk	Renovation	RRR Funds	<u>\$5,000</u>
FY18 Fee M&R Projects Total					\$4,591,550
Grand Total FY18 Fee M&R Projects					\$12,454,250

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – M

DATE: May 9-11, 2017

SUBJECT: FY18 Agricultural Experiment Station (AES) Maintenance and Repair Projects

Maintenance and repair projects for the Agricultural Experiment Station are funded by the pesticide tax, enacted by the South Dakota Legislature in 1998 and amended by the 2008 Legislature (SB134). For each biennial application fee of \$300.00 collected, the Agricultural Experiment Station (AES) receives \$30 and the Cooperative Extension Service receives \$20.

For FY18, the pesticide fee revenue for AES is projected to be \$307,000. The pesticide fee revenue allotted to AES is to be used entirely for AES maintenance and repair projects.

Specific FY18 AES Maintenance and Repair projects are listed in Attachment I.

DRAFT MOTION 20170509_4-M: I move to approve the FY18 Agricultural Experiment Station (AES). M&R projects as presented in Attachment I.

**South Dakota State University
Agricultural Experiment State (AES)
FY18 Maintenance & Repair Projects**

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost
3AE181	West River Ag Center	Replacement of Corrals and Working Pens at Fort	Infrastructure	Repair	\$18,000
3AE182	Cottonwood AES	Utility Instal & Upgrades for New Lab Equipment	Building Integrity	Repair	\$7,300
3AE183	Animal Science Complex	Utility Instal & Upgrades for New Lab Equipment	Programmatic Suitability	Renovation	\$35,000
3AE184	Antelope Experiment Station	Replace 3-5 miles of pasture fence, renovate barns, housing repairs, and water line extension to pastures, siding maintenance, door replacement	Infrastructure	Repair	\$66,800
3AE185	Dairy Research & Training	Replace forage storage area (silo to pad)	Infrastructure	Renovation	\$10,000
3AE186	Beef Breeding	Fence Replacement	Infrastructure	Repair	\$14,000
3AE187	Swine Unit	Fence Replacement	Infrastructure	Repair	\$15,000
3AE188	Antelope Experiment Station	Replace 4 miles of exterior fence	Infrastructure	Repair	\$35,000
3AE189	Feed Processing Unit	Boiler Replacement	Building Integrity	Repair	<u>\$85,700</u>
FY18 M&R Projects Total					\$286,800

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – N

DATE: May 9-11, 2017

SUBJECT: FY18 Special Schools Maintenance and Repair Projects

Unlike the six universities, the special schools are not eligible for a Higher Education Facilities Fund (HEFF) allocation. To provide maintenance and repair dollars for the two special schools, the Board pursued legislation that would allow the Board to establish a School and Public Lands (S&PL) trust from the money available from the over-funding of the Presidents' Retirement Fund. This legislation was approved during the 1998 Legislative Session.

The table below is a condition statement of the fund for FY16 and FY17. For FY18, \$150,000 of projects are planned to utilize the endowed funds, as indicated in Attachment I.

Special Schools S&PL Endowed M&R Fund	
FY16 Beginning Balance	\$127,441.62
Revenue	
Investment Council (FY15)	\$948.59
S&PL Revenue	\$45,685.84
FY16 Ending Balance	<u>\$174,076.05</u>
FY17 Beginning Balance	\$174,076.05
Revenue	
Investment Council (FY16)	\$1,654.35
FY17 Balance 04/30/2017	\$175,730.40
FY18 Planned Projects (Attachment I)	\$150,000.00

In addition to the School and Public Lands Endowed Funds, the two special schools have the availability to use Statewide M&R Funds, when available, and local S&PL funds.

Attachment I provides the FY18 M&R Projects for the two special schools. Project lists must be submitted for Board approval in accordance with BOR Policy 6:6.

DRAFT MOTION 20170509_4-N: I move to approve the FY18 M&R projects for South Dakota School for the Blind and Visually Impaired and the South Dakota School for the Deaf.

South Dakota School for the Blind and Visually Impaired FY18 Maintenance & Repair Projects

Project	Building Name	Project Name	M&R Category	M&R Class	Funding Source	Cost Estimate
9 I1801	Spicer Hall	Dorm Remodel	Programmatic Suitability	Renovation	Local School & Public Lands (S&PL)	\$15,000
9 I1802	South Parking Lot	South Parking Lot Sealing	Campus Infrastructure	Maintenance	Local S&PL	\$5,000
9 I1803	Sewer System	Sewer System Inspection	Building Integrity	Maintenance	Local S&PL	\$15,000
9 I1804	SDSBVI	Enclose Porch for Storage	Programmatic Suitability	Alteration	Local S&PL	\$10,000
9 I1805	School	South Conference Room Reno	Programmatic Suitability	Renovation	Local S&PL	\$15,000
9 I1806	Garage	Floor/Concrete Replacement	Building Integrity	Repair	Endowed M&R Funds	\$25,000
9 I1807	School	Caps for Skylights	Energy and Utility Savings	Maintenance	Endowed M&R Funds	\$5,000
9 I1808	School	Replace Gym Lights w/LED	Energy and Utility Savings	Renovation	Endowed M&R Funds	\$5,000
9 I1809	School	Carpet/Tile/Paint	Building Integrity	Maintenance	Endowed M&R Funds	<u>\$15,000</u>
FY18 SDSB&VI M&R Projects Total						\$110,000

South Dakota School for the Deaf FY18 Maintenance & Repair Projects

Project	Building Name	Project Name	M&R Category	M&R Class	Funding Source	Cost Estimate
0 I1801	Campus	Improve South Campus Drainage	Campus Infrastructure	Alteration	Other Funds	\$60,000
0 I1802	Berry Wright	Replace T-8 with LED fixtures	Energy and Utility Savings	Renovation	OSE Energy Funds	\$100,000
0 I1803	Campus	Add 12 Security Cameras	Public Health, Safety, and Compliance	Renovation	Other Funds	\$42,000
0 I1804	Krohn / Hummel	Replace Water Heater	Energy and Utility Savings	Maintenance	Other Funds	\$6,000
0 I1805	Myklebust	Replace water heater	Energy and Utility Savings	Maintenance	Other Funds	\$4,000
0 I1806	All buildings	Add Twelve Door Card Swipes	Public Health, Safety, and Compliance	Renovation	Other Funds	\$36,000
0 I1807	Berry Wright	Landscaping and Tree Replacemer	Campus Infrastructure	Renovation	Other Funds	\$25,000
0 I1808	Pool	Pool Repairs	Public Health, Safety, and Compliance	Repair	Other Funds	\$25,000
0 I1809	Myklebust	Add Digital Controls for Air Hand	Energy and Utility Savings	Alteration	Other Funds	\$20,000
0 I1810	Krohn / Hummel	Replace Small Boiler for Pool	Building Integrity	Maintenance	Other Funds	\$8,400
0 I1811	Pool	Replace T-8 with LED Fixtures	Energy and Utility Savings	Renovation	OSE Energy Funds	\$10,000
0 I1812	Berry Wright	Replace Main Roof	Building Integrity	Maintenance	Other Funds	\$420,000
0 I1813	Campus	Parking Lot Mill and Overlay	Campus Infrastructure	Maintenance	Endowed Fund & Local S&PL	<u>\$120,000</u>
FY18 SDSD M&R Projects Total						\$876,400

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resources Development

AGENDA ITEM: 5 – B

DATE: May 9-11, 2017

SUBJECT: Student Organization Awards – SDSU

SDSU Award for Academic Excellence: Sigma Alpha

The objective of the Sigma Alpha sorority is to promote its members in all facets of agriculture and to strengthen the bonds of friendship among them. Members strive for achievement in scholarship, leadership, and service, and to further develop excellence in women pursuing careers in agriculture. Scholarship is highly valued by this professional agricultural sorority as shown by its academic requirements that each member maintain a grade point average of 2.25 or higher and that each member participate in a minimum of four study table hours. Furthermore academic excellence is promoted among the members by its offering emerald scholar honors for members with a GPA of 3.75 or higher. Last year, they had 19 total active members achieve this emerald status.

SDSU Award for Community Service: SDSU Love Your Melon Campus Crew

Love Your Melon (LYM) is an organization working to promote awareness of cancer in children. Love Your Melon is a profit apparel brand that is dedicated to giving a hat to every child battling cancer in America while also supporting fourteen non-profit organizations. Love Your Melon has campus crews at various colleges across the nation. The SDSU campus crew does various community service events while spreading awareness for this cause. Its community service projects include tabling in the student union three times a month, helping at the Cure Kids Cancer Radiothon, planning and taking part in a donation event for a family with a child battling cancer, completing various community service projects such as the socks and bookmarks explained further in the paper, and participating in on campus events that raise money for cancer research and spread awareness of cancer, such as State-A-Thon and Relay for Life.

SDSU Award for Organizational Leadership: American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP)

The purpose of the APhA-ASP is to encourage all student pharmacists to become more knowledgeable about the pharmacy profession and its operation within society, to encourage the development of all student pharmacists into knowledgeable and competent health care professionals, and to support and actively participate in projects, which will advance the pharmacy profession. The SDSU chapter of APhA-ASP is the biggest student organization on campus with 311 members and 19 committees. Through the organization's 19 committees, there are several opportunities for students to exercise leadership. Additionally, the SDSU chapter of APhA-ASP invites speakers to lecture members on leadership techniques and the importance in staying involved outside the classroom.

INFORMATIONAL ITEM

The SDSU Student Organization Awards will be presented at the meeting

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 5 – F

DATE: May 9-11, 2017

SUBJECT: Interim Actions of the Executive Director

Clerical BOR Policy Update

BOR Policy 4:43 Emeritus Status was updated on March 22, 2017, to reflect the following clerical error in section 3.A.1:

3. Emeritus Status for Retiring Associate Professor

A. Minimal Eligibility Criteria

In order to be eligible for emeritus status, the following minimal requirements must be met:

- 1) the individual to be recognized must have held an academic rank of ~~assistant~~ associate professor.

Capital Asset Purchases

University of South Dakota

Mass Spectrometer for the Sanford School of Medicine: The mass spectrometer will support and expand research activities with the South Dakota BRIN researchers who will be able to analyze small molecules in complex mixtures. Funding for this equipment at a cost of \$463,367.99 comes from a federal HHS Grant.

Regents Information System

Four Cisco Firewalls: Four Cisco firewalls were purchased to replace four existing firewalls within the RIS organization that are quickly reaching end-of-life and end-of-vendor support. The firewalls actively guard the Regents most valuable information asset, the Ellucian Banner/Colleague ERP platform. The firewalls also guard several additional critical information assets and applications served by the RIS organization to the university system.

(Continued)

INFORMATIONAL ITEM

The four firewalls will be deployed as two redundant pairs for purposes of high availability which is a common practice across the Regents university system. In addition, advanced threat software will be deployed in a strategic manner which is also a common practice across the system. The advanced threat software will significantly help protect against a variety of cyber threats in an automated fashion.

Adequate support services were purchased from the manufacturer, Cisco, to care for any hardware, software, or configuration problems within a timely manner. RIS plans to use the new firewall platform for many years. Therefore, five years of support was purchased up-front which is financially advantageous.

Lastly, professional services to install, configure, and optimize the new firewalls in a rapid manner to reduce installation risk and to achieve an accelerated use of the firewalls was purchased.

The aforementioned will result in an expense of \$358,073. The savings and discounting provided by Cisco exceeds what is required by the WSCA-NASPO agreement with the state of South Dakota thus resulting in maximum savings.

Maintenance and Repair Projects

Dakota State University

Community Center Chiller Replacement: The Community Center and DSU would like to replace the chiller, original unit to the building, in lieu of entering into another maintenance contract. Funding to replace the chiller at a cost of \$175,000 will come from Community Center maintenance fund.

South Dakota State University

Animal Resource Wing Epoxy Floor Replacement: SDSU requests removing and replacing the epoxy floor coating throughout the building at a cost of \$248,000 to be paid using recovered facilities and administrative fees. The scope of this project is within the expertise of the SDSU facilities engineering and planning staff thus will be managed and completed more economically than if additional outside design and/or management services were included. The project may be completed in phases for partial occupancy of the facility.

Dana J. Dykhouse Stadium Outdoor Seating: Using stadium revenue of \$200,000, SDSU requests to design and construct outdoor seating in the University Suite at the Dana J. Dykhouse Stadium. The work scope will include moving the curtain wall system to make lower tier of seating exterior.

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses For May 2017 Board of Regents						
Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
SDSU	EDER 711: Educational Assessment	3	5/30/17-7/20/17	Brookings Middle School	Brookings School District	3/22/2017
SDSU	EPSY 740: Educational Psychology	3	5/30/17-7/20/17	Brookings Middle School	Brookings School District	3/22/2017
USD	BADM 193: Business Simulation Game and Career Exploration	2	8/21/17-12/13/17	Online	USD Foundation	3/22/2017
USD	BADM 592: Topics in Business Administration: Leadership and Ethics	3	11/13/17-11/17/17	Online	Governor's Office/Governor's Leadership	3/22/2017
USD	EDER 792: Advanced Data use Skills for Educators	2	6/26/17-8/13/17	Online	SDDOE	3/22/2017
USD	EDER 792: Fundamentals of Using Data for Educators	1	5/22/17-6/16/17	Rapid City, SD and Online	SDDOE	3/22/2017
USD	EDER 792: Fundamentals of Using Data for Educators	1	5/22/17-6/16/17	Vermillion, SD and Online	SDDOE	3/22/2017
USD	EDER 792: Fundamentals of Using Data for Educators	1	5/22/17-6/16/17	Watertown, SD and Online	SDDOE	3/22/2017

Interim Actions of the Executive Director

May 9-11, 2017

Page 4 of 7

USD	PSYC 101: General Psychology	3	6/10/17-8/6/17	Crazy Horse Memorial	Crazy Horse Memorial Program	3/22/2017
BHSU	ED 592: Agricultural Soil and Water Conservation Stewardship Training for Teachers	1	3/1/17-5/5/17	Various Locations and DDN	CAMSE Contracts	3/27/2017
BHSU	ED 592: Extending Our Knowledge in Computer Sciences	2	7/10/17-7/14/17	BHSU	Expanding Pathways in Computer Science Grant - NSF	3/27/2017
BHSU	ED 692: Learning Power Technology Integration Strategies Institute 2017	1	6/14/17-6/16/17	BHSU	CAMSE Contracts - TIE Office	3/27/2017
USD	AHED 790: Advanced Teaching Online	1	6/5/17-6/30/17	Online	LERN	3/27/2017
USD	AHED 790: Certificate in Blended Instruction	3	5/8/17-7/31/17	Online	LERN	3/27/2017
USD	AHED 790: Certificate in Data Analysis	3	5/8/17-7/31/17	Online	LERN	3/27/2017
USD	AHED 790: Fostering Online Discussion	1	7/3/17-7/28/17	Online	LERN	3/27/2017
USD	AHED 790: Management Certificate Training	3	5/8/17-7/31/17	Online	LERN	3/27/2017
USD	CSC 120: Introduction to Programming	3	8/21/17-12/13/17	Online	USD Foundation	3/27/2017
USD	ELED/SEED 592: Instructional Literacy Skills Implementation and Coaching	2	4/17/17-6/2/17	SDDOE, Pierre, SD	SDDOE	3/27/2017
USD	SPED 593: 2017 Transition Summer Institute	1	6/26/17-7/7/17	Chamberlain, SD	Pathways Grant	3/27/2017
BHSU	ED 619: Earth and Space Science Concepts for K-12 Teachers	2	5/8/17-8/18/17	BHSU & Online	Deep Understanding Physical Science	4/5/2017
USD	ELED/SEED 592: Designing Online Instruction	1	5/8/17-5/15-17	Online	LERN	4/5/2017
USD	ELED/SEED 592: Developing Hybrid Courses	1	5/8/17-6/2/17	Online	LERN	4/5/2017
USD	ELED/SEED 592: Developing Hybrid Courses	1	7/3/17-7/28/17	Online	LERN	4/5/2017

Interim Actions of the Executive Director

May 9-11, 2017

Page 5 of 7

USD	ELED/SEED 592: Gender in the Classroom for K-12 Teachers	1	6/5/17-6/30/17	Online	LERN	4/5/2017
USD	ELED/SEED 592: Generational Learning Styles for K-12 Teachers	1	7/3/17-7/28/17	Online	LERN	4/5/2017
USD	ELED/SEED 592: Online Learning and Teacher for K-12 Teachers	1	6/5/17-6/30/17	Online	LERN	4/5/2017
USD	ELED/SEED 592: Social Media and Online Tools for K-12 Teachers	1	6/5/17-6/30/17	Online	LERN	4/5/2017
USD	ELED/SEED 592: The Flipped Classroom	1	5/8/17-6/2/17	Online	LERN	4/5/2017
USD	ELED/SEED 592: The Flipped Classroom	1	8/7/17-9/1/17	Online	LERN	4/5/2017
USD	POLS 192: Women in Leadership	1	5/29/17-7/1/17	USD	Chiesman Fund	4/5/2017
BHSU	ED 692: Visible Mathematics: Proportional Reasoning	2	5/8/17-8/18/17	BHSU	Title II Funds	4/6/2017
BHSU	ED 692: Learning Power Summer Institute 2017	1	6/6/17-6/16/17	BHSU	CAMSE	4/6/2017
DSU	BIOL 592: Special Topics: Mixed Grass Prairie Ecology	1	6/9/17-6/10-17	Anderson Ranch, Lemmon, SD	South Dakota Grasslands Coalition	4/6/2017
NSU	PSYC 492/592: Special Topics: Science Based Drug Education	3	6/12/17-7/28/17	Rapid City, SD	Midwest Counter Drug Program	4/13/2017
SDSU	AGED 592: Special Topics: iLEARN	1-2	5/25/17-8/4/17	SDSU & Online	NIFA Award	4/13/2017
SDSU	CA 492/592: Financial Foundations for Educators	1	7/3/17-8/4/17	Extension Regional Centers & Online	SDSU Extension	4/13/2017
USD	BADM 193: Summer Accounting Institute	1	7/9/17-7/14/17	USD	USD Foundation	4/13/2017
USD	HIST 151: US History I	3	5/15/17-8/4/17	Online	Jump Start	4/13/2017
USD	MUS 100: Music Appreciation (Rock & Roll)	3	5/15/17-7/7/17	Online	Jump Start	4/13/2017
USD	POLS 100: American Government	3	5/15/17-8/4/17	Online	Jump Start	4/13/2017
USD	HLTH 422: Nutrition	3	5/15/17-8/4/17	Online	Jump Start	4/13/2017
USD	PSYC 321: Human Development: Lifespan	3	5/15/17-8/4/17	USD	Jump Start	4/13/2017
USD	BIOL 151 & 151L	4	5/15/17-6/22/17	USD	Jump Start	4/13/2017
USD	ARTH 251: American Indian Art History	3	5/15/17-8/4/17	Online	Jump Start	4/13/2017

Interim Actions of the Executive Director

May 9-11, 2017

Page 6 of 7

USD	SPED 593: Functional Sign Language I	1	5/24/17-8/7/17	Online	SDDOE	4/13/2017
USD	SPED 593: Igniting Motivation to Learn	2	6/12/17-7/21/17	Online	SDDOE	4/13/2017
USD	SPED 593: Leading Where You Are	2	6/12/17-7/21/17	Online	SDDOE	4/13/2017
BHSU	ARTH 100: Art Appreciation	3	6/5/17-7/28/17	Online	Jump Start	4/17/2017
BHSU	PSYC 221: Lifespan Development Psychology	3	6/5/17-7/28/17	BHSU	Jump Start	4/17/2017
BHSU	POLS 100: American Government	3	5/8/17-6/30/17	BHSU	Jump Start	4/17/2017
BHSU	SS 350: Introduction to Research Methods	3	6/5/17-7/28/17	Online	Jump Start	4/17/2017
BHSU	EPSY 302: Educational Psychology	3	5/8/17-6/2/17	BHSU	Jump Start	4/17/2017
BHSU	EXS 250: Human Anatomy & Physiology	3	6/5/17-7/28/17	Online	Jump Start	4/17/2017
BHSU	EDFN 365 - Computer Based Tech & Learning	3	6/5/17-7/28/17	BHSU	Jump Start	4/17/2017
BHSU	BADM 336: Entrepreneurship I	3	6/5/17-6/30/17	Online	Jump Start	4/17/2017
BHSU	BADM 370: Marketing	3	5/8/17-6/30/17	BHSU	Jump Start	4/17/2017
NSU	ART 492/592: Advanced Art Methods	1-2	6/26/17-7/28/17	NSU	Art's South Dakota	4/21/2017
NSU	HIST 152: United States History II	3	8/21/17-12/13/17	Huron Community Campus	Huron Community Campus	4/21/2017
USD	ELED 792: Observation Survey of Early Literacy Achievement	2	7/31/17-8/3/17	Fargo, ND Public Schools	Fargo, ND Public Schools	4/21/2017
USD	ENGL 101: Composition I	3	6/10/17-8/6/17	Crazy Horse Memorial	Crazy Horse Memorial Program	4/21/2017
USD	PHYS 187: Introduction to Astronomy II	2	5/15/17-8/4/17	Online	Jump Start	4/21/2017
USD	PHYS 187L: Introduction to Astronomy II Lab	1	5/15/17-8/4/17	Online	Jump Start	4/21/2017
USD	CHLU 101: Medical Terminology	3	5/15/17-8/4/17	Online	Jump Start	4/21/2017
USD	POLS 592: Leadership Capstone	3	10/22/17-10/26/17	Pierre, SD	Governor's Office/Governor's Leadership	4/21/2017
USD	POLS 722: Budgetary and Fiscal Management	3	3/26/18-3/30/18	Vermillion, SD	Governor's Office/Governor's Leadership	4/21/2017
SDSMT	MATH 125: Calculus 2	4	5/8/17-6/30/17	Online	Jump Start	4/27/2017

Interim Actions of the Executive Director

May 9-11, 2017

Page 7 of 7

USD	ELED 792: Observation Survey	3	8/8/17-8/14/17	Gillette, WY	Campbell County School District	4/27/2017
USD	ELED/SEED 592: Non-Violent Crisis Intervention	1	7/31/17-8/3/17	Rapid City Area Schools	Rapdi City Area School District	4/27/2017
USD	ELED/SEED 592 & SPED 593: 2017 MTSS Summer Education Conference	1	6/27/17-7/7/17	Chamberlain, SD	SDDOE	4/27/2017
USD	ELED/SEED 592 & SPED 593: Positive Behavioral Interventions and Supports	1	5/31/17-8/8/17	Ramada Inn, Sioux Falls, SD	SDDOE	4/27/2017
USD	SPED 593: Deaf-Blind Education: Modules 1-4	1 or 2	5/22/17-8/14/17	Online	CORE Grant	4/27/2017
USD	SPED 593: Deaf-Blind Education: Modules 5-8	1 or 2	5/22/17-8/14/17	Online	CORE Grant	4/27/2017
USD	SPED 593: Deaf-Blind Education: Modules 9-11 & 13	1 or 2	5/22/17-8/14/17	Online	CORE Grant	4/27/2017
USD	SPED 593: Deaf-Blind Education: Modules 19, 22, 25-26	1 or 2	5/22/17-8/14/17	Online	CORE Grant	4/27/2017
USD	SPED 593: Deaf-Blind Education: Modules 20, 23, 14, 21 & 27	1 or 2	5/22/17-8/14/17	Online	CORE Grant	4/27/2017

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 5 – G

DATE: May 9-11, 2017

SUBJECT: SDSU Foundation Report

Mr. Steve Erpenbach, SDSU President & CEO of the South Dakota State University Foundation, will provide an overview of the efforts undertaken by the SDSU Foundation to support the university. Attachments include the following:

1. SDSU Foundation Organizational Profile (Attachment I)
2. SDSU Foundation Organizational Chart (Attachment II)
3. State of the SDSU Foundation (Attachment III)

INFORMATIONAL ITEM

South Dakota State University Foundation Organizational Profile

Financial Profile, as of 3/31/2017

Total Assets	\$193.6 million
Net Assets	\$173.5 million
Pooled Endowment	\$110.6 million

Council of Trustees

The Foundation relies on a 108-member Council of Trustees and a 16-member Board of Governors. The Trustees are among the university's most generous and influential supporters.

Chair - Mary Howard

Chair-Elect - Bob Schmidt

Endowment Payout Rate

Distribution rate is 4% based on a 20 quarter trailing average of market value. Over 1,700 funds make up the pooled endowment.

Minimum Required to Create an Endowed Fund

\$25,000

Fees and income sources used to support Foundation operations

1. Annual endowment fee is 1.6% of market value
(provides approximately 33% of operating budget)
2. One-time fee on gifts (non-endowed funds, capital projects, bequests)
(provides approximately 31% of operating budget)
3. Development services agreement with University
(provides approximately 25% of operating budget)
4. Unrestricted investment income
(provides approximately 8% of operating budget)
5. Unrestricted gifts
(provides approximately 3% of operating budget)

Visions for the Future – (1994 to 1998)

Exceeded its \$50 million goal with \$52.4 million raised

It Starts with STATE: A Campaign for South Dakota State University - (2007 to 2013)

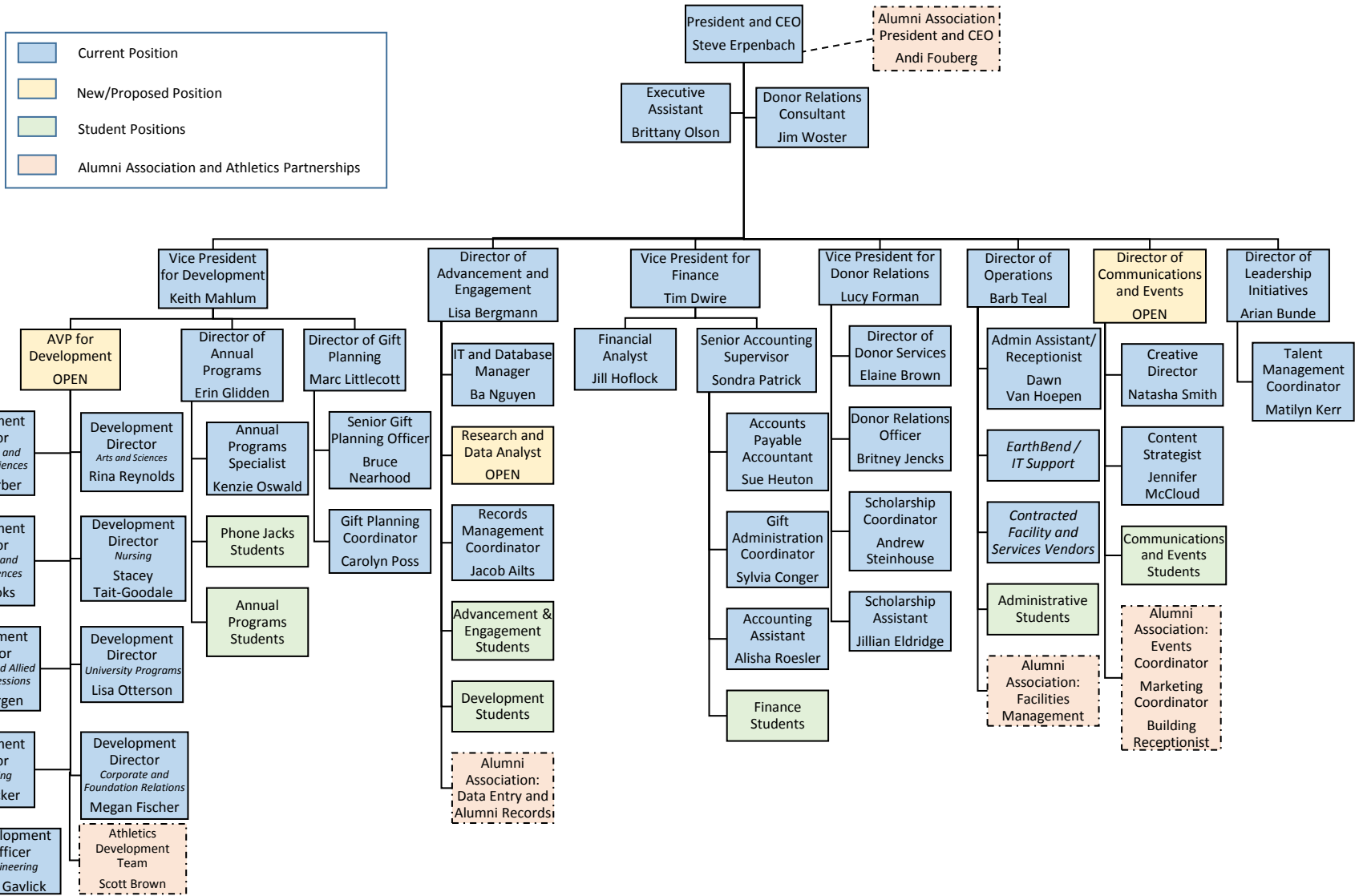
The initial working goal was established at \$190 million; the goal was eventually raised to \$200 million. It Starts with STATE's final total was \$255,736,045 in gifts and pledges from 23,014 unique donors, from all 50 states, of which 6,917 were first-time donors.

Capital Building Projects

From 2006 through 2016 over \$160 million has been raised for capital building projects, including Architecture, Mathematics & Engineering Building, Avera Health & Science Center, Cow-Calf Facility, Frost Arena – Practice Gyms, Headhouse, Honors College Residence Hall, PAC Renovation, Sanford-Jackrabbit Athletic Complex, Dana J. Dykhouse Stadium, Swine Education Research Facility, DeHaan Equestrian Facility, Wintrode Success Center, Davis Dairy Manufacturing Facility, Young Brothers Seed Technology Lab, and Daktronics Hall.

Cost per dollar raised

The Foundation's 8-year average cost per dollar raised is 13.2 cents when comparing total operating costs to donations recorded in the audited financial statements and IRS Form 990. When calculating using total fundraising amounts, which include revocable planned gifts and conditional pledges, the average cost per dollar raised over the last 8 years is 8.3 cents.



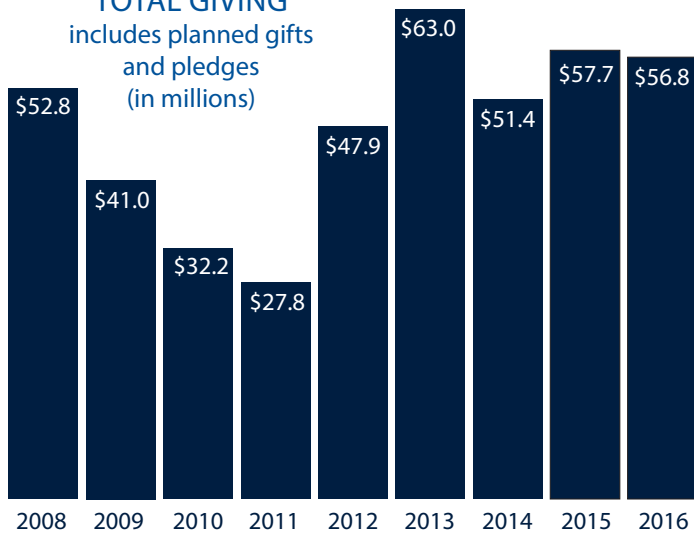
STATE OF THE FOUNDATION

The Foundation recorded its third-largest fundraising year ever in 2016, with over \$56 million in new gifts and pledges. The Foundation has now eclipsed the \$50 million mark for four consecutive years.

\$56,837,518

1519

TOTAL GIVING
includes planned gifts
and pledges
(in millions)



\$105.3 MILLION

IN POOLED ENDOWMENT
ALL-TIME HIGH



NEW WEBSITE
WENT LIVE IN JULY

9,559 UNIQUE DONORS

186

NEW LIFETIME GIVING
MEMBERS

1,494

TOTAL LIFETIME GIVING
SOCIETY MEMBERS
(MINIMUM OF \$25,000)

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 5 – H

DATE: May 9-11, 2017

SUBJECT: Title IX Green Dot Training

The SD Network Against Family Violence and Sexual Assault (The Network) approached the Board office in fall 2016 regarding available grant funding through the SD Department of Health (DOH) for Rape Prevention Education (RPE), and proposed partnering with SDBOR to provide sexual assault prevention training. After several discussions and review of potential programs with The Network, DOH, institutional Title IX officers, and the Student Affairs Council (SAC), the Green Dot program was chosen.

The Green Dot strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. The Green Dot curriculum is informed by concepts and lessons learned from research and theory across disciplines including: violence against women, diffusion of innovation, public health, social networking, psychology, communications, bystander dynamics, perpetration, and marketing/advertising. This program targets influential and respected individuals from across the campus community. The goal is for these targeted groups to engage in programming that will equip them to integrate bystander prevention within existing relationships and daily activities. By integrating this into daily living, research has shown that new norms will be introduced and those within their circle of influence will be significantly influenced to move from passive agreement that violence is wrong, to active intervention.

Green Dot provides the institution with an interactive bystander intervention training program to subgroups on campus, a broader training for the whole campus community, and guidance on social marketing strategies to increase awareness. This program has been implemented at approximately 300 colleges and universities across the United States, and has shown positive results in reducing interpersonal violence on campus.

The Network contracted with Green Dot to provide training for our institutions in Rapid City on April 18-21, 2017, at the Black Hills State – Rapid City campus. The grant paid the full fee of \$15,000, the training materials at \$75.00 per participant, mileage and hotel costs for the attendees from April 17-21. Green Dot provided two consultants to provide a train the trainer session on implementing this sexual assault prevention program at SDBOR institutions. There were

INFORMATIONAL ONLY.

approximately 35 individuals who received the training certification, those individuals will now be able to return to campus and mobilize this prevention campaign for fall 2017.

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 5 – I

DATE: May 9-11, 2017

SUBJECT: Regental Civil Service Advisory Council Update

Each academic year, the Regental Civil Service Advisory Council (RCSAC) meets in October and April. The council is composed of Civil Service Act (CSA) employees from each institution who are elected by their institutional councils to be the state council representative. The purpose of RCSAC is to promote communication between the Board of Regents, Office of the Executive Director, Council of Presidents and Superintendents, and Civil Service employees. Per BOR Policy 1:7:5, a report is to be taken to the Board after each meeting.

The RCSAC met on April 20-21, 2017 at the Board of Regents office in Pierre. Kayla Bastian, the Executive Director's delegate, invited Board office staff to provide updates on current initiatives in the Regental system, and benefits and retirement changes for FY18. The council also shares ideas on projects and initiatives their groups manage and promote on campus, they also enjoyed a tour of the Capitol building. At each spring meeting the council elects new officers, for 2017-2018 the officers are:

- President: Robert Van Wagner, NSU
- Vice President: Binnie Goodwin, USD
- Secretary: Bradley O'Brien, SDSMT

INFORMATIONAL ONLY.

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 5 – J

DATE: May 9-11, 2017

SUBJECT: COHE Special Schools Agreement – Modification L

During the 2016 Legislative Session, a trio of bills, ([HB 1182](#), [SB 131](#), and [SD 133](#)) were introduced and signed into law, which resulted in an increase to the average target teacher salary for K-12 school districts in South Dakota. However, instructional staff at the Special Schools were inadvertently left out of these three bills, and did not see their average target teacher salary increased as a result of the passage and enactment of these bills.

During the 2017 Legislative Session, the Board advocated that the Legislature remedy this oversight and provide an increase to the average instructional staff salary at the Special Schools. As a result, the Legislature included additional funds for the Special Schools in the General Appropriations Bill for Fiscal Year 2018 ([SB 178](#)), which was signed into law.

Since the passage of SB 178, Superintendent Kaiser, BOR staff, and COHE have discussed how to distribute these additional salary funds to achieve the intended result of increasing the average target teacher salary at the Special Schools. The parties agreed that the distribution outlined in Article 17.1 of the Special Schools Agreement (“Agreement”) would not achieve the intended result. Therefore, consistent with Article 20.8 of the Agreement, which allows for modification to the Agreement, the parties have agreed upon a different distribution for these additional funds, which agreement is Modification L (Attachment I). This Modification L, once approved by the Board, will be Appendix L to the Agreement.

As a result of SB 178, the salary portion of the budget for each of the Special Schools received an increase of 10.2% from the amount for FY17. The budget increase was \$76,302.43 for the South Dakota School for the Blind and Visually Impaired, and \$52,200.13 for the South Dakota School for the Deaf. Starting in FY18, each instructional staff member at SDSBVI will receive a salary increase of \$5,000.00, and each instructional staff member at SDSD will receive a salary increase of \$4,700.00. Three factors account for the difference in the increase between the Special Schools: (1) each Special School has its own budget and corresponding pool for salaries; (2) the average instructional staff salary at each Special School is different; and (3) the number of instructional staff members at each Special School is different.

Each Special School will have some remaining funds from this additional appropriation totaling \$1,302.43 for SDSBVI and \$500.13 for SDSD. These funds will be used in the future for salary and benefits expenses. COHE has already signed Modification L.

DRAFT MOTION 20170510_5-J: I move to approve Modification L to the COHE/BOR Special Schools Agreement, as contained in Attachment I.

**Modification L to the
COHE/BOR Special Schools Agreement**

This Modification L is an amendment to the Special Schools Agreement for July 1, 2015 through June 30, 2018 between the South Dakota Board of Regents (“BOR”) and the Council of Higher Education (“COHE”), which was executed on June 10, 2015 (“Agreement”).

WHEREAS, during the 2016 Legislative Session, a trio of bills ([HB 1182](#), [SB 131](#), and [SD 133](#)) were introduced and signed into law that collectively resulted in increasing the average target teacher salary for K-12 school districts in South Dakota;

WHEREAS, the instructional staff at the Special Schools were inadvertently left out of the trio bills and did not see their average target teacher salary increased as a result of the passage and enactment of the trio of bills;

WHEREAS, during the 2017 Legislative Session, the BOR advocated that the Legislature remedy this oversight and provide an increase to the average instructional staff salary at the Special Schools;

WHEREAS, during the 2017 Legislative Session, the Legislature included additional funds in the General Appropriations Bill for Fiscal Year 2018 ([SB 178](#)), which was signed into law, to increase the average instructional staff salary at the Special Schools and fund the corresponding increase to the benefits cost;

WHEREAS, COHE and BOR agree that in order to achieve the intended result of increasing the average instructional staff salary at the Special Schools, a distribution other than that outlined in Article 17.1 of the Agreement is needed;

WHEREAS, Article 20.8 of the Agreement allows for modification of the Agreement upon written agreement of the parties;

NOW, THEREFORE, in consideration of the foregoing, the mutual promises and representations set forth herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties promise and agree as follows:

1. Recitals Incorporated.

The above recitals are hereby incorporated into this Modification L as if fully set forth herein.

2. Additional Funds Received Through SB 178 for Salary Portion.

The salary portion of the budget for each of the Special Schools received an increase of 10.2% from the amount for Fiscal Year 2017 to increase the average instructional staff salary and fund the corresponding increase to the benefits cost. For the South Dakota School for the Blind and Visually Impaired, the budget increase for the salary portion was \$76,302.43. For the South Dakota School for the Deaf, the budget increase for the salary portion was \$52,200.13.

3. Distribution of Additional Funds for Salary Portion.

Effective for the fiscal year 2018 contract, each instructional staff member will receive a salary increase compared to their salary for fiscal year 2017 as outlined below:

- a. South Dakota School for the Blind and Visually Impaired instructional staff members will each receive a salary increase of \$5,000.00.
- b. South Dakota School for the Deaf instructional staff members will each receive a salary increase of \$4,700.00.

4. Reason for Difference in Amount by Special School.

The difference in the amount of the salary increase is attributed to the following factors:

- a. Each Special School has its own budget and corresponding pool for salaries;
- b. The average instructional staff salary at each Special School is different; and
- c. The number of instructional staff members at each Special School is different.

5. Remaining Funds for the South Dakota School for the Blind and Visually Impaired.

There will be \$1,302.43 of remaining funds that will be used in the future for salary and benefits expenses. The calculation that resulted in remaining funds is as follows:

\$76,302.43 of additional funds appropriated for salary increase
\$75,000.00 distributed to 15 instructional staff members (\$5,000 x 15 FTE)
 \$1,302.43 remaining funds for future salary and benefits expenses

6. Remaining Funds for the South Dakota School for the Deaf.

There will be \$500.13 of remaining funds that will be used in the future for salary and benefits expenses. The calculation that resulted in remaining funds is as follows:

\$52,200.13 of additional funds appropriated for salary increase
\$51,700.00 distributed to 11 instructional staff members (\$4,700 x 11 FTE)
 \$500.13 remaining funds for future salary and benefits expenses

7. Entire Agreement.

This Modification L contains the entire agreement of the parties with respect to the subject matter hereof and supersede all prior agreements and understandings with respect to such matters.

8. Counterparts.

This Modification L may be executed in any number of counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

Executed this 10th day of May, 2017

SOUTH DAKOTA BOARD OF REGENTS

COUNCIL ON HIGHER EDUCATION

Bob Sutton
President, BOR

Bill Adamson
President, COHE

Mike Rush
Executive Director and CEO

Guilherme Costa
General Counsel

BOR Negotiations Team:

Guilherme Costa
Marjorie Kaiser
Kim Wadsworth
Jodi Carsgaard
Paul Turman
Kayla Bastian

COHE Negotiations Team:

Ryan Rolfs
Kerry A. Ruth
Nina Ringstmeyer
Lorri Peterson
Jane Mundschenk

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 5 – K

DATE: May 9-11, 2017

SUBJECT: Research Park Reports

The USD Discovery District and Research Park at SDSU will provide a joint update on a number of collaborative initiatives underway between the two parks. The slides for the presentation are include as Attachment I.

I. Research Park at SDSU

Section 2.2 of the Amendment and Restated Master Ground Lease Agreement dated December 6, 2016, calls for Growth Partnership to present or provide to the Board an annual report detailing the development of the Research Park at SDSU and the projected goals for the following year. Attachment II contains a summary of the park's accomplishments since July 2016. Additionally, Dwaine Chapel, Executive Director of the Research Park at SDSU, will provide a brief update on the current status of operations at the park, to include the park's projected development goals for the coming year.

II. USD Discovery District

The Board's May meeting will serve as the time and place for the USD Research Park, Inc. (USD Discovery District) annual meeting. Rich Naser, President of the USD Discovery District, will provide a brief update on the current status of operations at the park. The slides for his presentation are included as Attachment III. Additionally, the Board of Directors passed the resolution set forth in Attachment IV at its meeting on March 21, 2017, which recommends and requests the Member (BOR) take the following action:

Appoint Bob Sutton, Dave Kapaska and Eddie Sullivan to serve three years terms as Directors of the USD Research Park, Inc.

The current makeup of the Board of Directors is set forth in Attachment V. Bob Sutton, Dave Kapaska and Eddie Sullivan are currently on the Board of Directors, and as such, would be re-appointments, as their current terms expire in 2017. The foregoing re-appointments would be effective upon approval of the Board.

DRAFT MOTION 20170509_5-K: I move to appoint Bob Sutton, Dave Kapaska, and Eddie Sullivan to serve three year terms as Directors of USD Research Park, Inc.

RESEARCH PARK AT SDSU & USD DISCOVERY DISTRICT Joint Update

presented to

South Dakota Board of Regents

May 9, 2017

Collaborating To Grow South Dakota

- Positioning research parks, universities and state to be nationally competitive
- “Thank you” to Board of Regents for partnerships on land leases and ongoing operating investment
- “Thank you” to Nathan Lukkes and regental staff for including parks in Governor Research Center proposal process

Research Park Collaborations

- Held 3rd annual joint research park board meeting
- Jointly hosted multiple research park development experts:
 - The University Financing Foundation
 - Tetrad Property Group
 - LSU Research Park leadership
- Signed joint NDA between Parks and Universities to facilitate sharing of information
- Held 3rd annual Research Park Day at the Legislature on Feb. 2nd

RESEARCH PARK DAY

— @ THE LEGISLATURE —



SOUTH DAKOTA



powered by South Dakota's Research Parks

Research Park Day @ the Legislature

- 100+ participants
- Updates from DSU, SDSM&T, Research Park at SDSU and USD Discovery District
- General Mills (RP@SDSU) and Alumend (Discovery District) presented on how creating university partnerships through Research Parks helped growth their businesses

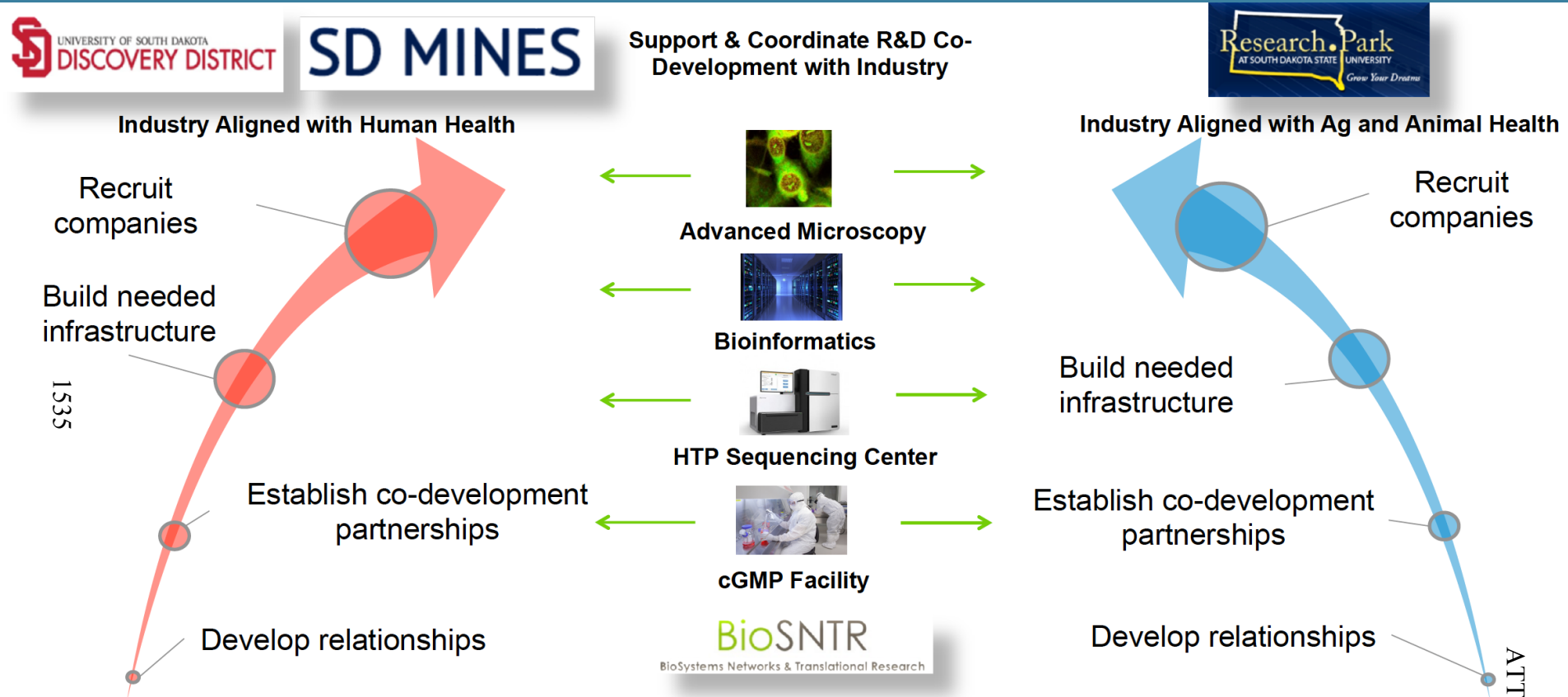
Bioscience Development Strategy

- GOAL: “Leverage the assets and capabilities of the BioSNTR, the USD Discovery District, and the Research Park at SDSU to develop an aligned strategy for fostering a growing and sustainable bioscience economy in South Dakota”
- Performed 75 interviews
- Bottom up analysis of over 125 SD bioscience companies
- Generated a database of curated and active bioscience companies in SD

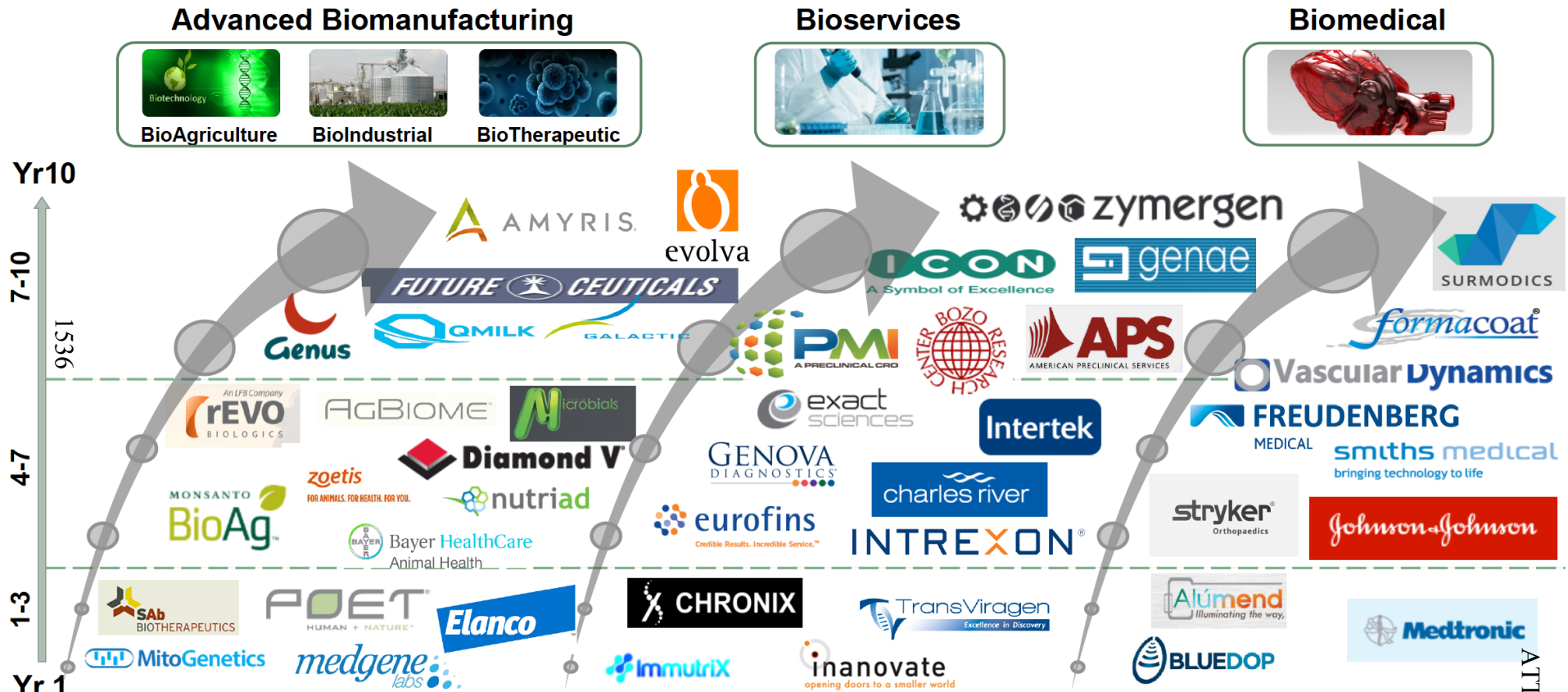
Bioscience Development Strategy

- Analyzed over 60 industry market segments
- Identified strategic target industry sectors
- Proposed an aligned bioscience strategic roadmap for economic development.
- Generated a database of over 200 target companies and over 30 conferences

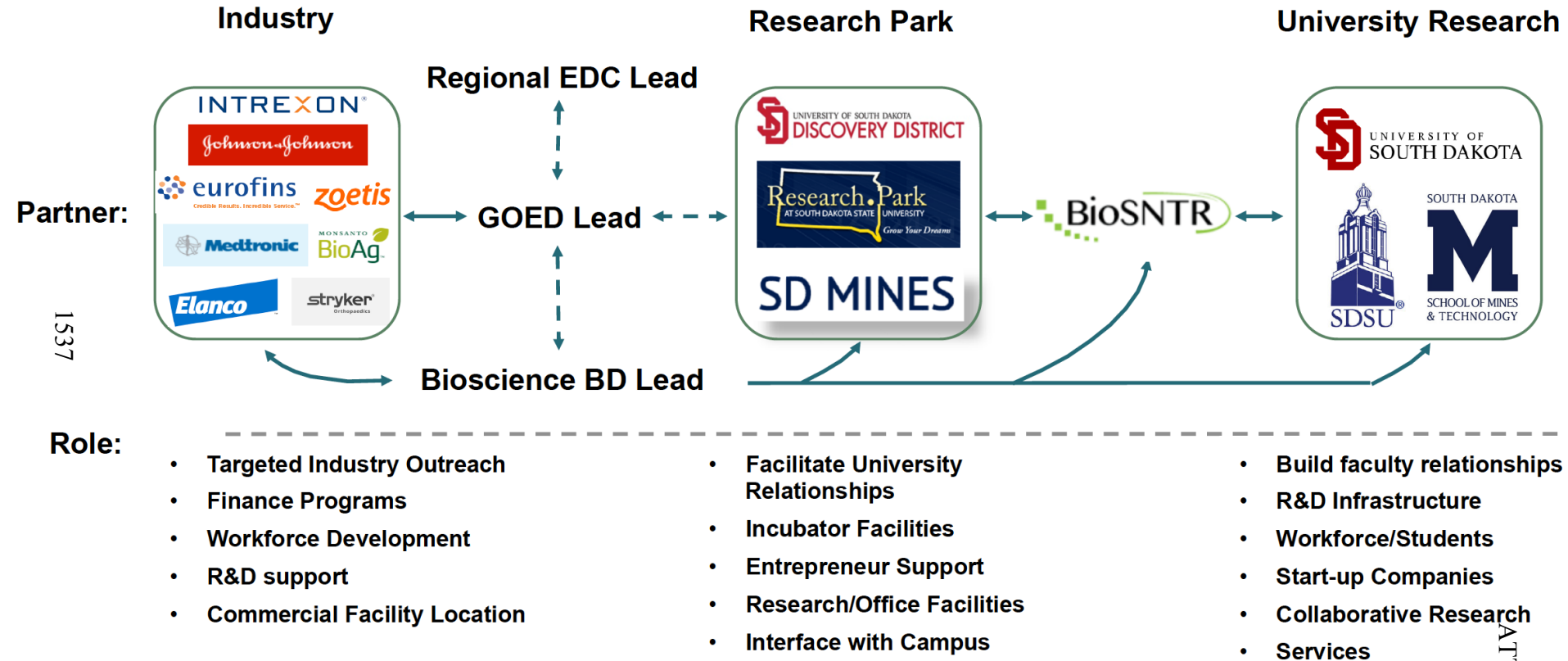
Strategy: Building Relationships



Strategy: Target Industry Partners



Strategy: Leverage Existing Efforts



Next Steps

- Execute on shared Bioscience Strategy
 - Develop marketing materials
 - Attend industry conferences/events
 - Establish university/prospect partnerships
- Establish research park development fund(s)
 - Provide clients space at competitive rates
 - Mitigate park/private developer risk
 - Facilitate availability of expansion space
 - Increase financial capacity of research parks
- Secure additional operational investment



April 24, 2017

Nathan Lukkes
 Assistant Vice President for Research and Economic Development
 SD Board of Regents
 306 East Capitol Ave.
 Suite 200
 Pierre, SD 57501

Mr. Lukkes:

The SDSU Growth Partnership Board and staff would like to once again thank the SD Board of Regents for the ongoing investment. These dollars assist in a state-wide research effort as well as the development of the state's research parks.

The following items depict the short-term accomplishments since July of 2016.

- The Growth Partnership has identified matching dollars for annual operations:

○ The City of Brookings	\$150,000
○ The County of Brookings	\$50,000
○ The Vision Brookings	\$120,000
○ SD Board of Regents	\$100,000
○ Brookings Innovation Center	<u>\$245,000</u>
○ Total Operations	\$665,000
- Research Park/Brookings Innovation Center – General Operating Expenses \$622,740.
- Brookings Innovation Center
 - 84% occupied
 - 39 businesses
 - 93 employees
- The Growth Partnership through a collaborative effort identified research opportunities that may exist and can exist between industry and the research universities within the bioscience sector.



The Growth Partnership invested \$15,000 into this project. The project was completed at the end of February. The second phase is underway. The partners include:

- USD Discovery District
 - Research Park at SDSU
 - BioSNTR
 - GOED
- The study identified 200 company targets; 30 conferences to attend; 3 specific industry segments that can be enhanced and developed within the state of South Dakota.
 - The Growth Partnership through a collaborative effort developed a strategic plan focused around research opportunities specific to the region and South Dakota State University. The Growth Partnership invested \$45,000 into this project. The project was finalized in mid-February. The partners include:
 - The Brookings Economic Development Corporation.
 - The VP of Research and Economic Development of South Dakota State University.
 - The Research Park at SDSU
 - Key recommendations from the strategic plan initiative include:
 - Creation of a Research/Innovation Advisory Board.
 - Initiate ACCESS SDSU.
 - Identification of key infrastructure needs.
 - Develop a contract research facility at the Research Park.

Additionally:

- Two students joined the Student Innovation Center.
- Two regional industry leaders are interested in a Corporate Innovation Center.
- We are negotiating with three businesses to locate into the Research Park.
- One has requested the need to own land and the building.
- The Growth Partnership is working with outside teams to secure capital investment.
- A full-time position was created and filled.

The Research Park staff has started implementing recommendations from both studies. The staff is developing a scope of work surrounding Engineering, Pharmacy, Health and Nutritional



Sciences, and Plant Science. This project will identify university research opportunities that may exist with industry. This work should begin within the next few months.

Thank you again for the partnership that you have created with the Research Parks!

With warmest regards,

Dwaine Chapel
Executive Director/CEO
SDSU Growth Partnership
Research Park at SDSU

USD Discovery District

Presentation for

South Dakota Board of Regents

May 9, 2017



UNIVERSITY OF SOUTH DAKOTA
DISCOVERY DISTRICT
www.usddiscovery.com

Vision & Mission

“Our vision is to create a dynamic and collaborative environment where talent, research and innovative businesses interact to create new ideas, new technologies and new opportunities impacting not only our region, but our world.”

Mission is to foster economic development by:

- Growing university research capacity, resources, and talent
- Connecting university strengths with the private sector
- Fostering entrepreneurship and commercialization
- Creating the physical infrastructure necessary to support research & innovation-based businesses

Economic Impact

- +/-25 year development horizon
- \$314 million facility construction value – 26 buildings
- \$3.6 million in road & and utility construction
- \$16 million construction sales & excise tax
- \$5 million annual property tax collections
- 2,800 new employees working in the District @ \$60,000 avg. annual salary

1544

Organization

- 501(c)3 with BOR as sole corporate member
- Board includes 9 voting, 6 non-voting members
- SD Board of Regents leases USD Discovery District 80 acres at \$1/year for 99 years
- Funding Partners
 - City of Sioux Falls
 - Forward Sioux Falls
 - University of South Dakota (grant indirect funds)
 - SD Board of Regents (general fund appropriation)

Innovation Focused Development



Infrastructure Construction

2,822 LF of Streets

Timeline: May 1 – Aug. 15

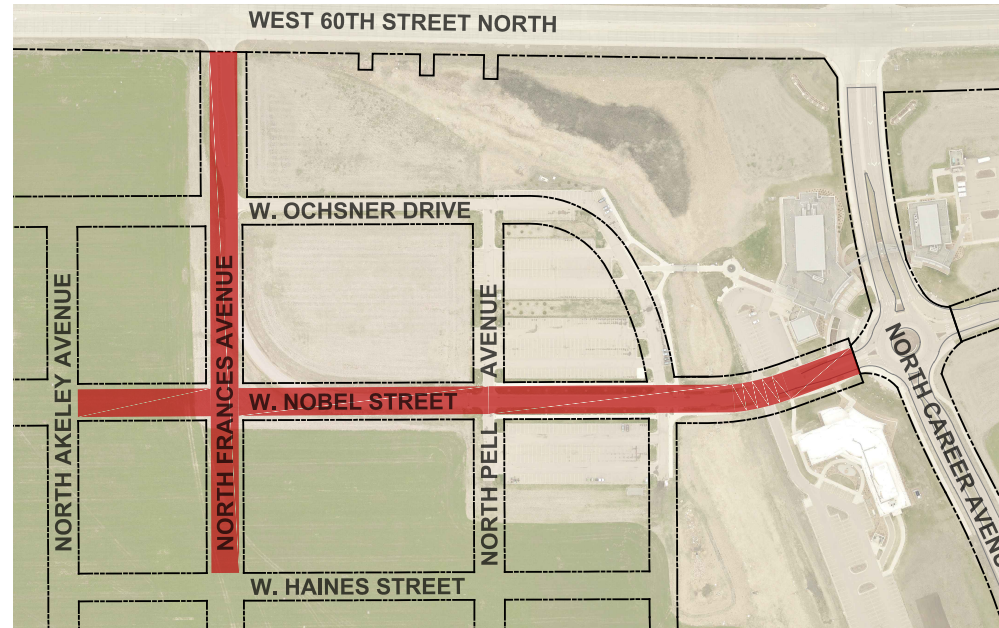
Construction Cost

- \$1.65M

Construction Funding

- \$895K State/Forward Sioux Falls 2021
- \$755K EDA Grant

Groundbreaking at 10:30 a.m. May 18th



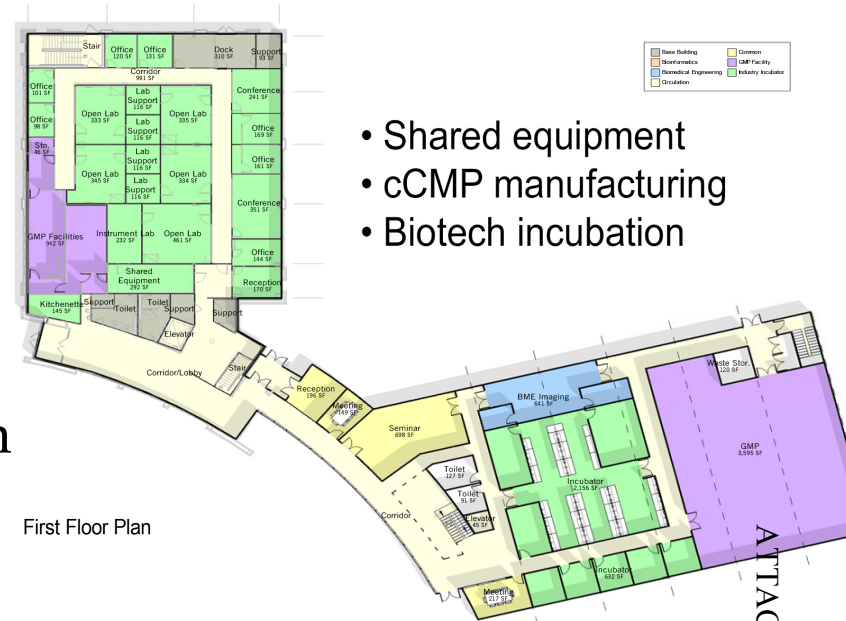
Multi-Tenant Research Building



- First privately developed, scale-up building
- +/-25,000 sq. ft., multi-story
- +/- \$8 million investment

Planned GEAR Center Expansion

- GEAR Center Expansion - 25,200 SF
 - Expand Biomedical Engineering industry/university research
 - Expand bioscience industry training in cGMP, GLP and regulatory (supports all stages)
 - Additional laboratory incubation space
 - Additional cGMP space/services (primarily supports early & growth stages)



- Shared equipment
- cCMP manufacturing
- Biotech incubation

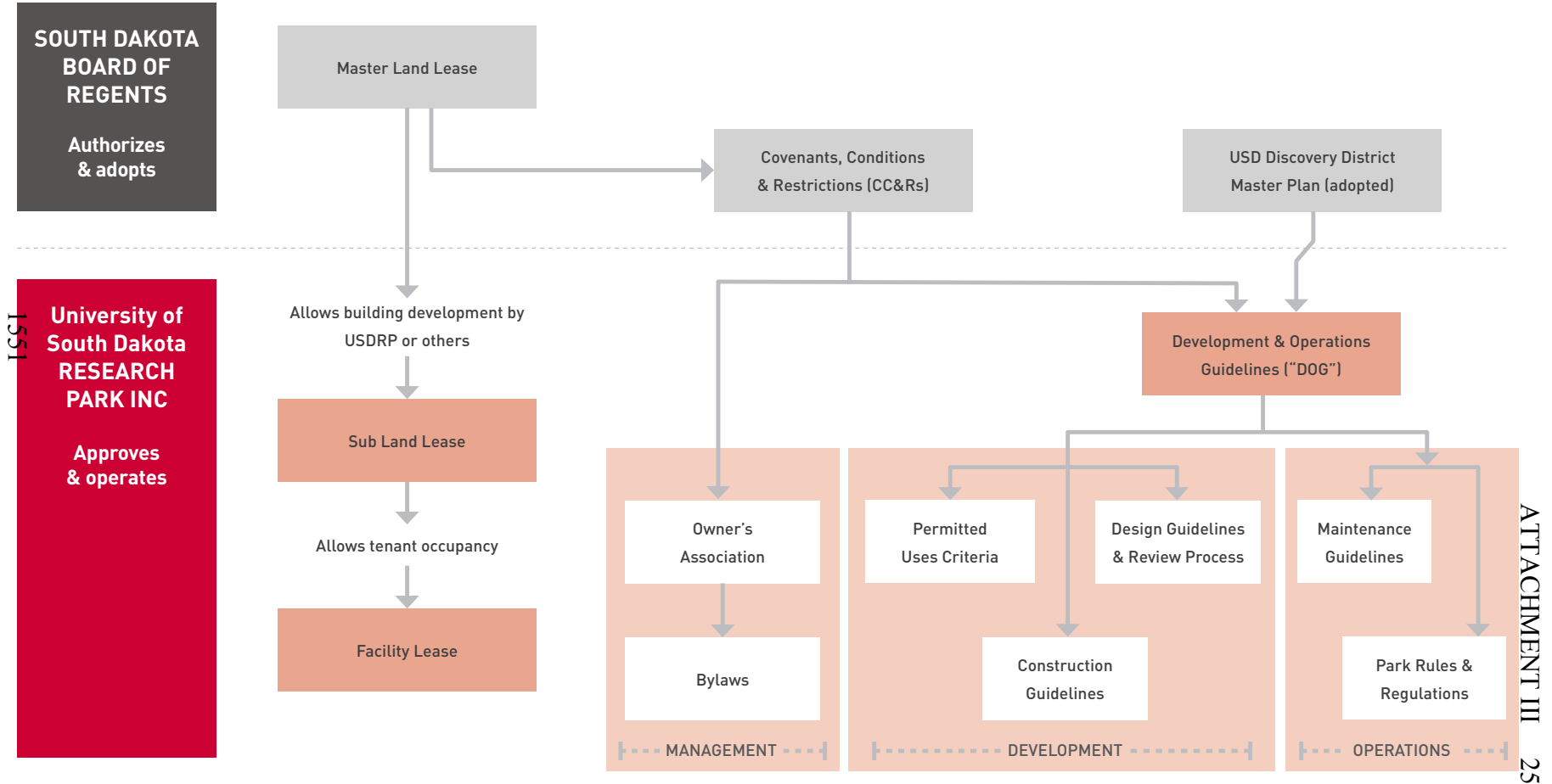
Development Process

- **Research Facility Developer Request for Qualifications**
 - Distributed on March 20
 - Responses were due on April 28
 - Seeking private developer for one of more facilities
 - District securing letters of intent from multiple companies
- **Hotel Developer Request for Proposals**
 - Distributed on March 6
 - Proposals were due on April 28
 - Supports District activities/provide amenities to tenants

1550

ATTACHMENT III 24

Development Pathway



Next Steps

- Finalize Covenants, Conditions & Restrictions
(June Presentation to BOR for Approval)
- Adopt Permitted Use Criteria
- Adopt Design Guidelines
- Develop Land Sublease
- Establish Owners Association
- Execute Developer Agreements

1552

Rich Naser, President
rich@usddiscovery.com



UNIVERSITY OF SOUTH DAKOTA
DISCOVERY DISTRICT
www.usddiscovery.com

**RESOLUTION OF THE
UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC.
BOARD OF DIRECTORS**

WHEREAS, the annual meeting of the Board of Directors (the "Board") of the University of South Dakota Research Park, Inc. (the "Company") was convened on March 21, 2017;

WHEREAS, all members of the Board, entitled to notice of an annual meeting under the Company Bylaws, have waived all requirements of notice of the annual meeting;

WHEREAS, pursuant to the authority granted in the Bylaws, the Board must submit recommendations to the Member for the appointment of directors to staggered terms;

WHEREAS, the 3 year terms of directors Bob Sutton, Dave Kapaska, and Eddie Sullivan will expire in 2017;

WHEREAS, the Board approves and nominates the following directors for submission to the Member for final approval to fill the 3 vacancies:

1. Bob Sutton,
2. Dave Kapaska, and
3. Eddie Sullivan;

WHEREAS, Article III of the Bylaws states that the Board of Directors may designate additional ex officio members to the Board without vote as needed and the Board hereby reappoints or appointments the following:

1. USD VP for Research—currently Mary Berry,
2. Director of Commercialization, Governor's Office of Economic Development—currently Mel Ustad,
3. Director of the USD GEAR Center—Currently Dan Engebretson, and
4. Chief Research Officer for the South Dakota Board of Regents—currently Nathan Lukkes.
5. Dean of the University of South Dakota School of Business—currently Dr. Venky Venkatachalam, and
6. Executive Dean of the University Center Sioux Falls—currently Craig Johnson.

WHEREAS, the Board reaffirms and reappoints the following directors to the Executive Committee for the subsequent year;

1. James Abbott,
2. Bob Sutton,
3. Eddie Sullivan, and
4. Christine Hamilton.

AND

WHEREAS, the Board reaffirms and reappoints the following officers of the Corporation for the subsequent year:

1. Rich Naser – President,
2. Bob Sutton – Vice President, and
3. Eddie Sullivan – Secretary/Treasurer

WHEREAS, the Board reaffirms and ratifies all other decisions and actions of the Board for the preceding year.

NOW, THEREFORE, the foregoing resolution was adopted by the Board of Directors on March 21, 2017 by a vote of 9-0.

Date:

3/21/2017

ATTEST:



UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC., Secretary

USD Research Park Board of Directors

Term Expires in 2017

Bob Sutton, Vice President
 Dave Kapaska
 Eddie Sullivan, Secretary/Treasurer

Term Expires in 2018

James Abbott, Chairman
 Christine Hamilton
 Darrin Smith

Term Expires in 2019

Paul Hanson
 Russell Olson
 Mike Rush

Ex-Officio, Non-Voting

USD Vice President for Research, currently Mary Berry
 USD Dean of Beacom School of Business, currently Venky Venkatachalam
 USD GEAR Center Director, currently Dan Engebretson
 University Center Executive Dean, currently Craig Johnson
 Chief Research Officer for the Board of Regents, currently Nathan Lukkes
 Governor's Office of Economic Development Director of Commercialization, currently
 Mel Ustad

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B

DATE: May 9-11, 2017

SUBJECT: Institutional Items of Information

Attached please find a copy of the Institutional Items of Information submitted by Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, the University of South Dakota, the South Dakota School for the Blind and Visually Impaired, and the South Dakota School for the Deaf.

Table of Contents for Attachment I

Black Hills State University	2 – 5
Dakota State University	6 – 23
Northern State University	24 – 27
SD School for the Blind and Visually Impaired	28 – 33
South Dakota School for the Deaf	34 – 38
South Dakota School of Mines and Technology	39 – 47
South Dakota State University	48 – 61
University of South Dakota	62 – 67

INFORMATIONAL ITEM



Where *Anything* is possible

BHSU celebrates American Indian Awareness Week



Mr. Dave Archambault, Sr., Lakota, presented "The Upside of the Dakota Access Pipeline Fight by the Standing Rock Sioux Tribe." He was one of nine speakers who presented during American Indian Awareness Week held at BHSU in April.



Dave Archambault, Sr.

This year's theme was "Transforming Ideas into Action Through a Native Lens."

The event is dedicated to educating the community about American Indian culture.

The Lakota Omniciye student organization hosted the week-long event which included a speaker series, a buffalo feed, and the 34th Annual Wacipi (Pow Wow).

BHSU Traditional Lakota Arts students showcase art projects



Students from this spring semester's Traditional Lakota Arts class welcomed visitors to view their completed art projects to help celebrate Lakota ways through Lakota arts.

A display of traditional Lakota art was held on the second floor lobby of the David B. Miller Yellow Jacket Student Union on the BHSU campus.

BHSU students mentor local middle school students during BHSU Underground Robotics Competition at Sanford Lab

BHSU student mentors took robots, programmed by middle school students, through an obstacle course at the Underground Research Facility in Lead during the second annual BHSU Underground Robotics Competition.

Students at Black Hills State University went nearly a mile underground with robots in hand made by middle school students. The BHSU Underground Robotics Competition gives BHSU students the opportunity to mentor local middle school students.



From left to right: Taylor Watkins, environmental physical science major from Beresford, Amber Seidel, biochemistry major from Rapid City, John Dagit, Spearfish Middle School technology teacher, Mike Zorichak, BHSU Facilities Services, Drew Diedrich, biology major from Spearfish, Ivan Lazar, BHSU alum, biology major, Sam Hintgen, science education major from Spearfish, Jacee Yoshida, biology major from Newell, Rob Dahlenburg, mathematics and science education major from Spearfish, Hannah Owens, biochemistry major from Spearfish, Madison Jilek, physics and chemistry major from Spearfish.

BHSU students present research in Africa

Three Black Hills State University students presented their research at an international conference in Africa.

Garrett Kohler, psychology major from Lead, D'Aryn Lends His Horse, chemistry major from Eagle Butte, and Katelyn Woten, professional accountancy



Left, Garrett Kohler, psychology major from Lead, was one of three Black Hills State University students to present research at an international conference in Botswana, Africa. Kohler is pictured with his faculty mentor, Dr. Emilia Flint, associate professor of psychology.

of psychology, one of three BHSU faculty mentors who accompanied the students to the conference, the BHSU students were the only undergraduates who attended and presented at the conference. All other presenters were graduate students or had doctorate degrees.

Botho University is one of more than 15 universities throughout the world considered a BHSU Partner University. Located in Gaborone, Botswana, Botho University is one of the largest private tertiary education providers in Botswana.

Following their attendance at the international conference, the three student researchers participated in an international service learning experience with 14 other BHSU students. The students facilitated people skills and leadership education sessions with 250 teenagers at a local school in Botswana.



BHSU was recently honored as a 2016 Tree Campus by the Arbor Day Foundation, noting the University's commitment to effective forest management.

As a celebration of environmental sustainability, BHSU invited the community to a Tree Planting and Care Workshop, a Bicycle Tree Tour, the Festival on the Green, and a zero waste carnival event, on the BHSU campus.

BHSU photography professor reflects on career after receiving Art Education Award

Steve Babbitt, professor of photography at Black Hills State University, accepted the Outstanding Service in Arts Education Award from Governor Dennis Daugaard and Arts South Dakota.

As a student's first photograph rises from the developer, Steve Babbitt once again gets to witness the student's face light

up with excitement. Steve says that expression of wonder is still one of his

greatest rewards after teaching 25 years.



Governor Dennis Daugaard and Steve Babbitt



Photography by BHSU professor Steve Babbitt demonstrates Babbitt's motto that "great teachers translate passion for their subject matter into an incredible learning experience students will remember the rest of their lives." Babbitt was recently honored by S.D. Governor Dennis Daugaard and Arts South Dakota for Outstanding Service in Arts Education.

BHSU students spend Spring Break volunteering in Colorado

A group of 12 Black Hills State University students recently spent their Spring Break volunteering in Colorado at an elementary school, a zoo, and a food bank.

The overall goal of the Alternative Spring Break was to visit students at Eva R. Baca Elementary School in Pueblo, Colo. Baca Elementary is part of the "No Excuses University" Network of Schools with a belief that all children, even those that live in poverty or who are learning English, can be academically successful in college.

The elementary children completed science projects the BHSU students developed, including planting seeds to learn about photosynthesis. The BHSU students also led a social studies activity about the history of Pueblo while the third graders worked to arrange their city's historical events on a timeline.



Black Hills State University students helped educate third grade students at BHSU partner school Eva R. Baca Elementary in Pueblo, Colo. during the BHSU Alternative Spring Break. The BHSU students taught the third graders principles of science and fostered pride in their hometown through a Pueblo history project.



BHSU students filled food orders at the Food Bank of the Rockies during Alternative Spring Break in Colorado.

BHSU mass communication students visit Denver for Public Relations Shadow Day

BHSU students and members of the Public Relations Club had the opportunity to travel to Denver to shadow businesses and companies involved in public relations work in Colorado during the Public Relations Society of America (PRSA) Shadow Day recently.

BHSU students were paired with businesses based on their desire to work with an agency, non-profit or government organization. Businesses that students visited were Colorado State University,

CIG (Communications Infrastructure Group), Denver Center for the Performing Arts (DCPA),

Fidelity Investments, Linhart PR, Turner PR, and US Bank.



Music scholarship established in honor of Myron and Margaret Sullivan

Myron Sullivan, II, presented a check to Dr. Jonathan Nero, assistant professor of music, to establish the Myron and Margaret Sullivan Family Scholarship.

BHSU will carry on the legacy of a local family's love for music through the Myron and Margaret Sullivan Family Scholarship, a memorial established at BHSU to benefit vocal music majors.

The Sullivans' son, Myron II, who retired from BHSU after working in public safety for 13 years says he established the scholarship to honor his mother and father.



Myron Sullivan and Dr. Jonathan Nero

BHSU international student participates in Student Peace Exchange in Hawaii

Black Hills State University student Chihiro Oseki, tourism and hospitality major from Japan, was selected for and participated in the Student Peace Exchange in Hawaii commemorating the 75th anniversary of the attack on Pearl Harbor. During the Exchange she examined war, culture and peace during a four-day trip to Honolulu.

The mission of The Student Peace Exchange Program in Honolulu is to help students learn about the history between Honolulu and Nagaoka, Japan, from both points of view, as well as to deepen students' thoughts by discussing and determining what they can do to achieve everlasting peace



Second from right, BHSU student Chihiro Oseki, tourism and hospitality major from Japan, was selected for and participated in the Student Peace Exchange in Hawaii.

Sting in the Spring held on campus

Black Hills State University hosted Sting in the Spring, a week-long event celebrating the end of the semester. The week's activities were organized by the BHSU Jacket Pack in collaboration with other student and community organizations.

BHSU students also invited the community to campus to celebrate in the events, which included Earth Day, and an International Food Festival.

Wyatt Osthus, president of Jacket Pack, says the purpose of Sting in the Spring is to enjoy the final days of spring semester and help students get excited for the following school year.

Other events open to the community included the Mentalist performance, the Will Lantis Yellow Jacket Stampede Rodeo, and the Earth Day 5k.

Jacket Pack is a student organization at BHSU created with a mission to represent BHSU student pride, involve the community and alumni in university affairs, focus on retention, and support Yellow Jacket school spirit.



Five BHSU student musicians join Intercollegiate Band in Sioux Falls

Black Hills State University students visited the Jacket Zone in Sioux Falls after performing with the South Dakota Intercollegiate Band, a group of the best instrumental music scholars in the state. Mallery Hoffmann, clarinet, psychology major from Brookings; Elizabeth

Luke, percussion, music education major from Sioux Falls; Halley Shippy, clarinet, elementary and music education major from Colome; Micah Pennel, percussion, music education major from Hill City; David Martinson, clarinet professor at BHSU; Sarah Rathert, flute, music education major from



Rapid City; Dr. David Berberick, director of bands at BHSU.

Berberick said the five BHSU students selected for the band represented the University among the best instrumental music scholars in the state.

BHSU theatre performance includes an original student production

The BHSU Theatre Department held its spring play performance series, including an original student production.

Shonee Singer, exercise science and communication studies and theatre major from Pekin, Ill., directed an original play she wrote titled "Because I Can," which was performed in the Black Box Theatre, on

the BHSU campus.

The BHSU directing class students also each directed a one act play.

There were 11 total one acts performed from these students. Several student-directed one acts were performed each night from April 25-28 in the Black Box Theatre, with all 11 one acts performed at the Semi Annual One Act Festival.



Black Hills State University theater students wrote and directed their own plays for the month of April.

BHSU math education professor receives Distinguished Faculty Award

Dr. John Alsup, professor of math education, received the Distinguished Faculty Award this week, the highest honor the University bestows on a member of the faculty.

Teaching at BHSU for two decades, Alsup joined the faculty in 1997 and teaches math and math pedagogy. His specialty field is math education with program assignments in elementary and special education.

Alsup's teaching career spans more than 40 years having also taught middle and high school math in Wyoming and North Carolina. He earned his Ph.D. and M.S. from the University of Wyoming and his B.A. at the University of Colorado at Boulder.

In addition to a passion for math education, Alsup has also shared his interest in international relations with the University community. He has chaired the University's Multicultural Committee and recently presented a Geek Speak Lecture on world hunger. An avid traveler, Alsup visited six continents in five years after being inspired while teaching math in rural Tanzania.



Dr. John Alsup

BHSU hosts a Media Blitz Day for students of all ages

Area middle and high school students learned about the latest developments in media literacy and entrepreneurship during the recent Black Hills State University Media Blitz on campus.

BHSU mass communication students and business students affiliated with student organization Enactus helped lead the event mentoring students about successful communication and media strategies.



The BHSU Media Blitz, held on campus, helped middle and high school students learn about new communication through hands-on projects.

Students explore economic systems, history, and geography in Italy during Spring Break



A group of 11 BHSU students are using food as a lens to study the economic systems, history and geography of Italy on a faculty-led academic experience. The students are enrolled in the History and Geography of Food course at BHSU.

Photo credit: Aris Karagiorgakis

BHSU mass media students present at Associated Collegiate Press conference

Black Hills State University students studying mass communication presented, managing the pressures of student media convergence, a session on convergence for campus media at the Associated Collegiate Press Conference in Minneapolis.

BHSU students discussed the ongoing convergence of campus news. Students from several media groups on campus including KBHU T.V., the Jacket Journal, and The Buzz FM staff worked together on the presentation, speaking about specific staff positions and how they

collaborate with each other.

According to Dr. Mary Caton-Rosser, associate professor of mass communication and Jacket Journal newspaper advisor at BHSU, it's important to offer students opportunities to, network and gain new

Awards and Honors

Dakota State honored by LAIC Growth and Achievement award

The Lake Area Improvement Corporation (LAIC) awarded Dakota State University the 2016 Growth and Achievement award at the organization's annual meeting on April 6.

LAIC Executive Officer Julie Gross said DSU has been "a solid rock in our community and exemplifies our theme of being a key to our community's success." She noted the university's growth in enrollment, programs and physical footprint as the basis for their choice.

DSU continues "to break new barriers, leading to growth and expansion," Gross added, pointing out the potential for continued development through the school's new proposed MadLabs facility.

DSU President Dr. José-Marie Griffiths accepted the award, noting "the long list of distinguished awardees" since the award was first given out in 2003, saying "we are pleased to join them."

Griffiths was also the featured speaker for the event, introduced by DeLon Mork, LAIC Board vice president. He said Griffiths "has a tremendous vision for DSU, our community, and our state," and he advised the guests at the luncheon to "buckle your seat belts, because her vision is becoming reality."

Griffiths credited the university's success to "a collaborative effort, as nothing is ever really done alone." She acknowledged colleagues, including university leadership, current and former staff members, and alumni, "anyone affiliated with DSU, past or present," as she accepted the award on their behalf.

<http://dsu.edu/news/dsu-awarded-laic-growth-and-achievement-award>



Healthpoint awarded CMS contract

On February 17th, the Centers for Medicare & Medicaid Services (CMS) awarded a contract to Telligen with HealthPOINT at Dakota State University to help small practices in South Dakota, North Dakota, Nebraska and Iowa prepare for and participate in the new Quality Payment Program, established by the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA).

Telligen, along with its sub-contractor HealthPOINT, is one of 11 organizations awarded a combined \$20 million for the first year of the five-year program. An additional \$80 million will be invested over the next four years of the program.

This technical assistance, authorized and funded under MACRA, brings direct support to thousands of Merit-based Incentive Payment System (MIPS) eligible clinicians in small practices with 15 or fewer clinicians, including small practices in rural locations, health professional shortage areas, and medically under-served areas across the country. The direct technical assistance is available immediately, free to all MIPS eligible clinicians, and will deliver support for up to a five-year period.

Dan Friedrich, director of HealthPOINT, states "We are excited to provide additional assistance to small practices in rural and frontier areas of South Dakota and North Dakota. Providers in these areas provide critically needed care in their communities and deserve any additional help we can provide to them as the healthcare payment systems change."

HealthPOINT and Telligen will provide customized technical assistance to MIPS eligible clinicians as a part of the SURS program, which may include, but is not limited to, the following:

- Conveying the MIPS expectations and timelines
- Explaining the MIPS feedback report
- Creating a MIPS-score improvement plan
- Evaluating practice readiness for joining an Advanced Alternative Payment Model (APM)
- Assessing & optimizing Health Information Technology
- Supporting change management and strategic planning
- Developing and disseminating education and training materials
- Enabling peer-to-peer learning and local partnerships

<http://dsu.edu/news/healthpoint-awarded-cms-contract>

Awards and Honors

DSU part of innovative data project with Sanford

Dakota State University researchers are among those from six Dakota universities and private institutions who will be using real-time data from Sanford Health to study patient trends. The data, which will be stripped of private information, can help improve patient care by identifying underlying causes for various illnesses, said a press release from Sanford Health.

"Sanford Data Collaborative will give researchers valuable insights into critical health issues like cancer, diabetes, hypertension, and women's and children's concerns," the release explained.

"Earlier this year, regional academic and research institutions applied to receive data specific to their research goals. Once the research is conducted, the investigators will collaborate with Sanford providers to explore ways to apply findings to the populations Sanford serves," the release continued.

"The health information will be gathered from thousands of patient visits to Sanford facilities each day," the release explained, adding that a privacy board was developed to ensure continued patient privacy, made up of legal and Health Insurance Portability and Accountability Act experts and community members.

"We are proud to be leading the way, as this type of data sharing is fairly unprecedented in the United States," said Benson Hsu, M.D., vice president of data analytics for Sanford. "We've committed to managing this data ethically and can promise patients that their privacy continues to be Sanford's top priority."

Dr. Yong Wang is the principal investigator for the Dakota State University project, agreed that this type of project is not common.

"This is the first time Sanford [has shared] data with the academia," said Wang, but that affords Dakota State benefits. "It provides a great opportunity for faculty and students to look into and analyze real data in health care." Because of this, "Faculty from both the College of Business and Information Systems and the College of Computing will benefit," he added.

In addition, Wang said "[t]his project will help us strength the relationship with Sanford and it may lead more collaborations with Sanford in the future."

"Sanford Research has a constant drive to contribute to improved patient care through partnerships with academic institutions and the health care delivery arm of Sanford Health," said David Pearce, Ph.D., executive vice president of Sanford Research. "This project is our latest enterprise that

will improve care and educate our next level of health care professionals."

In addition to Wang, several other faculty and students are working on the project, titled "Understanding the relationship between MySanfordChart and the Utilization of Emergency Department and Urgent Care Centers." MySanfordChart is an online platform through which patients may access their personal health information.

The other investigators on the DSU project include: Dr. Cherie Noteboom, associate professor and program coordinator for the doctor of science in information systems; College of Business and Information Systems assistant professor Jun Liu; Health Information Management (HIM) Associate Professor Linda Parks, HIM Assistant Professors Renae Spohn and Julie Wulf Plimpton; BIS Associate Professor Ronghua Shan; and three doctoral students, Tareq Nasralah, Ali Ahmed, and Abdullah Wahbeh.

The DSU project will examine utilization patterns, characteristics and behaviors of rural and urban patients across service platforms, including MySanfordChart, emergency departments, and urgent care. The potential impact of this work is three-fold, Wang said, the first being the increase in utilization of MySanfordChart. Another impact will be to identify areas with poor access to health care facilities, information which will help Sanford make decisions about where new facilities should be located. The final outcome will be cost-savings by using MySanfordChart.

Other institutions whose project proposals were accepted include: SDSU, University of North Dakota Population Health program, University of South Dakota, University of North Dakota School of Medicine, and Sanford Research.

<http://dsu.edu/news/dsu-part-of-innovative-data-project-with-sanford>



Awards and Honors

Dakota State University named safest SD campus

Dakota State University has been named the safest college campus in South Dakota by the ADT affiliate YourLocalSecurity.com.

"Personal safety is a major concern for many prospective students when considering where to attend college," said Greg Jensen, Safety Director for YourLocalSecurity. "That's why we wanted to provide the first comprehensive list ranking colleges by state, and not just on a national level."

The home security provider collected data from the FBI and U.S. Department of Education, and also looked at programs designed to provide on-campus protection. Crimes reported by the universities were placed into three main categories: violent crime, property crime, and violence against women. Each was weighted by severity to give a total crime score, which was then divided by the school's enrollment to produce a per-capita score. See the full college campus rankings here: www.yourlocalsecurity.com/blog/2017/04/04/safest-college-campus-by-state/.



Madison named the safest city in South Dakota

According to the National Council for Home Safety and Security, Madison is the safest city in the state.

The organization looked at municipalities with populations over 5,000 people, and focused their methodology on FBI crime report statistics, along with the council's own population data and internal research. Rankings were based on the number of violent crimes per 100,000 people, and property crimes.

Madison ranked three times lower than the state average in regards to both violent and property crimes.

Other towns in the top 15 were Brookings (#3), Vermillion (#5), Aberdeen (#6), Sioux Falls (#12), and Rapid City (#15).



Awards and Honors

DSU celebration honors aspiring young women

Daugaard encourages young NCWIT award winners from North, South Dakota

“Believe in yourself,” is simple advice, yet it is sometimes hard to do, said South Dakota’s governor Dennis Daugaard.

Daugaard was a special guest at Dakota State University for the 2017 NCWIT (National Center for Women in IT) Award Ceremony held on campus April 12. Seventeen young women from North and South Dakota and two South Dakota technology teachers were honored with the NCWIT Aspirations in Computing (AiC) award, a program designed to honor women for their computer-related achievements and interests.

“The biggest challenge we all have is believing that we can accomplish something when others doubt us and when we may doubt ourselves,” Daugaard said.

He discussed how some people in today’s culture may doubt that women can excel in technology fields and quoted some statistics about women in computing. In 2015, women held 57 percent of technical professional occupations, but only 25 percent of those were in computer occupations. Even fewer women were in other IT fields such as software development.

“This is where NCWIT comes in,” he said. NCWIT, a non-profit organization chartered by the National Science



Foundation in 2004, works with 900 organizations to increase meaningful participation of all women in computing, particularly innovation and development.

Daugaard encouraged the young women to consider careers in computing, because “There is a need for more IT workers.” He quoted U.S. Bureau of Labor and Statistics studies which project the number of IT/computer occupations to grow at a 12 percent rate through 2024, creating half a million new jobs in addition to current openings.

The work those future employees will do is important, he said. In 2016, there were 1.6 million attacks on state government, so “we need people like you to help defend our state, defend our businesses and our nation against attackers like this.”

He also asked the girls to consider Dakota State for their academic degrees, calling the school a cyber leader in America. “It’s an excellent institution of higher learning,” he said.

“We want all of our students to experience the world as it’s going to be through the use and application of emerging and available technologies -- a distinguishing feature of this institution,” said DSU President José-Marie Griffiths.

Alexis Perez, an analyst with Facebook, was special guest at the ceremony, teaching the winners about Python coding. Presenters included the NCWIT Regional Program Director Ammi Ludwick, and Dakota State University faculty Dr. Ashley Podhradsky, Pam Rowland and Dr. Kyle Cronin.



These 17 young women from South and North Dakota are the 2017 NCWIT Aspirations in Computing award winners. They were honored at a ceremony at Dakota State University on April 12. Also pictured are Ammi Ludwick (left, front) with NCWIT, DSU faculty Pam Rowland and Ashley Podhradsky, and Facebook analyst Alexis Perez (right, front), who taught the girls Python coding.

Awards and Honors

'Last Lecture' was fun, just like Bean's career

"I believe in fun," said Ethelle Bean, former director of the Dakota State University Library.

Bean, who retired in October 2016, was chosen by the General Beadle Honor students as the first Last Lecturer at DSU on Monday, April 10.

"The Last Lecture series is an opportunity for retiring faculty to offer parting advice...based on literally a lifetime of service to higher education," said Dr. Kurt Kemper, professor of history and director of the General Beadle Honors Program. The honors program is sponsoring the lecture.

"Many campuses offer something resembling Last Lectures," Kemper added, "and both the students and the community generally find them very engaging."

A professor from Carnegie-Mellon University, Randy Pausch, made this type of lecture famous when he gave a 2007 Last Lecture shortly after he learned his pancreatic cancer was terminal. His talk has also been made into a book titled "The Last Lecture."

"Some lectures can be provocative," Kemper said, "others are deeply emotional as they reflect on a lifetime of successes or failures, while still others can be downright hilarious as some faculty abandon tradition altogether."

"You never know what you're going to get."

Boring was not one of the options for Bean's speech titled "Paddle your Own Canoe."

"If it's not fun and you can't make it fun, I don't do it. Why should you make it a misery?"

She approached her library career with the same attitude. "I always tried to have fun," she said, but there was a serious side to her work, to "bring computing to the masses."

Bean came to Madison in 1986 from Huron College, shortly after the mission change that set DSU on the path to technology.

"The computerization drew me."

She noted a good partnership with fellow librarian Risë Smith (now retired), and Computer Services (now ITS), which resulted in DSU's library being the first in the state to have electronic databases, appropriate for the fully networked campus.

She was also an early promoter of distance education. As an officer with the South Dakota Library Association she worked to bring an American Library Association accredited master of library science program to South Dakota through a partnership with the University of Arizona graduate school.

"I loved being a librarian," she said, "but DSU also gave me opportunities to do other things," such as special projects. The first was a self-study for the North Central Association of Colleges and Schools.

She kept humor in this process as well. When the drafts were sent out to the deans for proof-reading, she embedded inappropriate words into the documents, and offered a prize to the one who found the most. Besides keeping it fun, it kept the deans informed about the process, and the content of the report. This unique process led to a paper, and presentation at a conference.

It was "a great experience," Bean said, and "it started me down the path of special projects."



Campus Environment

Senator John Thune talks 5G at open forum at Dakota State

Technology problems not a zero-sum game

U.S. Senator John Thune brought Washington, D.C. to Dakota State University with an open forum held on campus on April 11. The topic of discussion at the public event was 5G networks. Current technology networks are 3G or 4G, but a need for more capacity and speed has technology leaders predicting 5G will be implemented by 2020.

Thune, Chairman of the Commerce, Science and Transportation Committee which oversees information transport, told the 200 people in attendance that the government is "very interested in getting to 5G first. We have to win that race."

Technology innovations taking place at DSU fit nicely with what federal lawmakers are trying to do in regard to 5G, Thune said. "I am always proud to brag to my colleagues in the Senate what's happening at Dakota State University," he said, mentioning the university's developments and accomplishments that help the nation's vital security interests and the IT workforce shortage.

Thune answered a variety of questions from DSU staff and students, some dealing with the tangible effects of technology, such as autonomous vehicles and the digital divide. These are considerations when looking at any disruptive technology, he said, but "I don't look at it as a zero-sum game," because technology changes provide an opportunity to look at workforce needs of the future.

While some government incentives may be necessary, Thune said a light touch is more effective when considering potential regulatory burdens. "If the government gets too heavy-handed, that will result in less investment and we won't win the race," he explained, so he has introduced a bill in the Senate which would reduce government regulations. MOBILE NOW (Making Opportunities for Broadband Investment and Limiting Excessive and Needless Obstacles to Wireless act), co-sponsored by Thune and Florida Sen. Bill Nelson, proposes reforms to boost the development of next-generation 5G wireless broadband by ensuring more spectrum is made available for commercial use and by reducing the red tape associated with building wireless networks.

Some audience questions were philosophical, asking about the balance between freedom and security, and the importance of speed and range versus security. In the United States, Thune said, "[w]e believe in personal freedom coupled with individual responsibility." Again, he said, it is not a zero-sum game, and DSU has a role in striking the proper balance. "The world is clamoring for the skill set students have here," he said, including their South Dakota work ethic, integrity and professionalism.

<http://dsu.edu/news/thune-talks-5g-at-open-forum-at-dsu>



Sen. John Thune addressed about 200 people at an April 11 open forum hosted by DSU. Thune discussed technology, including 5G. While changes in technology bring challenges, the knowledge accessible through technology makes the nation more productive as individuals and as a society, he said. He was also interviewed by local media including KELO-TV.



Campus Environment

First meal cooked out of the new Dakota State kitchen

The new kitchen at Dakota State University is officially broken in.

On March 3, the Sodexo staff cooked 260 meals out of the new facility for the Gala, the annual fundraiser to benefit student scholarships.

Executive Chef Edgar Sepulveda and his staff prepared and cooked a variety of menu items in the newly completed kitchen -- poached pears, bacon-wrapped pork tenderloin, parmesan and herb baked salmon, and passion fruit tarts.

The new addition to the Trojan Center (TC) is the best and most updated kitchen he's seen in his 17 years as a chef. "It's beautiful."

The square footage of the kitchen is only about 200 square feet larger than the former location, but is better connected than the old space, said Corey Braskamp, physical plant director. It's the student serving area, called the servery, which sees the biggest gain in space, 750 sq. ft. larger.

Javier Lopez, food service manager, said they were willing to sacrifice some additional space in the kitchen for the larger serving area, to "accommodate the needs of the students."

Sepulveda is happy with the atmosphere this sets. "We're trying to break the school cafeteria ambience," Chef said, "and make it more like a food court."

There are several stations where students may choose a variety of foods, including a grill station, an American classics station, and a deli for freshly-made sandwiches. There will also be a brick-oven pizza and pasta station. "The salad bar will be twice the size of the old one," Sepulveda added.

The new facility does not look like what students were used to in high school, nor will the food taste the same. "This will let them know that what they eat here is not what school food used to be."

For example, a pulled pork sandwich will be the end result of a 17-18 hour process, he explained, with the meat cooking for 14 hours. This "is what Sodexo does," he added, "they bring quality to the table."

The students' first opportunity to sample meals from the new kitchen was Sunday, March 12, as the students returned from spring break.

The public is always welcome, Lopez said, and "It's the best deal in town," with all you care to eat for one low price. They will not need a meal plan to eat, or the campus prepaid card program called Trojan Gold, as Sodexo food service accepts cash, credit cards, or checks.

This kitchen addition on the north side of the TC allows the former kitchen area on the east to be converted to retail



space for Einstein's Bagels and the bookstore, giving those establishments more visibility, and easier access for the public, Braskamp added.

This project is part of an extensive expansion and renovation of the student union. A new student lounge is being added on the southwest corner, and other parts of the building will be renovated and updated, including the eating area called The Marketplace. This space will be repainted and reconfigured with new tables and chairs over the summer, said Lopez. The entire renovation project is expected to be completed in time for the start of classes in August.

Some of the old kitchen's equipment, which was outdated or would not work in the new facility, was sold through an online auction held Feb. 22 – March 1. About 50 items, including ovens, prep tables, coolers and freezers, a dish washing machine, serving tables, drink station, condiment station, and even a couple of kitchen sinks were sold by Girard Auction. The auction process was set up by the state of South Dakota, and brought in about \$30,000, said Stacy Krusemark, vice president for business and administrative services. Once expenses such as advertising and auctioneer fees are deducted, the balance will be reinvested in the project, he added.

<http://dsu.edu/news/first-meal-cooked-out-of-the-new-dsu-kitchen>

Campus Environment

Dakota State teams busy at 2017 cyber defense competitions

Dakota State University students are good at being the defense in cyber defense, recently winning recognition for defending mock international voting systems, the U.S. water and power grid and nuclear defense systems from hackers.

This spring, DSU teams finished well at cyber defense competitions around the region that mimic real-life cyber defense situations. DSU and the other college teams act as blue teams, providing all the IT needs for a mock business or municipality, including email, web sites, etc. A red team, often made up of graduate students, faculty, or alumni, attacks the blue teams' networks, forcing them to repair and defend their IT systems. The longer it takes to correct a problem, the more points the team loses, mimicking the potential financial losses that entity can incur when their IT is down.

For the North Central Collegiate Cyber Defense Competition in Madison on April 1, the blue teams were nation states, in charge of missile defense systems and the country's voting system. DSU's team placed third out of eight teams.

On the same day, a DSU team took second place out of 15 teams at the second annual Cyber Defense Competition



at Argonne National Laboratory, defending the U.S. water and power grid.

Two groups participated in cyber defense competitions at Iowa State University this semester. In February, the group calling themselves Tr0j4nh0r53 (a creative spelling of Trojan Horse), placed second out of 19 teams. Another team competed in March to a fourth-place finish.

Some competitions allow IT systems to be set up before the actual event, others are built and defended at the competition, but in either case, the students say the atmosphere created is very intense and high-pressure, providing a realistic learning experience. Nic Mews-Schmuck, a cyber operations major from Emery, S.D., calls the competitions "a robust experience," where "everything is cyber, cyber, cyber."

We learn team communication through the process, said Brian Vertullo, a cyber operations major from Orange, California. Michael Shema, a cyber operations and network security major from Rwanda, agreed about the team work lesson, but added they learn the importance of documenting their work. Mike Garippo, a cyber operations major from Illinois, said the experience is "fast-paced, but fun."



DSU STUDENTS competing in the 2017 Argonne National Lab cyber defense competition are: Brian Vertullo (back left), Logan Sampson, Kyle Kaplan; Michael Cutshaw (front left) Amani Kegode, Jarod Keene. They placed second in the competition.



THESE DSU STUDENTS placed third in the North Central CCDC competition in Madison earlier this month. Team members include Adam Good (back left), Dylan Johnson, Jacob Williams; Joshua Klosterman (front left), Nic Mews-Schmuck, Mike Garippo. Not pictured are Samuel Coome and Brad Bullock.



THE DSU STUDENTS who placed fourth at an Iowa State cyber defense competition include: Michael Shema (back left), Chase Lucas, Zayn Snyder; Trent Steen (front, left), Ivy Oeltjenbruns. Not pictured are Lee Flowers and Leigh Huff.

Campus Environment

New DSU organization hosting Startup Weekend in April

"It's not about ideas. It's about making ideas happen."

That advice from Behance co-founder Scott Belsky is something that several DSU students are taking to heart. Behance is an online platform where members can showcase and discover creative work.

Five students have created a new campus organization, the Collegiate Entrepreneurship Organization, or CEO. They are hosting a competition event on April 21-23 for students who want to make business ideas happen.

The weekend will be similar to the annual Global Game Jam event, said CEO co-founder Trent Steen, "but instead of one weekend to make a game, you make a business plan."

Christian Ries, a cyber security major, is the original CEO founder. He was so impacted after attending a similar event in Colorado that "I figured something like that has to exist here on campus as well. It didn't, so I figured I would just make one."

He first took the idea to a few interested students. The group then had an opportunity to sit down with DSU's president, Dr. José-Marie Griffiths, after the 2016 Homecoming parade. They shared their idea for a "technological entrepreneurship" organization, and she referred them to Tim Weelborg, Business Consultant with the South Dakota Small Business Development Center at the SDSU Research Park. That led to free tickets to an October entrepreneur event in Brookings, where the students were able to make other business connections.

This chain of events "really speaks to how accessible people are at this university, and how willing they are to work with students," said Steen, a computer science major at DSU from Emery, S.D.

Dr. Kevin Streff, professor in the College of Computing helped the students connect with the Lake Area Improvement Corporation (LAIC), which has agreed to co-sponsor the startup event.

CEOs IN THE making – DSU students Trent Steen, Christian Ries, Tyler Rau, Sam Coome, and Garrison Collier, are the founders of a new organization called CEO. Graduate student Liam Yager (not pictured) also helps with the group. CEO is hosting a Startup Weekend April 21-23 for students interested in technological entrepreneurship. The group can also be found on Facebook at ceo.dsu or Twitter, @ceo_dsu.

"The LAIC Board feels sponsoring Startup Weekend is a perfect way to support student entrepreneurs," said Julie Gross, LAIC Executive Director, in hopes that "these students will want to stay in Madison and build and grow their business here."

She listed other area businesses which were started by Madison individuals, including SBS Cybersecurity, InfoTech, Bulldog Media Group and FirstLine Funding Group. "All four have grown into extremely successful businesses providing job opportunities in technology-related fields."

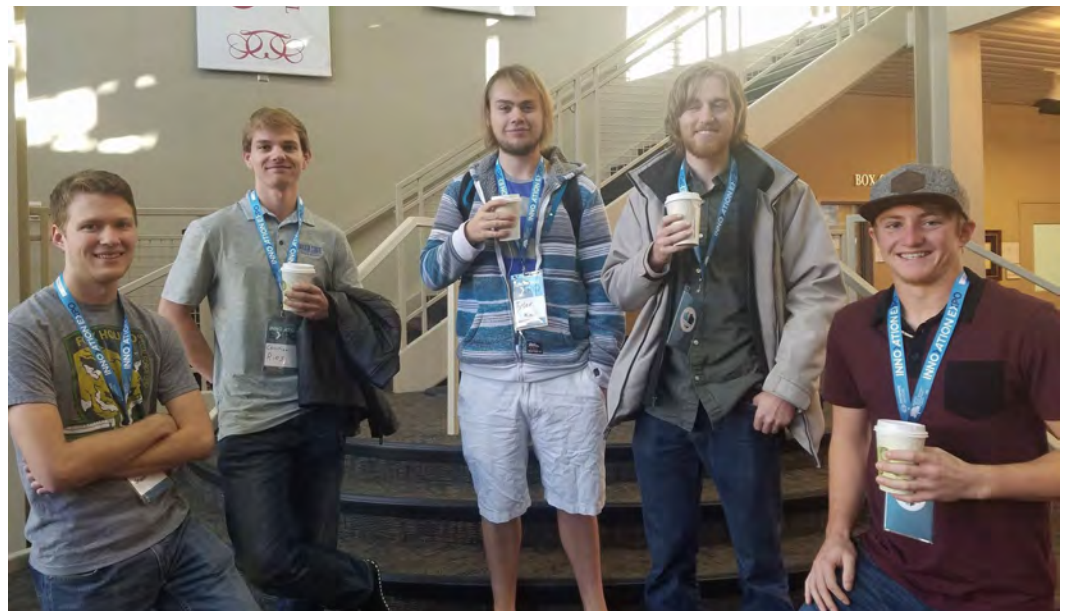
"DSU is experiencing growth in enrollment and is making significant capital investments on campus. It makes sense to focus on recruiting technology-based businesses, and to assist entrepreneurs and harness the talent of DSU students," Gross said.

This focus fits with Griffiths' vision of research and economic development for the university, Streff said. He also pointed out the shortage of employees in IT and cyber security, and the state's desire to "keep our best and brightest in our state."

These interests converge into a "very fundable, supportable concept for our community and our university alike," Streff said. "The need for what they're doing is great now," he said, and he predicts it will only grow in the future.

Interested undergraduate or graduate students wishing to compete may sign up here: <https://goo.gl/forms/Ax7iEYWVeUvfwmp2>, or email Ries at cpries@pluto.dsu.edu.

<http://dsu.edu/news/new-dsu-organization-hosting-startup-weekend>



Campus Environment

U of Memphis names Smith outstanding IDT doctoral student



Kevin Smith has been named the 2017 Outstanding IDT Doctoral Student by the faculty at the University of Memphis.

Smith is an instructor in the College of Education at Dakota State University in Madison. In the fall of 2014 he began work on his online doctoral education degree in instructional design and technology (IDT).

The focus of the IDT program at the University of Memphis is to prepare "students to

conduct reality-based research that examines the role of instructional design and technology on learning," according to the school's website.

Smith was notified of the award by advisor, Dr. Clif Mims. "This honor is awarded annually to an IDT doctoral student that has an outstanding record in coursework, research, and the promotion of the IDT program. We commend you for your consistent excellence."

He has learned much from the advanced degree program, Smith said, things which are applicable to his work at DSU in the College of Education. "I have grown as a teacher and a researcher because of the program," he said.

Because he has become a better teacher, his students' skills improve as well.

In Smith's classes, "We have learned different math routines, how to set up a classroom, how to help parents with the different strategies their students may be learning, and getting students to understand the 'Why' of mathematics," said Kayla Janssen. Originally from Volga, Janssen is a junior elementary education major at DSU.

"[Smith] is very passionate about math," she added, helping students put "plenty of tools in their educational toolbox in order to be successful when they get out into the classroom."

Besides apps, websites, and manipulatives, he recently taught them a bit of an object lesson centering on Pi Day.

To celebrate the irrational number of 3.14159, he gave

his K-8 Math Methods students a variety of cylindrical objects, rulers, and pipe cleaners. Students measured the circumference and diameter of the object, and divided the two. "Precision is important," he advised, and all the students' results came out close to 3.14159.

His next lesson was "How do you use this in the real world?" After giving them several examples, he ended the lesson with the moral, "Math is amazing."

"This honor is awarded annually to an IDT doctoral student that has an outstanding record in coursework, research, and the promotion of the IDT program. We commend you for your consistent excellence."

With in-class lessons such as this, "He's teaching us how to move kids from just learning the algorithms to explaining their thinking and talking about math on a deeper level," Janssen said. This is "going to help them as they progress through school and head on to the workforce or college."

Smith, who lives in Brookings, is currently working on his dissertation, titled "Adaptive Learning in K-8 Mathematics Education: Perceptions of Preservice Teachers." He expects to complete and defend his work in April.



People in the News

Bryce Nussbaum wins SDHEA's Marcus Boesen award

Talk about making an impression.

When Bryce Nussbaum was awarded the Marcus Boesen Award at the South Dakota Higher Education Association (SDHEA) annual conference in February, he made a larger-than-life appearance on a video screen.

This was possible through the benefit of Skype technology; it was necessary because Nussbaum is currently deployed with the 153rd Engineer Battalion in Kuwait.

Nussbaum has made a big impression on the Dakota State University campus in Madison as well, where he is the DSU residence director for special projects.

Mandy Parpart, director of student activities and new student orientation coordinator, sent in the nomination packet. Nussbaum, she wrote, was "intelligent, genuine, and hard-working. I am impressed by Bryce's confidence, dedication, and positive attitude."

Students who have worked with him echoed those sentiments. "He constantly would provide me with the resources and support that I needed to feel confident in my position and role as an RA," wrote Kelly Brusven, a senior at Dakota State University. He was also "deliberative about supporting causes within our community," she added.

Vaille Swenson, another DSU senior, wrote, "He masterfully created an atmosphere of family in a group of dozens of people from all walks of life. Bryce is an amazing mentor, leader, and friend!"

"He taught me a lot about leadership by coaching me through some tough situations an RA encounters," said DSU student Lindsey Pate. "He did so much more than just the job description of [a residence hall director]. He genuinely cared about each of his RAs, the residents within the residence hall and everyone around him."

Nussbaum was a Dakota State student himself, receiving a B.S. in Digital Arts & Design with a specialization in computer graphics in 2011. He earned a Master's of Science in Counseling and Human Development with a specialization in college counseling from South Dakota State University in 2014.

Nussbaum was touched by the award, but credited his colleagues and students for their support, Parpart in particular. He posted on his Facebook page that it was because of this "wonderful mentor and friend whose guidance and encouragement are a main reason I could ever be considered for such an award."

Of Parpart, the DSU students, and the school environment, he said "[M]y achievements rest on the shoulders of my mentors and a workplace home who believed that all voices have merit and worth."

He also thanked the SDHEA leadership for the acknowledgement. The award's namesake, Marcus Boesen, was a charter member of the SDHEA, and dean of students at Black Hills State University. The award in Boesen's memory is given to a candidate "who shows outstanding contributions to the overall development of students, to their educational institution and to SDHEA and student affairs," says the SDHEA website.

<http://dsu.edu/news/nussbaum-wins-sdheas-marcus-boesen-award>



Stensaas is new DSU communications and marketing director



Starla Stensaas, M.F.A., DSU's new director of communications and marketing, began her duties April 3. She is DSU's first communication director, an addition that will bring many advantages to the university.

"Ms. Stensaas comes to us with higher education experience in teaching as well as administrative roles," said Griffiths. "In addition to teaching experience with graphic and web design, she has leadership experience as a communication manager and digital strategist. This will enable her to assist our communications and marketing staff to craft and execute an effective and unified marketing message."

Stensaas was most recently Director of Communications for IT Services at the University of Arkansas. Her teaching experience was gained at Dana College in Blair, Nebraska, Nebraska Wesleyan University in Lincoln, Nebraska, and Southern Illinois University in Carbondale, Illinois.

She earned a B.A. in journalism from Eastern Illinois University, as well as an M.A. in Related Arts with a public relations emphasis from Eastern Illinois University. She has an M.F.A in graphic design from the University of Wisconsin-Milwaukee. <http://dsu.edu/news/stensaas-to-start-as-dsu-marketing-director>

People in the News

DSU students win game design narrative review competition

Three current Dakota State University computer game design majors were chosen as Gold winners in the narrative review competition at the 2017 Game Developers Conference (GDC), held in San Francisco in early March.

Kristian Skistad from Bismarck, N.D., Trent Steen, from Emery, S.D., and Nathan Golen from Duluth, Minn. each submitted a paper analyzing the story line, or narrative, of a game.

"We break down the narrative [of the game], for the competition, said Steen, "what works and why it works, and pick apart some of its faults." Steen chose "Zero Time Dilemma," Skistad evaluated "Brothers: A Tale of Two Sons," and Golen reviewed "Kessen II."

Judges for the GDC chose 22 winners from across the nation, including the three from DSU. Winners received free passes to the annual conference, and were featured at a special session where they displayed posters based on their essays.

"Faculty encourage us to all enter," said Steen, who was a platinum award winner in 2015. Golen added, "The contest is actually tailored so that instructors can work that into their curriculum."

There are many benefits for the students, including getting more out of a game. "I feel I can enjoy them at a deeper level," after a critical analysis, said Steen. The narrative review also provides a good example of their writing ability for their portfolio, Steen added. Attending the conference is a good educational experience, teaching the students about the industry, Golen added. This was his first time at the conference, and felt the experience "helped me get a handle on what it means to be a professional in the game industry, ... to see the whole culture of the industry."

After humble beginnings in the early 1980's, the GDC conference is now attended by 27,000 people who take in over 500 events such as lectures, panels, tutorials and discussions throughout the course of a week, says the GDC website, gdconf.com.



THE DRAW of GAMES

This growth is easily explained by the students, who shared why they chose to major in computer game design.

"Games represent every storytelling medium," said Steen, "visual art, music, writing, all condensed into one." In addition, he sees that both life and games are sets of rules interacting with each other. With a game, however, "you can make your own laws...and experience a world that couldn't be possible in real life." That world is "still just as valid as real life [because] there's meaning to it," he added, providing access to "some truth about the universe."

"[Gaming is] about creating a believable world," Skistad said. "It doesn't have to be realistic...as long as you can feel engaged with that world." That engagement can provide "different experiences from other people's point of view." He added, "I always like the phrase that a gamer doesn't have one life, they have many because they have lived through different characters and seen the world through their eyes."

"Games can have a cultural component," Golen said, similar to movies and novels, but with an "artistic flair." That artistic flair is a form of creative freedom. "Nothing comes closer to magic in my eyes than being able to create your own rule set for a world," Skistad said.

<http://dsu.edu/news/dsu-students-win-gdc-narrative-review-competition>

1573



People in the News

Deploying student honored at special graduation ceremony

Dakota State University has been designated as a military-friendly school for many years. A special event on April 11 showed why the institution deserves that distinction.

DSU student Zac Hakinson was set to graduate on May 6 with a degree in cyber operations, but instead of heading to Madison for the ceremony, Hakinson will be on deployment with 124 other members of the South Dakota Air Guard's 114th Fighter Wing. He is a full-time information technology specialist with the unit.

When Registrar Kathy Callies learned the reason he couldn't attend his graduation, she suggested an early ceremony. She checked on the status of his coursework and faculty were able to issue him solid grades, so Provost Richard Hanson presented Hakinson with a diploma at a special ceremony on April 11, days before he left on the six-month deployment. The airman's colleagues, family and friends were in attendance at the ceremony, held at the South Dakota Air National Guard base located at Joe Foss Field in Sioux Falls.

"We think it says a lot about an organization like DSU when they do something like this for one of our members. Their support of his commitment to our state and nation is commendable," said Maj. Travis Schuring, 114th Fighter Wing executive officer.

Hakinson told the group he appreciated all the support, including the support of DSU. The special ceremony was also an opportunity to show people it is possible to work and attend school. "If I can do it, anybody can do it," he said. Hakinson lives in Sioux Falls and took classes through University Center.



Nate Alholinna, wing commander with the 114th, told the crowd that of the 900 airmen and women enlisted in the unit, about 100 have bachelor's degrees, and some have master's degrees, so "The education level ... is pretty high." Hakinson is considering raising that level even more by going back to school for his master's degree after the deployment.

<http://dsu.edu/news/deploying-student-honored-at-special-ceremony>



People in the News

Tolerance of religion, gender, topics for Dakota State spring plays

Dakota State University's Theater Company continued their 2016-2017 season of tolerance with two spring plays.

The repertory productions drew attention to tolerance of religion with the play "The Diary of Anne Frank." Tolerance of gender was the focus of the medieval comedy "Silence," by Moira Buffini. The fall musical, "Big River," highlighted tolerance of race. The commercial for that play can be found at https://www.youtube.com/watch?v=Zk4k_D38A5c.

Presenting two plays at the same time required some logistical creativity, so the company used repertory style, with the plays performed at differing times and locations. This meant extra work for the casts and crews, but the messages the plays brought out was important enough to justify the work, said the actors involved.

Hannah May, who played Ymma in "Silence," said the lesson from that play was that "Holding to convention is not always the best way to do things."

Being unconventional was the dilemma for Timothy Cramer's character, Roger the priest, "trying to apply the steadfast rules of the fundamental Catholic Church to a world that's shades of grey." Other characters in the two-act play included a lord who's a boy, a king who was "whiney," May said. Her character was "a woman living in [the year] 1002 who is fiery enough to speak back to the king."

This show, based on actual historic characters, used the medieval English setting to show that there are situations "where nothing is that black and white," said Dale Butler, who plays King Ethelred the Unready. Sometimes, "You have to deal with things on a person-to-person basis."



The message was similar with the famous Anne Frank story. "Don't judge people based on what you believe they are, but by who they are," said Cole Peterson. "Don't belittle people because of who they are," was the message Rachel Bruntz saw in the story of the World War II-era Jewish family.

All these messages are pertinent for life today, said Director Kelly MacLeod. Because they are so applicable, discussion forums are planned after each play's matinee performance this weekend. Because of the subject matter, "Silence" is intended for those age 16 and older.

<http://dsu.edu/news/tolerance-the-topic-of-dsus-spring-plays>

1575



People in the News

Two DSU students serve with state agriculture groups

By mission and reputation Dakota State University is known as a technology school, not an agriculture school. But while studying for technology degrees, two DSU students are keeping a connection to agriculture through their work with state ag organizations.

Nathan Harmer and Reece Schulte are both freshmen at DSU. Harmer, a network security administration (NSA) major from Sioux Falls, is an ambassador for Future Farmers of America. Schulte is on the Farmers Union Senior Advisory Council. He is a production animation major from Orient, S.D.

It's too soon for either to say if they will work in the ag field, but neither rules it out.

"There definitely are ag jobs out there" in technology, said Harmer. "Ag has progressed so much in technology that there are always going to be [openings]," he said.

Some DSU graduates have gone on to work at ag-related companies. According to information provided by the DSU Career Services Office, a 2011 digital arts and design graduate was hired by Farm Bureau in Sioux Falls. A 2012 information systems major found employment with AgSense, LLC in Huron, and another 2012 graduate with an NSA degree went to work for Dockendorf Equipment in Sioux Falls. C&B Operations in Gettysburg hired a 2014 computer science graduate.

This may become more and more common. According to a July 5, 2016 Forbes magazine article, "Agriculture technology is no longer a niche that no one's heard about." It states that "investment in agtech broke records for the past three years in a row, reaching \$4.6 billion in 2015."

With ag and technology, "as one improves, the other improves," Harmer said, adding that ag-dominated companies are beginning to produce more technology products, and vice versa. Raven Industries is an example which he cited.

"Real-time data analytics, sensors and robots are raising the prospect of the 'next green revolution' and are spurring start ups," said an October 24, 2016 Bloomberg Markets news story about a report by Boston Consulting Group and AgFunder.

Networking is another feature of technology that is becoming important to agriculture. "There needs to be infrastructure so that combines can relate to the GPS," Harmer said. Animation could cross over as well, a way to help the commercialization aspect of agriculture, said Schulte.

Benefit from Ag Organizations

Reece Schulte, a Faulkton High School graduate, calls Farmers Union "a great educational system." It helps younger generations learn about farming and how to get involved in farming, and has educational programs for adults as well. The national organization has chapters in 33 states.

As a member of the senior advisory council he is looking forward to helping plan the summer's state camps. He also attended the national convention in San Diego earlier this month, where he was able to see the political side of agriculture, "a heated time" he said, because of many policy changes.

"Now is an exciting time for Farmers Union."

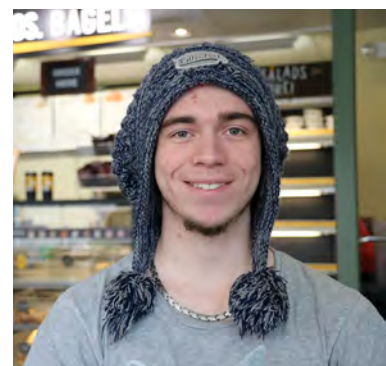
Harmer focused on ag education and teaching during his high school FFA career at Harrisburg High School. He was involved in running petting zoos and other events, "basically just educating the public." Because Harrisburg is a very urban school, these events helped "open the eyes" of those students.

As an FFA ambassador, he now assists with events by taking care of logistics. He is happy to be involved so "I can give back to the organization that's given so much to me."

One way he has benefitted from FFA is personal growth. "I've grown my leadership skills," Harmer said, and his ag knowledge. Networking is another benefit. "You get so much out of networking," he said. Schulte agreed, and noted the organization has helped his communication skills.

While an ag career may or may not be in his future, Harmer knows "Ag will always be a big part of my life."

"I will always be an advocate for ag."



Academic News

Conferences help DSU faculty stay “on the right track”

Professional conferences are an opportunity for career development for university professors.

Attending conferences “inspires my work by providing new insights into all aspects of game design and development,” said Dr. Jeff Howard, associate professor of game design.

This inspiration is especially true with the GDC Game Developer’s Conference (GDC), which Howard attended in early March. GDC is “the most prestigious and recognized conference for game designers and developers in the world,” he said. Associate professor Steve Graham also attended.

Howard also gave a talk at the conference. “By presenting at a conference, I am able to open the way to more conversations than I would if I were only attending.” The title of his presentation was “Force and Fire: Making your Game More Metal,” discussing how heavy metal music can inspire a game’s narrative, or storyline.

Some of his previous work was cited by another speaker, Leszek Szczepański, who used quotes from Howard’s book “Quests: Design, Theory, and History in Games and Narratives” in his own presentation. Szczepański is the lead gameplay programmer of the role-playing game “Horizon: Zero Dawn.”

The insights and source material discussed at conferences are brought back to campus, where they benefit the students in their classrooms. “GDC keeps me current on the most recent ideas, methods, and technologies in the field of game design and development,” Howard said.

The events also provide an opportunity for networking, he added. These professional connections help bring “top-notch speakers” to campus for DSU events like IDiG (Integrated Design in Games) and Nanocon, the gaming convention held on campus each November.

The same is true for other departments on the DSU campus.

“By joining a community of fellow researchers in our field, we are more inspired to do our work and do it well, knowing we are on the right track,” said Dakota State University English professor John Nelson.

He and colleague Dr. Stacey Berry presented on two projects at a recent conference, the Digital Humanities Symposium in Utah.

“Too often, our work at a small, rural university can begin to feel isolated,” said Nelson. “In presenting our materials and discussing our work with other attendees, we understand better...how we can enhance and improve our own work.”

Berry said, “these opportunities remind me that DSU’s English for New Media program is keeping our course offerings and our research work on the cutting edge.”

A conference discussion about interfaces a few years ago inspired her to create a course which explored the use of web and text markup languages, maps, databases, and applications as sites of literary criticism. She taught the class for the first time in the fall of 2016.

Conference work can lead to opportunities to share work outside the classroom as well. In 2016, Dr. Ben Jones, dean of the College of Arts and Sciences, organized a panel at the annual conference of the Society of Military History. The panel’s topic was the war in Afghanistan. One of Jones’ colleagues, Aaron O’Connell, published the works from that discussion in a book, “Our Latest Longest War: Losing Hearts and Minds in Afghanistan.” Published by the University of Chicago Press, it will be released on March 31. Jones’ contribution, “Leaving Afghanistan” is Chapter 9.

Conferences can also help staff members with professional development. Kacie Fodness, director of sponsored programs, has been selected as a panelist at the American Literature Association 28th annual conference held in Boston in May. This panel is sponsored by the Melville Society, and will focus on works by the 19th century author Herman Melville, who is one of her favorite authors.

Fodness has also been chosen to be on a conference writing team. This small group of Ph.D. students from around the country will attend the conference sessions, then write a collaborative article for “The Year in Conferences,” a feature of “ESQ (Emerson Society Quarterly): A Journal of Nineteenth-Century American Literature and Culture.” Fodness is an English doctoral student at the University of South Dakota, in addition to her full-time job at DSU.

Classic literature is not precisely the style of writing she uses with the sponsored programs department, but Fodness said “I consider myself a student of writing,” and her doctoral studies and conference participation represent another genre, offering her a “chance to practice something new,” and “a chance to be inspired.”

<http://dsu.edu/news/conferences-help-faculty-stay-on-the-right-track>

Academic News

Astrophysicist Seidel discusses interdisciplinary trends at Dakota State's annual Research Symposium

13 local research groups also present at poster session

Forget what's trending on social media, interdisciplinary work is a new trend needed in science and research.

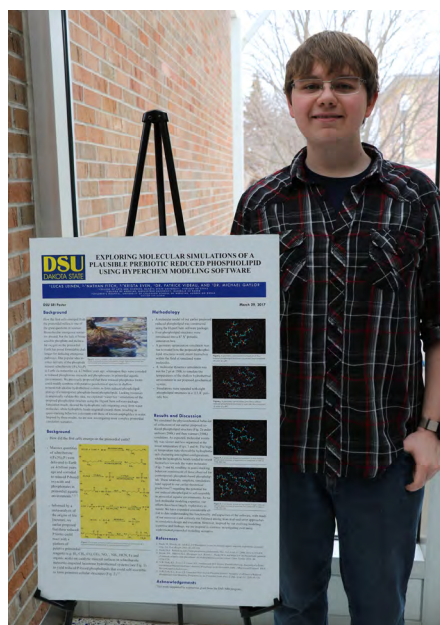
Dr. Edward Seidel, a distinguished researcher in high-performance computing, relativity and astrophysics, discussed this concept at the 2017 Research Symposium at Dakota State University on March 29. He the director of the National Center for Supercomputing Applications (NCSA), located on campus of the University of Illinois at Urbana-Champaign. He is also the interim vice president for research at the University of Illinois, with oversight of a portfolio of nearly \$1 billion in annual sponsored research. He also oversees technology commercialization and economic development activities across the university's three campuses at Urbana-Champaign, Chicago, and Springfield.

As scientific problems grow more complex, collaboration can bring new ideas together, so "we need to find ways to be interdisciplinary," he said. Advanced algorithms and computing collaborations allow for some interdisciplinary work, but he also referenced art design renderings which can bring about new paradigms for understanding data.

In addition to Seidel's keynote speech, 13 local groups of faculty and students presented posters on their research. DSU student Vaille Swenson's biology research with EcoPlates modeled the collaboration Seidel advocated. Her project involved a processing a great deal of data, so she invited cyber operations student Thomas Lange to assist her with the calculations.

Swenson and Lange were one of seven Student Research Initiative (SRI) presentations. Six Faculty Research Initiative (FRI) presentations were also featured at the symposium. "These faculty and students were awarded grants to support their research in the fall of this academic year," said Dr. Mark Hawkes, dean of Graduate Studies. "The research posters are a summary of their work on their proposals."

The research posters featured a variety of subjects, ranging from health information technology, to chemical and biological research, to activity with professional online communities.



DSU SCIENCE MAJOR Lucas Leinen's research was one of 13 featured at the 2017 Research Symposium. His poster was titled "Exploring Molecular Simulations of a Plausible Prebiotic Reduced Phospholipid Using HyperChem Molecular Modeling Software."



PHOTO LEFT: KEYNOTE SPEAKER DR. Edward Seidel talks with DSU BIS professor Dr. Jack Walters at the 2017 Research Day on March 29. Also pictured are Dr. Mark Hawkes (back left), dean of DSU Graduate Studies, and Dr. Dale Droge, professor in the College of Arts and Sciences.

Academic News

Libraries help teach evaluation of information

When it comes to information, "Evaluation is so important," said Mary Francis, DSU assistant professor/reference librarian. This is an especially important life skill in light of recent fake news reports, she added.

Francis supported this statement by noting the results of a Stanford study released in November, which showed that young people can be "duped" and have difficulty discerning true news from sponsored content. Students "had a hard time distinguishing advertisements from news articles or identifying where information came from," Brooke Donald reported on the Stanford Graduate School of Education web page.

"The authors worry that democracy is threatened by the ease at which disinformation about civic issues is allowed to spread and flourish," the November 22, 2016 release continued.

This concern shows the importance of libraries, Francis said, because it is in libraries such as the Mundt Library where people learn how to find and evaluate information.

"We teach [students] how to evaluate and see if they have good information," she said. While they currently use that skill to evaluate information for papers and class projects, it is something they will use their whole lives. It is "a skill to keep developing and working on," Francis said, so "there will always be a need for libraries."

To this end, Francis traveled to Pierre last month to advocate for libraries with the legislature. The trip was part of her official duties as vice-president/president-elect of the South Dakota Library Association (SDLA). She will take over as president in September.

Her service benefits the Karl Mundt Library as well as the SDLA. "Promoting one library promotes them all," Francis said, as all have the same goal of service, to help their

patrons, whether they are young children, students, or adults.

As an SDLA officer, Francis will be able "to bring back to DSU [an] increasing knowledge of what is happening all over the state and nation in libraries," said Jan Enright, director of the Karl Mundt Library. "She will no doubt be an exemplary ambassador for DSU in all she does, as she contributes to our profession and to libraries in South Dakota."

Francis' nine years of experience at the Mundt Library is a benefit to the SDLA. "People from throughout the state already knew her as an excellent librarian who was willing to share her expertise with others," Enright added.

As an officer, Francis feels she can bring to the SDLA "a belief in and understanding of libraries," and a willingness to hear about things libraries do to adapt to the changing times. SDLA is celebrating 100 years of "Ideas, Innovation & Inclusion," as the state-wide organization continues to represent libraries, library employees, library trustees, and library supporters with leadership and educational opportunities.

Francis finds that her work with librarians across the state "reinvigorates you," by hearing touching stories and seeing the importance of libraries. This provides inspiration, so "you keep doing the work you do."

<http://dsu.edu/news/libraries-help-teach-evaluation-of-information>





NORTHERN

NOW



NORTHERN STATE UNIVERSITY, ABERDEEN, SOUTH DAKOTA

FEBRUARY 2017 - APRIL 2017

NSU Regional Science Education Center approved

When students begin classes in fall 2019, they will be the first of many to study in the new NSU Regional Science Education Center, which will advance educational and research opportunities for the university and the entire region.

With the governor's signature in place, the NSU Regional Science Center project is moving forward. A final building design will be developed by the end of summer and go before the South Dakota Board of Regents for approval this fall. Construction will begin in spring 2018.

ABOUT THE REGIONAL SCIENCE EDUCATION CENTER

The NSU Regional Science Education Center will assist Northern in promoting science education for primary and secondary students in the region and statewide. In addition, NSU will be able to better facilitate the development of science teachers in the region.

The RSEC will also assist current and future Northern students with their academic development, preparing them for careers and advanced studies in science and technical areas of study. It's also expected to be a catalyst for continued growth in numerous areas of study at Northern, including biology, chemistry, environmental science and science education.

NSU has raised more than \$25 million in private donations to fund the RSEC, which will be the first stand-alone classroom building added to campus in more than 50 years. Plans call for the center to be built at the corner of South State Street and Twelfth Avenue Southeast, serving as a gateway to campus. Northern is very thankful for the donor support for this academic facility.

NSU receives approval to explore designs for new football practice field

Northern State University has taken the first step toward designing a new practice field for the Wolves football team – a move that also advances plans for NSU's Regional Science Education Center and overall campus master plan.



The South Dakota Board of Regents recently approved Northern's request to construct the practice field east of Jerde Hall, on the area currently used for the NSU Wolves Women's Soccer program.

"We're excited to take this first step to evaluate this area and design fields that will significantly enhance the student-athlete experience," said Josh Moon, NSU director of athletics.

The Wolves Women's Soccer team would then practice and play on the adjacent field – the same one it currently uses for competitions. The fields would also serve as a home for NSU intramurals and club sports.

"Our students wanted a space for intramurals and club sports, plus, with football and soccer, we view this as a multi-sport use facility," explained Dr. Tim Downs, president of NSU.

Though the approval cited a \$550,000 cost, that amount is a placeholder – the actual price of constructing a practice field will likely differ. The final cost would be paid through off-campus tuition, previously collected university support fees, and donations.

"This initial \$550,000 is to analyze the area and explore options," Downs said. "The total figure may be more, based on opportunities that are discovered in this design stage."

The renovated athletics field should be completed by Aug. 1, 2018.

The area of the current football practice field, located along State Street on the east side of campus, will become the new home of the NSU Regional Science Education Center. Work is expected to begin on the science center in spring 2018, with completion set for fall 2019.

Higher Learning Commission representatives visit NSU campus

NSU hosted a Higher Learning Commission peer review team on March 20 and 21 as part of comprehensive review for reaffirmation of accreditation.

"We're thrilled to welcome Higher Learning Commission reviewers to campus, giving us the opportunity to show all that Northern has to offer," said NSU Associate Vice President for Academic Affairs and Graduate Studies Director Dr. Joelle Lien. "It's an exciting time at NSU, with innovative curricular offerings coming forward, a new residence hall under construction and plans announced for the Regional Science Education Center. The HLC visit adds to that positive momentum."

ABOUT THE ACCREDITATION REAFFIRMATION PROCESS

NSU is currently in the process of its regular ten-year comprehensive evaluation by the Higher Learning Commission, Northern's regional accrediting organization. This review ensures that NSU is meeting the Criteria for Accreditation, pursuing institutional improvement and complying with certain requirements set by the U.S. Department of Education.

This review leads to an action regarding the reaffirmation of the institution's accreditation.

Institutions must be accredited by a federally recognized accrediting agency to qualify for participation in federal financial aid programs that provide low cost loans to students

Attending a regionally accredited institution is an important consideration for students who might want to transfer credits to another institution or pursue admission to graduate programs later on.

The campus visit was part of the commission's comprehensive evaluation of NSU.

Sanford Lab presentation at Northern focuses on education, economic impacts in South Dakota

Leaders from the Sanford Underground Research Facility led a discussion titled "Big Science at Sanford Lab," an exploration of the lab's impact on education and the economy in South Dakota, at 7 p.m. Tuesday, March 28, at Northern State University.

The event was held in the NSU Student Center Centennial Rooms. A reception followed the event, which was free and open to the public.

Sanford Lab's Mike Headley, executive director of the South Dakota Science and Technology Authority, and Jaret Heise, science director, gave the presentation.

NSU President Dr. Timothy Downs said the university was thrilled to host the discussion.

"Northern is dedicated to advancing research and educational opportunities in the sciences, as evidenced by our new NSU Regional Science Education Center," Downs said. "This event is another way that we can bring science education to our community and region."

From the mid-1960s to the mid-1990s, Dr. Ray Davis Jr. operated his solar neutrino experiment on the 4850 Level of Homestake Mine, earning a Nobel Prize in Physics. Today, the Sanford Underground Research Facility (Sanford Lab) houses big physics experiments, as well as other experiments in biology, geology and engineering, nearly a mile underground in the former gold mine.

"We're on the verge of constructing one of the largest international mega-science projects to ever be developed on U.S. soil to study the mysteries of neutrinos," Headley said, referencing the Long Baseline Neutrino Facility and associated Deep Underground Neutrino Experiment (LBNF/DUNE).



Work on facilities that will house the next-generation dark matter detector also are underway. The LUX-ZEPLIN experiment will be the largest and most sensitive dark matter detector in the world.

"These experiments and several others have been used to enhance STEM education for K-12 schools throughout South Dakota," Headley said

Since last year, Sanford Lab's Education and Outreach Department has created six assembly programs and six curriculum modules that have reached more than 13,000 students throughout the state. The department holds teacher workshops and hosts dozens of field trips as well

The experiments also contribute to the state's economy. "Big Science at Sanford Lab" will look at the economic impacts current experiments have had on the state, and feature a report that was done on the economic impact of the LBNF/DUNE project, including projected spending and jobs creation.

"This project has a tremendous potential to boost the economy of South Dakota," Headley said.

NSU Theater's production of 'Mary Poppins' to open April 19

"Winds in the east, there's a mist comin' in, like something is brewin', and 'bout to begin!"

The Northern State University Theater Department's production of "Mary Poppins" will "Step! Step! Step in time!" onto the Johnson Fine Arts Center main theater stage from Wednesday, April 19, through Sunday, April 23.

The show will be performed nightly at 7:30 p.m. from April 19 through 22, with a matinee show performed at 2:30 p.m. on April 23.

Mary Poppins marks the first theater production to be performed on the JFAC main stage since its renovation was completed this past fall.

With the departure of yet another nanny, George and Winifred Banks and their mischievous children Jane and Michael's lives are turned upside down following the arrival of a "practically perfect" nanny named Mary Poppins. With the help of her friend Bert, Mary takes the Banks children and audience on a series of magical adventures, teaching important life lessons that not only affect the kids, but help the whole family discover the true value of family and friendship.

The production features timeless classics such as "Supercalifragilisticexpialidocious," "Step in Time" and "A Spoonful of Sugar."

The principle roles of Mary Poppins and Bert are played by musical theater majors Christine Powers of Hot Springs and Tyler Lanam of Rapid City. The roles of George and Winifred Banks are played by music majors Sal Scavo of Hightstown, N.J., and Taylor Brekke of Mobridge, with Ava and Jackson Rott of Aberdeen appearing as Jane and Michael Banks.

Other individuals involved in the vocal and dance ensemble are Balie Albrecht of Rapid City; Torriano Barrett of Nassau, Bahamas; MacKinley Bruemmer of Lacrosse, Wis.; Drew Comstock of Aberdeen; Robert Fay of Aberdeen;

Dakota Feller of Onida; Kari Hanson of Groton; Tyler Harris of Rapid City; Adam (Beaf) Henning of Watertown; Joshua Hinkemeyer of Sisseton; Michael Lytle of Rapid City; Katie Magera of Aberdeen; Amanda McIlravy of Philip; Brittany Quinn of Timber Lake; Joanna Schleich of Mitchell; Tabitha Schmidt of Huron; Brooke Thielbar of Hardwick, Minn.; Ben Weber of Rapid City; Joni Willoughby of Pierre; and Annie Woodmansey of Pierre.

Members of the orchestra pit include Tanner Chilson of Watertown; Taylor Johnson of Aberdeen; Carleigh Klein of Rapid City; Gretchen Sharp of Bath; Grace Gasperich of Aberdeen; Tierra Decker of Huron; Luke Bergjord of Aberdeen; Tanner Shultis of Aberdeen; Kylie Rusch of Bismarck, N.D.; Naomi Davis of Watertown; Molly Royals of Rapid City; Brady Vandevort of Rapid City; Scott Glodt of Hoven; Ginny Lewis of Aberdeen; and Colton Schaefer of Wilmot.

Providing musical direction for the production is Michael Skyles, NSU instructor of voice. Dr. Robert Vodnoy, professor of orchestra and music, will direct the pit orchestra, with Mary Marion accompanying on piano.



Directing the production is NSU Director of Theater, Daniel Yurgaitis. Joshua John Frachiseur is the scenic designer and Larry Wild is the director of light design. Tina Hanagan will be supervising the flying effects that will be created by the professional firm, Vertigo. Kate Jarland is the stage manager for this production.

Choreography for the production was developed as a collaborative effort by music majors Balie Albrecht of Rapid City and Annie Woodmansey of Pierre. Northern also secured permissions to perform some of the choreography from the original Broadway production of Mary Poppins.

TICKET INFORMATION

General ticket sales opened to the public at noon on Monday, March 27, online and at the JFAC Box Office. Tickets for the production are \$18 for adults and \$10 for children ages 12 and under. NSU faculty/staff may purchase two tickets at half price. NSU students are admitted free with ID. A \$2 off group discount will be offered for groups purchasing 12 or more tickets at the same time. Tickets can be purchased at the Johnson Fine Arts Center Box Office or online.

Box office hours are Monday, Wednesday and Thursday, noon-4 p.m. The box office opens two hours before the show begins on performance nights. The JFAC box office phone number is 605-626-2900.

For more information about Mary Poppins, please contact Daniel Yurgaitis at dan.yurgaitis@northern.edu.

Other recent headlines:

Aberdeen's COLLEGEpalooza set for Aug. 31

Sixth-grader Owen Fink wins 2017 South Dakota National Geographic State Bee

NSU Choirs to come together for 'A Celebration of American Music'

NSU Signs Licensing Agreement with Learfield Licensing Partners

Northern State University business students to compete in business competitions

Brownfield and Waid-Lindberg publish article in 'The Annual Review of Interdisciplinary Justice Research'

NSU Night of Champions to raise funds for South Sudan

'Gestalt' collaborative graphic art exhibition to open on March 27

NSU part of collaborative effort to present 'A Night of Art and Poetry'

NSU Hosts 64th Annual Math Contest

Becht, Rusch to hold senior recital on April 2

Reception for Doerr's Senior Art Exhibition set for March 28 at NSU

NSU to host vice president of enrollment management and student affairs candidates

NSU Bands to present 'Local Colors' concert on March 26

NSU Vocal Jazz Ensemble to present fifth annual 'Sweet Jazz' on March 30

NSU Chamber Singers will present Bach's Lunch

Northern State University launches new website

Reule to hold senior recital on March 19

Arne to give speech in honor of 'Women in Science' week

National History Day set for March 15

Juried Student Exhibition Reception is March 2

Screening of '13th' set for Feb. 27

Northern State University Bands to present Jazz Spectacular

NSU hires new vice president of enrollment management and student affairs

Dr. Jeremy Reed has been named the new vice president of enrollment management and student affairs at Northern State University.

Reed is currently director of undergraduate admissions at the University of Wisconsin-Whitewater. His past experience includes working as director of career services at Augustana College in Illinois; director of admissions for MacMurray College in Illinois; and assistant dean of students/director of career services for Iowa Wesleyan College.

Reed earned his bachelor's degree in international studies and political science from Loras College in Iowa; his master's degree in higher education and college student personnel from Kent State University in Ohio; and his doctorate in higher education and student affairs from the University of Iowa.

Reed begins his position at NSU on May 15.

"Jeremy has a great combination of experience, enthusiasm and passion for student success," said NSU President Dr. Timothy Downs. "We look forward to

him bringing his expertise to campus and leading our enrollment efforts."

Reed said he's incredibly honored and excited to join the Northern family.

"My recent campus visit highlighted the outstanding quality of NSU's academic programs; its impressive facilities; and most of all, its dedicated students, faculty, alumni and community partners," he said.

Aberdeen also felt exactly the right size to Reed, who grew up in a small farming community in Iowa.

"It's obvious to me that President Downs is helping Northern State University build a very strong sense of positive momentum," he said. "I look forward to being a part of that!"



Groundbreaking Ceremony planned for new NSU residence halls

Northern State University will hold a groundbreaking ceremony for its two new residence halls at 4 p.m. Thursday, April 20.

The ceremony will take place at the location of one of the planned residence halls, south of the Mewaldt-Jensen Building on the NSU campus.

This new hall will provide a "pod" style design, with eight to 10 traditional double rooms situated around a common living space and community bathroom. The other hall, which will be built where Lindberg Hall currently sits, will be designed with a series of semi-suites and suites offering both double and single rooms.

The first floor of each building will include a lounge, game room, meeting room and office space. The buildings will be air conditioned with wireless network access provided throughout.

Site work will begin in early April, with construction starting in early June. Both halls will be completed by July 2018.

These two halls as well as Wolves Memorial Suites, which will open in fall 2017, will offer a total of almost 450 new beds on campus. That means by fall 2018, it's anticipated that over half of NSU's residence hall occupants will live in new facilities.

The April 20 groundbreaking is open to the public. Following the ceremony, Aberdeen Area Chamber of Commerce's Business After Hours will be held on campus. That event will begin at 4:30 p.m. in the NSU Student Center Centennial Rooms.



Preparing students to step forward with confidence and a vision of lifetime success

Informational Items
 South Dakota Board of Regents Meeting
 South Dakota State University
 Brookings, SD
 May 10-11, 2017

Students are now enjoying archery, thanks to adaptive physical education faculty member **Christy Hulscher** and Instructional Assistant **Tim Jalbert**.



Mrs. Hulscher and Mr. Jalbert attained their certification and SDSBVI obtained the necessary equipment.

NASP (National Archery in the School Program) is a program sponsored by the South Dakota Game, Fish and Parks.

The program was first piloted in South Dakota 10 years ago with programs being piloted at Simmons and



Holgate Middle Schools in Aberdeen and 8 other schools across the state. The program sponsorship is for training, certification, and equipment: 12 Genesis bows, arrows, arrow curtain, 5 targets, archery repair kit, and bow rack. We made accommodations for



students with visual impairments or blindness by placing an American Printing House for the Blind (APH) sound device behind the target, hand over hand guidance and/or verbal cues.

Always trying something NEW...



4 year old **Elijah Cruz** is pictured trying out a “Handy Handle” as he walks along the guide rope during PE class. Elijah loves his independence so he also uses the handle when

walking from class to class. This allows him to walk without having to hold someone’s hand, he just holds one side of the handle and staff holds the other.



While learning about the foundation in the elements and principles of design, the Northern State University Art students in Gratia Brown’s

Design I 2D class developed pieces for the “**Texture Art Project**”

showcased at our school. The project required the students to make a composition that utilizes texture as a major element.



State Testing is a requirement at SDSBVI just as it is in other schools. For our students, it is necessary to make the test themselves accessible using screen enlargement, audio, or Braille. Because of these accommodations, most students need to be tested individually and testing takes a long time. Unfortunately, the tests themselves are not a particularly accurate measure of student growth as they have not been validated for this population. Because the test results are not disaggregated, we do not have any way to make comparisons with other students with vision loss.

Superintendent Marjorie Kaiser is

pictured with Ashton and Taylor Nash as they delivered a “special gift” – 22 cases of Girl Scout cookies were



donated to our school by the Aberdeen Girl Scout Unit #402. Our students and staff greatly appreciate the gift.

On March 26 the Doland Methodist Church Youth Group visited our residential students. Our students enjoyed answering questions and giving a tour of our school, playing a game of goalball, enjoying pizza, and socializing. Our students joined NSU’s CEC group for their autism walk on April 8 to raise autism awareness. They also enjoyed some ice cream from Twist Cone and time relaxing!

The South Dakota Foundation for the Blind and Visually Impaired recently hosted its 3rd Annual “**Dinner in the Dark**” on April 6.



This event was well attended with over 170 enthusiastic participants enjoying a wonderful meal at this unique fundraiser. Participants ate their main course under blindfold. The purpose was to bring increase awareness of vision loss and the role of the Foundation in supporting educational experiences for our students.



The Foundation’s Board of Directors would like to thank everyone for all the help given to make the event a huge success but not wanting to leave “anyone” out we take this time to thank “everyone”. All proceeds for the dinner will be used to provide social, cultural, and educational opportunities for

students who are blind or visually impaired.

Hunting Stamp Collection Project:

The Student Council has always collected expired hunting stamps and licenses as a means of generating revenue for special activities and needs at the school for many years. The stamps collected are sold to interested collectors and vendors in a secondary market for resale. For more information, contact **Principal Jodi Carlsgaard** at the SDSBVI.

Students
Larissa Enget,
Violet Peterson,
Schelbie DeHaai,
Michael Gast, and
Jordan Houseman
and



student **Michael McMillen** along with



staff members **Dale Aman,** **Jodi Carlsgaard,** **Ardell Fiedler,** and **Lynette Gisi** had a great time at the “Masquerade Ball” Dinner and Dance sponsored by Aspire, Inc. on April 7.

SDSBVI hosted a **Forensics and Goalball Tournament** on March 31-April 1 with our friends from North Dakota joining us for the fun.



On Friday evening, our students shared the poems, stories, and readings they had been working hard to memorize. The evening ended with a reception and



Karaoke at the Red Rooster Coffee House. On Saturday there was a great Goalball tournament with everyone ending the day as winners.



Student Council leadership this year is (back row) **Michael Wingen**, Vice President; **Marcus Van Dam**, Secretary; and **Jordan Houseman**, President; and seated are members **Lydia Enget**, **Violet Petersen**, **Schellie DeHaai**, and **Michael McMillen**. Under their leadership, the Student Council walked in the White Cane Day March in Sioux Falls, planned the Veterans Day Program, organized activities for Red Ribbon Week, helped ring bells for the Salvation Army, decorated the Front Lobby Christmas Tree, contributed to the costs for students and staff to attend "Ski for Light", donated two "Operation Christmas Child" shoeboxes, collected food for Journey Home food drive, cleared tables at Max and Erma's with assistance from the Aberdeen Wings hockey players as a fundraiser, sponsored a Book Sale fundraiser, and volunteered at Zion Lutheran Church's "Table of Plenty".

Schelbie DeHaai was selected as the 2nd place winner in the junior division in the 2017 Benefits of Audio Description in Education (BADIE) program sponsored by the American Council of the Blind. As an assignment in her 8th grade English class with **Mrs. Geditz**, Schelbie was asked to watch a descriptive movie and then submit a review stating how the audio description aided her in understanding the movie. She chose to watch and write a review of *The Sound of Music* as her contest entry. For her winning efforts, Schelbie received an award certificate and a \$50 iTunes gift card.



The students in Mrs. Lopes' class love spending time at **Northern State University's Greenhouse**.



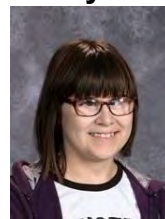
On a recent visit, Julie Schroer, Biology Instructor and Greenhouse Manager, gave the students a tour and spent time teaching them about how the plants grow in the greenhouse. They also learned about the Maternity Plants, the Lime Plants, and got to see and touch a pineapple plant.

"Students of the Month"

Vincent Stuwe, son of Lance & Krystal Stuwe of Hoven, was recognized in November for being a good role model for the other students, his positive attitude, the enthusiasm he shows for everything he does, and his awesome smile. Vincent was also acknowledged for the overall improvements he has made in his reading, vocabulary, and writing skills and for participating in the "Book It" Program.



Hailey Heintzman, daughter of Steve & Emily Heintzman of Aberdeen, was recognized in December for being polite and pleasant to others, the improvements she has made with her communication skills, on-campus jobs, and daily living skills, and for her great sense of humor.



Larissa Enget, daughter of Elizabeth Stein and David Lange, Williston, ND and Tracey Enget, of Ray, ND was recognized in January for her mature and positive attitude, for how great she has become in managing the responsibilities for her on-campus jobs, for her willingness to try new things especially in the area of daily living skills, and for how caring she had become with the younger students in her dorm.



Quinn Ossanna, son of Fred and Sarah

Ossanna of Aberdeen, was recognized in January for his friendly and encouraging attitude with his classmates, for making great progress in his

reading, writing, and homework skills, and for increasing his travel skills both with his cane and when using Siri on the iPhone to ask for directions.

Elijah Cruz, son of Nicholas & Hazel

Cruz of Aberdeen, was recognized in February for increasing his communication and social skills, making great progress following directions, especially in PE

class, and for increasing his travel skills around the building with his mobility device.

Kelsey Wollman, daughter of Leeroy

and Thelma Wollman of Hosmer, was recognized in February for her friendly and polite attitude, for making great progress with

her Braille reading and writing skills, for increasing her cane travel skills, and for her eagerness to learn.

Schelbie DeHaai, daughter of Lance

and Sarah DeHaai of Miller, was recognized in March for being a hard-working and motivated student, for being kind, compassionate, and

helpful to other students and staff, for being willing to try a variety of new low vision and mobility devices, and for excelling in the many extracurricular activities she enjoys (forensics, swimming, goalball, track & field, girl scouts, student council, and 4-H).

South Dakota School for the Deaf

South Dakota Board of Regents

Informational Items

May 9-11, 2017



Partnering with Schools



SDSD school-based services are provided for children who are deaf or hard of hearing receiving educational services through any school program. Services are designed to support school professionals, parents, and students in their educational settings.

Services may include:

- Staff in-services to share information about hearing level and its educational impacts
- Technical assistance and orientation with hearing aids, cochlear implants, FM and soundfield systems, interpreters, and other technology
- Participation in the development of an Individualized Education Plan (IEP) or 504 Plan
- Classroom peer presentations about hearing loss
- Educational strategies and materials

In our new series, we ask educators about their experiences with SDSD Outreach. Jessica Griebel, Brandon Valley Deaf Educator, shares her experiences.

How did you learn about SDSD Outreach?

My outreach consultant contacted me before the start of the 2013-2014 school year (which was my first year of teaching) to let me know of SDSD Outreach and the services its staff provides.

How has SDSD Outreach's involvement benefited your deaf/hard of hearing student(s)?

Right away, my outreach consultant supported me by providing diagnostic tools and other materials to assess my student's abilities and needs, which then gave me direction for my instruction path. She also observed in my classroom on several occasions in order to provide feedback as well as determine what she could do to further support me. After two years, I gained a new consultant, but the level of service I received did not change; SDSD Outreach has always encouraged me and helped me with whatever I needed, which ultimately benefited my students. When I needed direction, tools, or strategies, the consultants have consistently been there for me and my students.

What would you tell other educators about using SDSD consultative services?

Utilize SDSD Consultative services as often as you can. They truly have our Deaf and Hard of Hearing students' best interests at heart. They care not only for the students but for everyone who supports the students' growth and success.

Inside this issue:

Family Night	2
A Partnership with Families	3
Family Sign Language Class	4
Teen Group	4
Audiology News	5

Ongoing Learning

Submitted by Julie Delfs

On February 16-18, Kerry Ruth, Eileen Anderson, and Julie Delfs attended the Supporting Success for Children with Hearing Loss Conference in Orlando, Florida. Kerry and Julie attended the pre-conference *Bridging for Better Preschool Outcomes* which focused on appropriate assessments for children transitioning to preschool and how to use the results to determine appropriate goals and objectives as well as where to begin intervention. Eileen attended *Bridging for Better School-Age Outcomes* which analyzed students responses during assessment to identify strengths and weaknesses. The session also focused on how to create data-driven specific goals and objectives as well as the sequence of instruction.



South Dakota School for the Deaf Family Night-West River

Submitted by Nina Ringstmeyer and Kerry Ruth

SDSD Outreach Consultants, Nina Ringstmeyer and Kerry Ruth, hosted a pizza party for clients and families on March 3, 2017. The event was held at Pizza Ranch in Rapid City. Over 50 people attended the event, including clients, their parents, their siblings, and members of the deaf community. It was a great opportunity for families to meet and connect. Special thanks to the Pizza Ranch on Stumer Road and the SDSD Foundation.



South Dakota Special Education Conference

Submitted by Nina Ringstmeyer and Kerry Ruth

The 2017 South Dakota Special Education Conference was held at The Lodge in Deadwood on March 21–22. The event was sponsored by the Center for Disabilities and the South Dakota Department of Education, Special Education Programs. A record 400 professionals attended this year's conference. The 2017 theme was the 1980s. Participants were encouraged to dress in 80s fashion and a polaroid photo booth added to the fun! A variety of topics were presented, including: classroom management, using data for instruction, literacy, technology, program resources, advocacy, strategies for the classroom, collaboration in the school setting, Individual Education Plan ideas, transitions, Response to Intervention, and assessments. South Dakota School for the Deaf Outreach Consultants, Nina Ringstmeyer and Kerry Ruth, presented on March 21 and staffed the SDSD booth throughout the conference. The topic of the SDSD presentation was special education eligibility, what to look for at home and school, hearing devices, and tips for working with deaf and hard of hearing students. Attendees were given information on resources as well as contact information of the outreach consultants throughout the state. The annual special education conference is a great opportunity for special educators throughout the state to collaborate, network, share ideas, and gain information to take back to their schools. The 2018 conference will be held at the Sioux Falls Convention Center on March 13 and 14.



A Partnership with Families

Submitted by Kerry Ruth

We asked Tiffany Farrer about SDSD Outreach services. Keep reading to learn how SDSD has impacted her family.



How did you learn about SDSD Outreach?

Our daughter's audiologist in Sioux Falls gave us the contact information for SDSD and told us they could help us out if we were interested in learning ASL. We gave them a call and it was then that we found out about the Outreach Program and all the wonderful resources and support SDSD has to offer.



How has SDSD Outreach's involvement benefited your child?

The SDSD Outreach program has benefited my child in many ways. They introduced to us easy ways to get started using sign language in our home by providing signs and pictures correlated with that sign. We then posted those signs in our house on different objects that helped remind us to sign, which also built our vocabulary. They helped us get in contact with other resources to further our progress with sign language. They were able to assess my child's language development according to her age so we knew exactly where to focus our efforts to help her in the most effective ways possible. They have shed light on things that we would have never thought about. For example, it was explained to us how disruptive background noise can be with hearing aids and the importance of us getting down on her level to speak to her so she has the best chances of hearing and understanding us which will ultimately provide her with optimal language development. These are just a few ways off the top of my head that the SDSD Outreach program has benefited my child and there are many other ways my child benefits from their efforts.

What would you say to other families who are considering SDSD services?

If there were families debating whether or not they should contact SDSD, I would tell them not to hesitate and contact SDSD! They will lose nothing and gain everything. When we discovered the severity of hearing loss our child had we were not sure what to do or how to find the resources necessary to help advance her language development, but SDSD services laid a clear path before us through facts and suggestions that would benefit our child most. They have treated my family with respect and compassion. They have helped us along this uncertain path and introduced us to other families in our same situation that have become a great support network. If you are in a situation that warrants utilizing SDSD services then contact them. You will not regret it.



SDSD Staff Spotlight: Julie Luke



What got you interested in working with deaf/hard of hearing children?

I was born with a severe to profound hearing level, and I was mainstreamed in public schools. I had a great experience due to wonderful teachers and a Deaf Education itinerant teacher. I knew that I wanted to make the same difference for other children and families. I truly believe my personal experiences help me have a better connection with my students and families I work with.

What do you like most about SDSD?

SDSD Outreach is my dream job. I have opportunities to work with a variety of ages of children who are deaf or hard of hearing. The connections I make with them, families, and schools is invaluable. SDSD allows me to do that, and I am blessed to be doing what I am doing.

If you could share only one piece of advice about deaf/hard of hearing children, what would it be?

My advice for deaf and hard of hearing students is to dream BIG! You can do ANYTHING you want to do - work hard, be motivated and you can do it!! Be proud of who you are.

Family Sign Language Class

Submitted by Julie Luke

Sioux Falls area consultants, Julie Luke, Kami Van Sickle, and Sherry Jackson, are close to wrapping up another successful semester of Family Sign Language Class. Deaf Community members volunteered each week and helped out with learning centers. The class especially enjoyed hearing about the Deaf Community members' life stories. It was wonderful for SDSD families to see how successful they are. Augustana volunteers have helped out in the daycare while their family members attended class. In the daycare, staff used sign language to give children opportunities to learn sign language. Holli Norling, Sioux Falls area interpreter, volunteered each week as well, and SDSD staff are thankful for her help. Thank you to SDSD Foundation for providing the popcorn. Videos of sign language vocabulary can be found at www.sdsd.sdbor.edu/videos.htm.

Southeast Technical College

Submitted by Laura Scholten

On February 17, Laura Scholten and Jodi Schnider presented to students in the early childhood program at Southeast Technical College. The topic was "SDSD Nose Language" which covered the importance early identification and intervention of hearing loss in children. The presentation also emphasized language strategies to maximize the language development of deaf/hard of hearing children. The students left the presentation with practical strategies for use in the classroom in their upcoming jobs. Plans for next year's presentation are already underway!

Teen Group

Submitted by Jodi Schnider

On March 2, Teen Group met at the Hy-Vee kitchen to learn how to make a three course meal. First, the group first learned about what a dietician does, portion size, and moderation. After moving to the counters, they were instructed in how to make a fruit salsa, beef stroganoff, and fruit pizza. The teens had to work together to cut fruit, zest oranges and limes, toast tortillas, boil noodles, brown hamburger, and make it all look appetizing on a plate. They did this all while learning how to measure, decide who was going to have each job, and keep all of their fingers while cutting fruit! The group then shared their creations with their parents and the Deaf community who attended.

In-service Update



www.sdsd.sdbor.edu

2016-2017 Consultant In-services

In-services
126

South Dakotans
Educators
1573

In-services and guest lectures are provided by members of the SDSD Outreach team as an extension of support for children with varied hearing status. These in-services relate to varied hearing status and its educational impact, technical assistance and orientation with hearing aids, cochlear implants, FM systems, sound field systems, and/or interpreters, or educational strategies and materials that may benefit SDSD clients.

Audiology Department News

Submitted by Greg King

The following report details audiological services provided to South Dakota children from September 2nd 2016 through March 17th 2017 on SDSD's campus and via the mobile lab .

Total Screened	12,441
Total Evaluated	4,354
*SNHL Found	248
*CHL Found	498
Mobile Sites	117

SNHL—sensorineural hearing loss
CHL— conductive hearing loss



www.sdsd.sdbor.edu/audiology.htm

SOUTH DAKOTA

MSCHOOL OF MINES
& TECHNOLOGY

SDSMT.EDU

South Dakota School of Mines & Technology

Legacy News

April 2017
Board of Regents

Bladesmithing Team's Viking Sword Wins International Student Competition

The SD Mines Bladesmithing Team has won the grand prize at the international [Mineral, Metals & Materials Society \(TMS\) Bladesmithing Competition](#) beating MIT, Virginia Polytech and the Colorado School of Mines.

Mines students worked one-and-a-half years on the 34-inch, single-edged blade that is based on the Arhus Farm sword from 10th century Norway. The handle is made of Finnish, Masur birch with spacers made of local birch bark. The handle of the sword also includes the guard and pommel, which are made of bronze. Part of the contest includes a video, [produced by the team, available here](#). It shows bladesmithing team members using fire to heat the steel, a trip hammer to shape the blade, oil to quench and temper it and various tools to polish and sharpen the metal.

The work of SD Mines students and professors to recreate a samurai sword about 10 years ago helped start this international collegiate bladesmithing competition.

"This competition is a great way to learn metallurgy, and our students have worked very hard on it" said SD Mines President Heather Wilson. "I'm really pleased to see their great work recognized."



Blades are judged on a number of criteria, including proper dimensions, difficulty in manufacturing, creativity, a 10-page report and any additional metallurgical study that went beyond the norm. During the different stages of the sword's development, the team cut off parts of the tang, which is the steel end of the sword that is part of the handle, and did scientific testing to track changes in microstructure and hardness of the metal.

"The best part about bladesmithing at SD Mines, which also really applies to our education here, is the level of autonomy we get as undergraduates," says Jackson Ade, a senior in metallurgical engineering from Gilbert, Ariz. "This autonomy allows us as students to pursue most projects we want to do, as long as we are willing to put the work in. This bladesmithing project is an example of that."



Governor Dugaard Joined Mines' CBEC Ribbon Cutting



Governor Dennis Daugaard is among the dignitaries who joined the ribbon cutting of the renovated Chemical & Biological Engineering/Chemistry Building (CBEC) at the South Dakota School of Mines & Technology on Thursday, April 13.

The \$6.6 million renovation to the south wing of the CBEC includes several upgrades: state-of-the-art laboratories, modernized classrooms for teaching and

research, better office space for faculty and staff, new elevators that increase access to the building and upgraded student lounge areas including new windows and a deck space overlooking the Mines Quad.

A basic knowledge of chemistry is key in almost every science and engineering course at SD Mines. Applied Biological Sciences is one of the university's

fastest-growing majors and attracts a wide range of students who are pursuing careers in the medical field. Scientists and engineers, in both chemistry and biology, are key innovators for economic growth, and this facility helps SD Mines continue to turn out top-tier scientists and engineers to tackle the problems of tomorrow.



High Plains Regional Science & Engineering Fair Breaks Records

The 62nd annual High Plains Regional Science and Engineering Fair broke records this year, nearly doubling the number of projects and students from last year. This year's fair saw over 570 projects completed by nearly 800 students, 60 percent of which were female and 14 percent were Native American.

Elsie Dubray from Timber Lake High School took first place in the fair and will go on to compete in the Intel International Science & Engineering Fair in May with an all-expense paid trip to Los Angeles, Calif., for the student and chaperone. Additionally, Hill City High School received a \$5,000 EPSCoR lab makeover award.

SD Attorney General and Mines Alumnus Marty Jackley Returns to Mines as Commencement Speaker



South Dakota Attorney General and SD Mines alumnus Marty Jackley will speak at the South Dakota School of Mines & Technology's 175th commencement. Jackley is well known for his highly successful career in the legal profession, having served as both the U.S. Attorney for South Dakota and as the state's Attorney General.

After earning a bachelor's degree in electrical engineering from SD Mines in 1992 and a law degree from the University of South Dakota in 1995, Jackley clerked for the Chief Federal Judge of South Dakota. He then joined and became a partner at the Rapid City law firm Gunderson, Palmer, Nelson and Ashmore, where he specialized in representing design professionals and contractors, as well as criminal and business litigation. In 2006, he was unanimously confirmed by the U.S. Senate as U.S. Attorney for South Dakota. He was named the South Dakota Prosecutor of the Year by South Dakota's State's Attorneys in 2008.

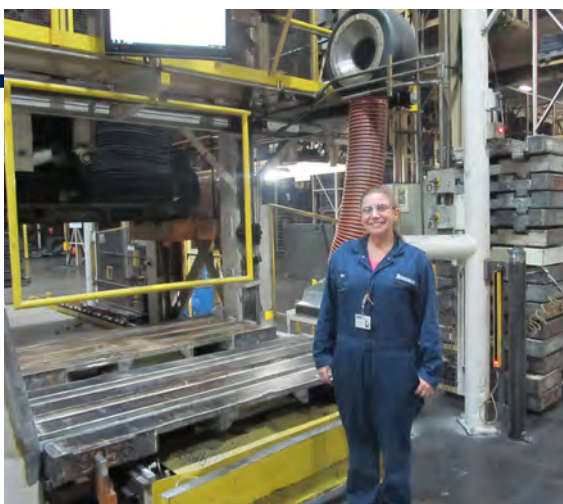
Jackley was twice elected as South Dakota's Attorney General, first in 2010 and again 2014. He has served as South Dakota's first President of the National Association of Attorneys General and Chairman of the Conference of Western Attorneys General. In 2016, he received the National Kelley-Wyman Outstanding Attorney General award from his fellow attorneys general.

While at Mines, Jackley received eight Athletic "M" Awards in track and cross country and was inducted into the Hardrocker Athletic Hall of Fame in 2011. His other activities at Mines included being named homecoming king, a commencement speaker and joining the Theta Tau Engineering Fraternity. He has also received his Engineer-in-Training certification.

Returning to his alma mater as the 2017 spring commencement speaker, Jackley brings the decades of accumulated experience he has gained

since graduating Mines back to share with the new scientists and engineers about to embark on their own futures.

The 2017 Spring Commencement at Mines begins at 9 a.m. on Saturday, May 6, in the Rushmore Plaza Civic Center Ice Arena. The event is open to the public. The commencement ceremony is also streamed live online for those who cannot attend in person. The video can be found at www.sdsmt.edu/GradVideo.



Intern Spotlight

Alysia Rupp | Michelin

Junior industrial engineering major Alysia Rupp from Marshall, Minn., is completing a co-op with Michelin North America in South Carolina. She is working in the continuous improvement department on a variety of projects. One of her biggest is the Automated Guided Vehicle simulation, collecting data on the factory floor and making a 3D computer model for optimization. She is pictured here at US2, the largest rubber manufacturing plant in the world.



SD Mines Hosts NSA-Funded GenCyber Summer Camps for Girls

SD Mines and Dakota State University will both host free girls GenCyber security camps on their campuses this summer. These programs are funded by the National Security Agency (NSA), which pays tuition and registration fees for the participants.

“The DSU camp will focus on middle school girls; at SD Mines the focus is for high school girls,” said Dr. Ashley Podhradsky, associate professor of digital forensics and information assurance at DSU. She is also the director of the GenCyber girls’ camp at DSU and helped SD Mines start their program.

The goal of the NSA’s GenCyber program is to inspire the next generation of cyber workers, helping young people direct their talents toward cybersecurity careers that are critical to national and economic security.

In addition, “Increasing diversity in tech is an important effort,” said Podhradsky. According to the National Center for Women and Technology, women made up 25 percent of the computing workforce in 2015; when considering all professional occupations, women make up 57 percent of the U.S. workforce. Because of the gap in these numbers, “It was important to work with Mines to help them with their first GenCyber proposal

because every effort to close the diversity gap is important,” she said.

“[DSU’s President] Dr. Jose-Marie Griffiths and I talked last spring about how Mines and Dakota State could work more closely together on computer science and computer security,” said SD Mines President Dr. Heather Wilson. “DSU’s GenCyber camp for girls has been oversubscribed and this seemed like a great first step we could take together. We need to inspire more girls to consider computer science and cyber security,” she added.

Griffiths agreed that a cooperative attitude was essential. “With the shortage of women in technology fields, anything we can do to encourage young women to explore STEM careers can only be good.” It was interesting to note that the two universities are led by women, she added.

The SD Mines GenCyber camp will take place July 16-21, with 30 high school girls in grades 9-12. Registration for this camp is already full. The Dakota State University GenCyber camp takes place June 25-29 for middle school girls in grades 7-9.

Core sessions at the camps will focus on cybersecurity, programming, networking and robotics. Students also have a

choice of electives including: multimedia forensics, socket programming, password cracking, iRobot create, network forensics, web hacking, and 3D printing.

The SD Mines camp features a collaboration with Black Hills Information Security (BHIS), which is a company that is focused on customized security solutions for their clients. Officials from BHIS will be involved in enhancing the curriculum alongside professors in Mines’ [Department of Mathematics and Computer Science](#).

At the DSU girls’ camp, a Computer Analysis Response Team from the FBI will be coming to talk about digital forensics. There will be a cyber sleuth escape room, and Google is sending two representatives to discuss security and privacy. Access Data, the leading forensics company in the world, “will be coming to do hands-on labs with social media and web traffic,” Podhradsky said.

Those interested in learning about the Mines’ GenCyber Camp can find more information [here](#).

Those interested in attending the Dakota State’s GenCyber Camp can find more information [here](#).

Two Organizations Rank Mines in Top Five Nationwide for Online Engineering Graduate Degrees



Two separate organizations rank SD Mines in the top five in the United States for online engineering graduate degrees. Both the [Guide to Online Schools](#) and [Grad Source](#) put SD Mines as third in the United States for value based on academic strength and affordability.

In its review Grad Source states: “If affordability is your goal, and a school’s long track record matters, consider the South Dakota School of Mines and Technology.” The SR Education Group Guide to Online Schools also ranks SD Mines third in the nation among colleges offering engineering management degrees.

“Over the past five years, we have strengthened our distance-enabled professional degrees in areas where we are exceptional,” said Mines President Heather Wilson. “It’s nice to have the work of our faculty be recognized.”

SD Mines offers [three online masters degrees](#). They include: Construction Engineering and Management, Engineering Management and Mining Engineering and Management.

Mines online students receive instruction from the same accredited engineering faculty as our full-time residential students. Online students can choose to do the entire program 100 percent on the

web, or they can take some courses in person on our campus.

Mines has an excellent return on investment. According to a 2015 study, [“The Economic Value of College Majors”](#) by Georgetown University, over the course of their career, those with a graduate degree earn an average of \$78,000 annually compared to \$61,000 for those with a bachelor’s alone. Furthermore, the report shows those who complete a specialized engineering master’s degree earn higher average salaries than many other graduate degrees.

SD Mines to Host Flight Night with Aero Design Team

The Aero Design team hosted Flight Night Tuesday, April 4, on campus.

Students had the opportunity to tour the lab where the Aero Design team designs and builds its plane, fly the simulator the team trains on to prepare for national competition, watch a flying demonstration and build their own balsa wood plane to take home.

The hands-on event was designed to teach students about the physics behind flight and show them possible future careers in industry.





Spring and Summer Camps to Feature Athletics, Explosives, Entrepreneurship, Fossils & Forensics

Registration is now open for [SD Mines' 2017 summer camps](#). Camps range from 3D printing, forensics and paleontology to mining explosives, entrepreneurship, coding and cyber security. The unique, high-quality residential camps offer high school students the opportunity to engage in hands-on experiments and make connections with professors, like-minded peers and industry leaders nationwide. The goal is to encourage the next generation to pursue careers in science, technology, engineering and math and get a taste of college life.

Students spend a week on campus working one-on-one with professors to get college-level experience and access to immersive experiments. Each camp offers opportunities to explore some of the local activities and attractions that make the Rushmore Region famous. Students travel from as far away as New York, Florida, California and Texas.

Registration for the academic summer camps is filling fast. The geology, materials and metallurgy and GenCyber camps are already full.

Camps include:

[Fossils –The Path of the Paleontologist, June 11-16](#)

[Camp Construct – Civil and Environmental Engineering, June 11-16](#)

[Mining and Explosives – Mining Engineering, June 18-23](#)

[Wild Weather – The Science Beyond Weather and Climate June 18-23](#)

[Geology Rocks –Youth Field Camp in the Black Hills, July 9-14](#)

[Entrepreneur Bootcamp – Industrial Engineering, July 9-14](#)

[Chemical & Biological – Engineering Institute, July 9-14](#)

[Green Chemistry – Treat the Earth with Respect, July 9-14](#)

[ASM Materials, Metallurgy & Forensics – Metallurgical Engineering, July 10-14](#)

[3D and Beyond – Mechanical Engineering in the New World, July 16-21](#)

[GenCyber Girls Camp – a computer programming camp backed by NSA, July 16-21.](#)

For more information on the academic summer camps at Mines, call (605) 394-1261, email Taylor.Davis@sdsmt.edu or visit <http://www.sdsmt.edu/SummerCamps>.

Also, available this spring and summer are a wide range of athletic activities for K-12 youth. Camps, clinics and tournaments for football, soccer, basketball and volleyball are available for boys and girls of various ages and with various skill levels. These activities run April through July. For a schedule and more information, visit [Hardrocker Athletics](#).



Tech Comm Class Writes for Worldwide Audience

Students in King Adkins' Technical Communications (Tech Comm) course had a surprise this semester. They would be writing for a worldwide audience in advance of the International Collegiate Programming Contest (ICPC) World Finals. Adkins' class is partnering with [ICPCNews](#) and the [IBM media group](#) to provide content to world finals contestants, coaches, staff and spectators as well as the Black Hills community.

The ICPC World Finals are coming to Rapid City May 20-25, and excitement is building in advance of the actual event. Around the world, people are watching the ICPC website, Facebook, Twitter, Instagram, LinkedIn and Youtube to learn as much as they can about this year's contest. There will even be live television coverage of the event. IBM officials estimate that over a billion press impressions will be generated from the ICPC World Finals coverage. SD Mines students will be an integral part of creating that information machine.

Adkins has been a long-time advocate

for service learning and for teaching the power of social media. This project gives him the chance to combine these two focus areas. "Students learn best when they can see the real-world application of their work, and working for a client like the ICPC really gets their attention," says Adkins.

He cites the importance of providing information and generating excitement about Rapid City around the world. Adkins also believes it's important to bring the local community together to support this event. "Obviously, we want the rest of the world to know about Rapid City, but we also want those who live here to recognize the area's ability to attract world class events," he says.

Approximately 1,500 contestants, coaches, staff and spectators from 70 countries will arrive in Rapid City for the ICPC. They will all have had the opportunity to be better informed about the area through the efforts of Adkins' students. The class is preparing materials about topics such as Mt. Rushmore, the Sanford Mine project and

the Pine Ridge Reservation.

One student in the class, Travis Fincher, points out, "Doing this research has allowed me, a non-native of South Dakota, to discover things about the Black Hills I never knew."

The top competitors at the ICPC World Finals represent the best collegiate programmers on the planet. Each fall, about 300,000 students across six continents compete for spots on 2,736 local university teams. The winning university teams progress through multi-level regional competitions with 133 teams of three advancing to the World Finals. SD Mines will have a team at the World Finals for the seventh time since 1998 – an accomplishment few schools, and no other school of comparable size, can claim.

Kyle Riley, Ph.D., chair of [Mines' math and computer science department](#) says, "There are no 'free' spots at the world finals. The SD Mines team had to earn a spot just like everyone else. And we wouldn't have it any other way."

Renovation of Nearly-Century-Old McLaury Building Set to Begin



SD Mines is announcing a multi-phase renovation of the nearly-century-old McLaury Building. The renovations will update facilities, improve efficiency and bring the building into compliance with the Americans with Disabilities Act.

McLaury is among the oldest and most iconic buildings on campus. Construction on the building was completed in 1921. In 1950 it was renamed after beloved Mines math professor Howard Lincoln McLaury.

“McLaury is a beautiful historic building,” says Mines President Heather Wilson. “It needs to be restored, and we will be able to start that effort this summer so that it will serve the needs of Mines students well into the future.”

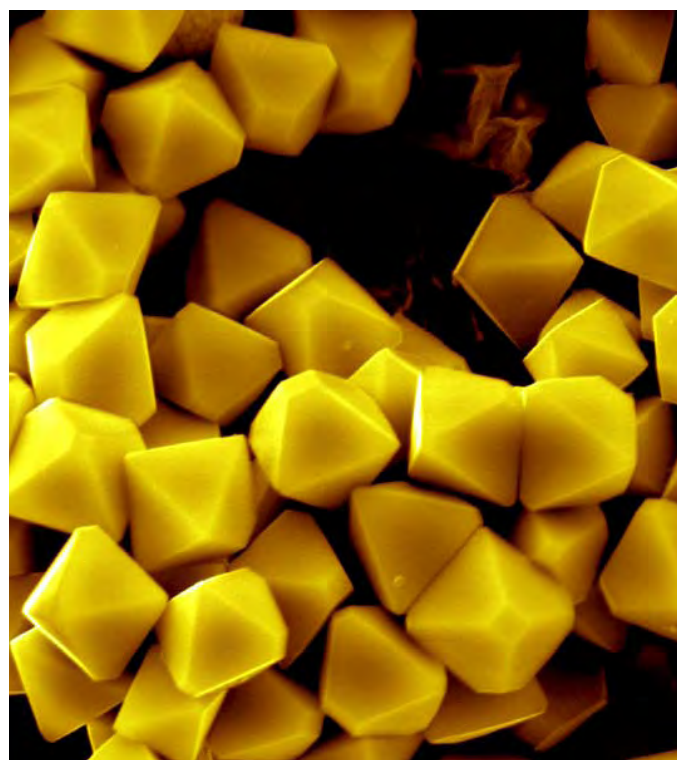
The last major renovations on the McLaury Building took place between 1975 and 1979. This renovation occurs in several phases. Phase one includes a new elevator, windows, bathrooms and work on the exterior and foundation of the building. The next four phases of the project include architectural improvements and an overhaul of the heating and air conditioning system. Future renovations are taking place as maintenance and repair funding is available.

McLaury houses the math and computer science department at SD Mines. The SD Mines computer programming team also calls the historic building home. The team will compete for the 7th time in the World Finals held here in Rapid City this May.

Symposium Showcases Student Research at Mines

Students presented their work at the annual Research Symposium yesterday in the Surbeck Center.

Graduate and undergraduate students showcased their research through 41 oral presentations and 63 poster projects on science and engineering topics that included, among others, neutrino and dark matter research, dynamic imaging of biological cells, surface modification of nanoparticles, biotechnology, and materials processing using cold spray, friction stir welding and other high-tech processes.



This year the number of students actively participating in the symposium exceeded 100,” said Jan Pyszynski, Ph.D., vice president for Research Affairs. “Strong participation of undergraduate and graduate students in the symposium is the result of a significant growth of research activities on the campus and faculty dedication.”

The evening awards speaker was Linda Broadbelt, Chair and Sarah Rebecca Roland Professor in the Department of Chemical & Biological Engineering at Northwestern University. Broadbelt is currently an associate editor for Industrial & Engineering Chemistry Research and on the editorial board for International Journal of Chemical Kinetics. Her honors include selection as the AIChE Women’s Initiative Committee Mentorship Excellence Award winner, a Fellow of the American Association for the Advancement of Science, a Fulbright Distinguished Scholar Award, a CAREER Award from the National Science Foundation and a McCormick Excellence Award.

Mines in the News



Local entrants among qualifiers at Governor's Giant Vision Competition



Lead-Deadwood experiments with STEM Family Fun Night



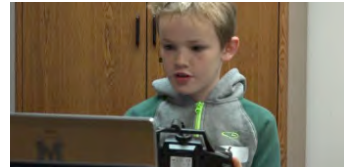
Mines' summer camps: Athletics, explosives, entrepreneurship, fossils & forensics



STEMinist Star 3K Glow Run Raises Money for Girls Inc.



Cultural Expo a multi-nation collaboration



Flight Night at School of Mines allows young minds to soar



Areas brightest minds converge in Rapid City for annual science fair



Mines students to compete in aerial robot challenge



After solid indoor season, Mines track already starting outdoor season



School of Mines to start McLaury Building renovation

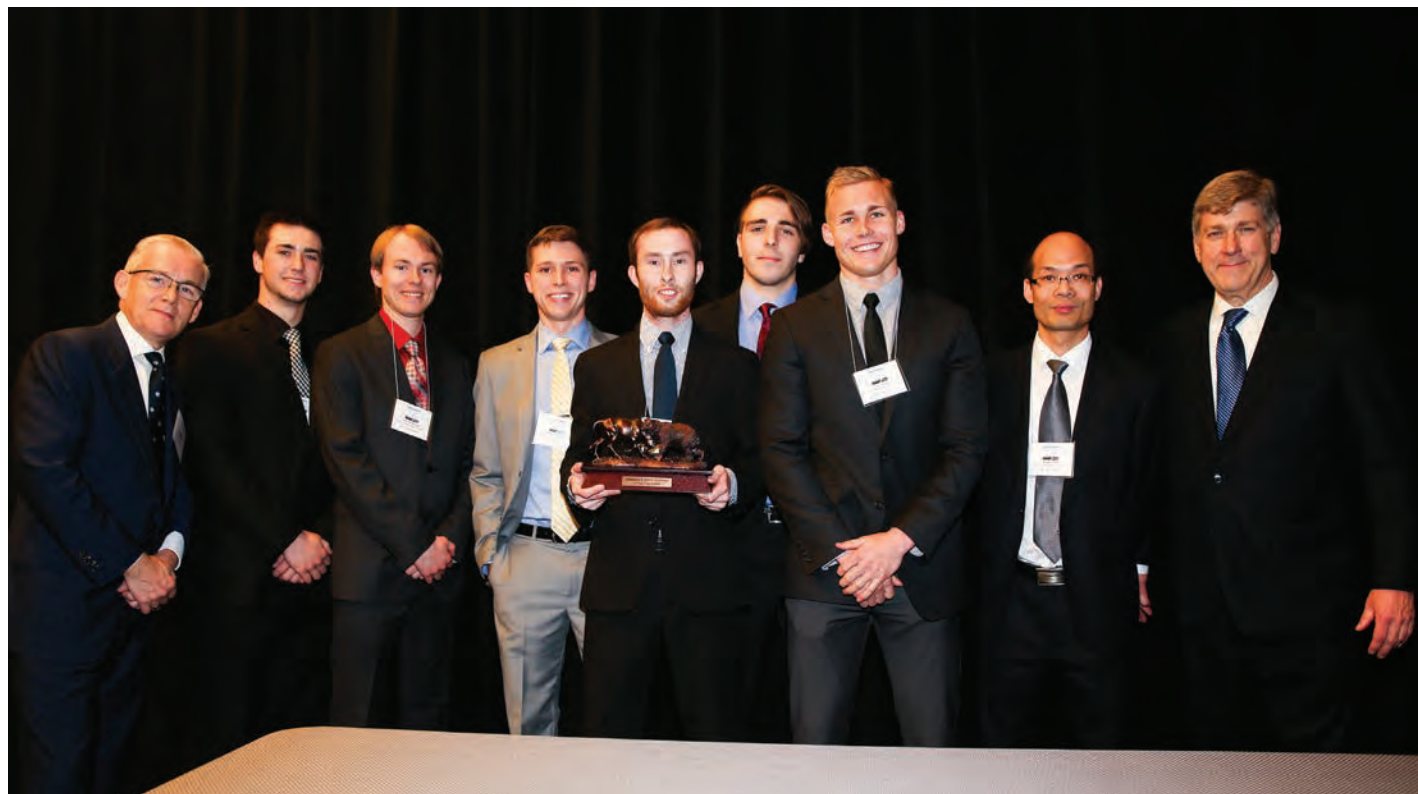


About Legacy News

Legacy News is produced by the Office of University Relations the first Wednesday of each month. The newsletter is a compilation of news releases, photos and Web articles.

#SDSMT [f /SDSMT](#) [i SDSMT](#) [t @SDSMT](#)

To submit news or story ideas or to subscribe to the email distribution list, please contact Dani Mason, public relations officer, at 605.394.2554 or at Danielle.Mason@sdsmt.edu.



SDSU's student-managed investment fund team won the the student-managed portfolio competition at G.A.M.E. Forum VII in New York City. The event brought together more than 1,500 students and faculty mentors representing 157 colleges and universities.

In this **IMPACT State**

IMPACT State2-3, 14

- Architecture earns accreditation
- SDBOR approves new degrees
- College of Nursing holds open house

Impact People4-5

- Arends named nurse practitioner fellow
- Stirling named employee of the month
- The Collegian wins awards

Impact Students6-7

- Fluke looks to find career planning weddings
- Knippling turns challenges into passion

Impact Event8-9

- April Brooks Woman of Distinction Award winners

Impact Research10-12

- Experts predict large, high-intensity forest fires to increase
- Value of college education differs by generation
- USDA program provides professional development

Impact Alumni13

- Aviation graduate starts aerial application business for area farmers

SDSU students capture title at G.A.M.E. VII Forum

South Dakota State University's student-managed investment fund team recently won national acclaim, earning first place in the student-managed portfolio competition at the Quinncipiac Global Asset Management Education (G.A.M.E.) VII Forum.

The three-day event started March 30 in New York City and brought together more than 1,500 students and faculty mentors representing 157 colleges and universities. The participants were from 41 countries, 46 states, Puerto Rico and Washington, D.C., and were able to learn and interact with 140 speakers from nearly 100 companies and organizations.

The SDSU team was one of 18

selected to present to the judges, earning first place in the undergraduate competition.

"This is a significant accomplishment for not only the students, but also for the university," said Zhiguang (Gerald) Wang, associate professor of finance in the Department of Economics and faculty adviser for the team. "It establishes that SDSU provides students with a high-quality financial and business education to compete on the largest stage for this type of competition. This was a dedicated and talented group of students that stood out against finance and business schools from around the country and the world."

(Continued on page 2)

Price, Te Slaa present investment portfolio to Wall Street firms

(Continued from page 1)

The annual forum hosts the largest student-managed investment fund competition in the world. It is the first time a team from SDSU has been eligible to compete. A group of 14 students analyzed, presented and voted for stocks on a weekly basis during the 2016 spring semester. The class invested in 23 stocks across nine different industrial sectors.

“We were very fortunate to have a team of students who worked well together and understood how to develop a diverse portfolio that could outperform stock market indices,” Wang said. “The investments included stocks in energy, technology, health care, consumers, defense and other sectors of the market. It was a privilege to work with such a talented group and watch their portfolio grow.”

The 14 students included seven senior and seven junior analysts from the student-managed investment fund class. Their majors ranged from economics, economics with a business specialization, entrepreneurial studies, agricultural and resources economics, agricultural business, advertising, and ecology and environmental science. Nine students traveled to the G.A.M.E. competition. Justin Price of Brookings and Chad Te Slaa of Sioux Falls presented SDSU’s portfolio in front of three judges from Wall Street firms.

Price, who also went on the 2016 class trip to see Berkshire Hathaway CEO Warren Buffet, was chosen by his peers to attend the NASDAQ Closing Bell Ceremony. He said the event was another item on his ‘bucket list’ of accomplishments that he’s grateful to have done while at State.

Wang’s role with the portfolio was to execute trades and serve as a risk manager. The investment experience was made possible through the First Dakota National Bank e-Trading Education Lab, which was dedicated in October 2015. The lab was made possible through a financial gift from First Dakota National Bank in Yankton. Support from four cooperatives—CHS, CoBank, Farm Credit Services of America and Wheat Growers—covered the operating costs of the lab.

“This accomplishment would not have been made possible without the generosity and involvement of donors and leaders within the industry,” said Eluned Jones, department head for the Department of Economics. “The vision and leadership shown by many, including Steve Stahly’s support of Dr. Wang through the Stahly Faculty Scholar funding, motivated the formation of the Investment Club and pilot investment portfolio, and the transformation of a classroom to a trading lab through funding from Larry Ness and First Dakota National Bank.

“These gifts make it possible for our students to gain confidence in their skill

“We were very fortunate to have a team of students who worked well together and understood how to develop a diverse portfolio that could outperform stock market indices.”

-Zhiguang (Gerald) Wang

and to demonstrate that they can compete at the highest level,” Jones added. “This really showcases the power of giving and the impact it has on preparing students to enter the workforce and become the next generation of business leaders.”

The economics department’s First Dakota National Bank e-Trading Education Lab is one of the resources available to the Ness Division of Management and Economics. Larry Ness is the CEO and chairman of the board at First Dakota National Bank. Stahly is a principal of Stahly Financial in West Des Moines, Iowa.

SDSU to reconsider options for South University Neighborhood Redevelopment Housing Project

South Dakota State University administrators recently determined they would reconsider options for the South University Neighborhood Redevelopment Housing Project.

In May 2016, the South Dakota Board of Regents appointed a building committee and granted the university permission to issue a request for proposal to improve on-campus housing options for upper-division and graduate students. The building committee met in February and determined not to pursue the final proposal at the recommendation of the university. The board reviewed the recommendation at its meetings in Spearfish.

The RFP process tested the market and opportunities to engage in a public/private partnership for the purpose of constructing and operating a private, contemporary apartment project between 250 and 350 beds. The 10-acre site is located south of 8th Street South near Jackrabbit Avenue.

IMPACT STATE

APRIL 2017, Vol. 5, No. 2

Managing Editor: Matt Schmidt

Contributing Writers: Shelby Bauer, Christie Delfanian, Dave Graves, Heidi Kronaizl and Matt Schmidt

Photographer: Emily Weber

IMPACT State is published by South Dakota State University Marketing & Communications.

Architecture department receives accreditation



Brian Rex

South Dakota State University's Department of Architecture recently was informed its Master of Architecture professional program was granted a three-year term of initial accreditation by the National

Architectural Accrediting Board. The professional program is now fully accredited.

The program is now scheduled for its next accreditation site visit in 2019, when SDSU is eligible for an eight-year accreditation term.

"We've seen our enrollment grow—for example, our first-year class has more than 50 students—and we expect to be near

capacity at both the undergraduate and graduate levels following this news," said SDSU Associate Professor Brian Rex, who heads the Department of Architecture. "We've already received calls from students looking to join us for graduate school since they heard we were now accredited. I think this news will also make it easier to attract additional faculty when that time comes.

"Going through the accreditation process has tied us better to the profession," he continued. "We should be able to see our students get chosen for internships throughout the U.S. now. This process has taught us that what we thought was important is even more important now that we have met the accreditation standards. For example, we're rethinking about how we teach a studio. We're not just trying to meet the accreditation standards anymore; we're trying to develop our students to help transform the state."

The department has started that transformation by doing community projects in various cities, including Volga,

"We're not just trying to meet the accreditation standards anymore; we're trying to develop our students to help transform the state."

-Brian Rex

Mobridge and Webster.

"I hope we can add other communities to our portfolio," he said. "Because of our location, we know we need to do things differently to improve our graduates' competitiveness in the field and these hands-on projects are a way to develop them."

Board of Regents approve new degrees, specializations

Consistent with initiatives to grow associate degrees online and address emerging employment trends, the South Dakota Board of Regents approved various new academic programs at South Dakota State University. The approvals came during March's SDBOR meeting.

The board authorized two highly focused specializations within SDSU's Master of Science degree in nursing. The clinical nurse leader specialization prepares graduates to provide highly skilled point-of-care coordination for acutely ill, complex patients. Graduates with the nurse administrator specialization will use concepts and theories from nursing management and health administration in leadership positions within health-care agencies. Specializations within a degree program appear on a student's transcript.

SDSU also received approval to offer through online delivery its Bachelor of Science degree in psychology. Fueled by a growing demand for psychology-related skills from nontraditional and place-bound students, the new online degree was developed and designed to reach students across this state and beyond. SDSU currently offers a psychology minor online. It expects to graduate eight students annually from the online program after full implementation.

South Dakota State University received approval to offer associate degrees in construction technology and in sociology. Construction technology incorporates content in scheduling, construction materials, project control and building methods, leading to entry-level positions in construction and affiliated industries. The sociology degree

at SDSU prepares graduates for entry-level positions in such fields as community health, child care and law enforcement.

New minors will be available at SDSU in inclusion and equity, design studies and graphic design. A minor in inclusion and equity explores gender, racial, global and economic equity topics, while preparing students to work in such fields as education, social work, social services and counseling. A design studies minor incorporates study from multiple design-related disciplines, including architecture, graphic design, interior design, studio arts and landscape architecture. The minor in graphic design helps students incorporate design thinking and graphic skills into their academic experience. Each minor requires 18 credit hours of study.

Arends named a Fellow of the AANP



Robin Arends

Robin Arends has been named one of 67 nurse practitioner leaders for induction into the Fellows of the American Association of Nurse Practitioners (FAANP) in June 2017 during the AANP 2017

National Conference at the Pennsylvania Convention Center in Philadelphia.

"When I was notified of receiving the honor of the fellowship, I was very humbled," said Arends, a clinical assistant professor. "Nurses and nurse practitioners look at problems and find solutions to

improve outcomes for our patients and the populations we serve. It is a privilege to be recognized for the work we do because health-care providers serve, not for the recognition, but because we want to better the health of patients and communities.

"With this fellowship, I join the leaders of our field who continue to inspire me with their practice, education, research and policy work," she continued. "I continue to learn from these individuals and will continue to grow as well. This fellowship will bring additional opportunities to better health outcomes at the state and national level."

Arends participated in the 2014 American Association of Colleges of Nursing's second annual Faculty Policy Intensive and was named to the AANP Leadership Program that year. She has two degrees from SDSU, a master's degree in 2008 with a family nurse practitioner

specialization and a doctor of nursing practice degree in 2014.

"Writing the application allowed me to reflect on my career and the impact educators, providers, mentors and colleagues had on me as a person and as a professional," Arends said. "I had the opportunity to think about how advice given to me early in my nursing career continues to impact me today. It also made me more aware of the leadership and mentoring I want to provide to others who are beginning their career or who are established in their profession, but exploring new opportunities."

The FAANP program was established in 2000 to recognize nurse practitioner leaders who have made outstanding contributions to health care through clinical practice, research, education or policy.

Stirling named March Civil Service Employee of the Month



Amanda Stirling

Amanda Stirling has been named March's Civil Service Employee of the Month at South Dakota State University. A reception honoring her was held March 27 in the Enrollment Services Center.

Stirling has worked at SDSU for 16 years, serving as a financial aid assistant in the Office of Financial Aid and Scholarship.

In letters of support, co-workers said Stirling is knowledgeable, productive and an invaluable asset to her department and the entire university.

"I have had the privilege to work closely with Amanda for the last three years," said Rachel Flaskey, who recently started as the Jerome J. Lohr College of Engineering's budget coordinator after working in the Office of Financial Aid and Scholarship. "Amanda is always available to

help those she serves with a smile and in a professional manner. She processes many complex scholarships and makes it look easy and is truly a valuable resource to the Office of Financial Aid and Scholarship and the campus as a whole."

J.D. Ackman, professor and director of theater, said, "Amanda evinces the very best in collegiality and customer service and is a credit to the Office of Financial Aid and Scholarship and to the university in general. The Office of Financial Aid and Scholarship is, indeed, fortunate to have such a quality individual serving the needs of the organization.

"In all of my interactions with Amanda, I have found her friendly, responsive and exceptionally helpful," he continued. "She has proven to be invaluable in navigating the sometimes confusing processes involved in awarding summer scholarships and the ongoing maintenance of those scholarships. Her knowledge of the processes and systems in place in that office, her willingness to address student needs and her overall positive demeanor are impressive and deeply appreciated."

"The past three years, Amanda

and I have worked together on a weekly basis. I handle our freshman scholarship awards and Amanda helps complete those awards by being responsible for applying scholarships to the student accounts," said Lisa Schramm, assistant director of admissions. "The description may sound simple but the process is much more than that. There are steps to our database that make a project take longer, but when you have a seasoned professional like Amanda, that project is always completed on time.

"It's one thing to have a dependable and valuable employee; it's an entire bonus when that person is kind, respectful and genuine. And that's what I would say about Amanda."

Stirling is a 2008 State graduate, and currently lives in Volga with her husband, John. She has two children: an 18-year-old son, John; and 9-year-old daughter, Riley. Stirling enjoys golfing with her friends and family, as well as attending her children's various activities. She volunteers as the treasurer for the Volga Boy Scout Troops and president of the Sioux Valley Music Masters.

The Collegian wins 6 Mark of Excellence Awards

The Collegian, South Dakota State University's independent, student-run newspaper, recently brought home some hardware thanks to a national and regional media conference.

On March 31, the publication was given Society of Professional Journalists Region 6 Mark of Excellence Awards in six areas at the Minneapolis conference. They won best all-around nondaily student newspaper, editorial writing, feature writing, sports writing, online in-depth reporting and sports photography. The publication competed against other universities in South Dakota, North Dakota, Nebraska, Iowa, Minnesota and Wisconsin. Four of the entries now move onto to a national competition.

"We put in a lot of effort into our stories, into our content, into our photos and design and it really shows," said Collegian Editor-in-Chief Makenzie Huber.

Some of the awards received stemmed from a particular issue The Collegian put together, focusing on mental health. Huber said the staff has taken the most pride in that edition.

"That exemplified the best of what we had," Huber said.

Other universities The Collegian competed against include Marquette University and University of Wisconsin – Madison and Milwaukee. Managing editor Katie Gebauer said that it's a good feeling knowing The Collegian staff can compete with larger universities.

"I think it really shows in our content because we live in a smaller place, we have to be a lot more creative with our content and how we cover it," Gebauer said.

The Collegian also attended the College Media Association Conference in New York City March 12-14, where Huber won a national award. She received the David L. Adam's Apple Award from the College Media Association for copy editing. She said she went to a session on just copy editing where they held a contest.

"They had this full-on, four-page test for us to take. So I took the test and I got



The Collegian staff meets Tuesday afternoons before production. The student-run independent newspaper recently won six Mark of Excellence Awards. The staff creates pages of the publication Mondays and Tuesdays before it is sent to print for Wednesday deliveries.

the best grade."

She is the first member of The Collegian staff to win the award.

"I'm proud of myself," she said. "It's like I achieved a goal, even if it wasn't super big, it's something I wanted so I'm glad I got that."

Huber has experience in several areas of media. The journalism and political science double major has worked for The Collegian for three years. Her resume includes internships for the Argus Leader, S.D. EPSCoR and the Van D. and Barbara B. Fishback Honors College. She has also traveled to the Dominican Republic and most recently, to Washington, D.C., to complete journalism fellowships. Her assignment during her trip to D.C. last month was about the politics behind the Supreme Court.

As the academic year winds down, the number of issues left for The Collegian are few. Gebauer said that their experiences and awards received at conferences this year is encouraging.

"When we get these awards, we

always kind of come back and have just a minute of 'We rock,'" Gebauer said. "But there is always room for improvement. There are always more awards to get, and I think you need to reflect upon that as a way to grow."



Collegian Editor-in-Chief Makenzie Huber received the David L. Adam's Apple Award at a college media conference in March.

Student aspires to become a wedding planner



Hospitality management major Caitlyn Fluke is set to complete two internships with wedding planners in South Dakota. This summer she is working for Simply Devine Weddings and Events in Huron to further develop her skills.

Fluke said that there are several focuses within the hospitality management major. In addition to her major, she has added two minors: events and facilities administration, and management. Through her coursework, Fluke gained experience in not just wedding planning, but event planning. She worked with University Events Coordinator Jamison Lamp to plan the Celebration of Excellence event.

“Jamison

advised me to always treat every event as though it is a wedding,” she said.

To add to her resume, Fluke is set to intern with Simply Devine Weddings and Events, a wedding planning business based in Huron, this summer. She enlisted their services to help with her wedding, too.

Fluke is set to graduate in May 2018 and to get married that fall. She said the ultimate goal is to start her own wedding-planning business, but she is keeping an open mind.

“Out of college, I am going to try and get as much experience as I can, with any business that I can.”

Fluke said if she didn’t make the decision to transfer to State, she wouldn’t have the knowledge she does and may not be pursuing her dream as a wedding planner. Her advice to students in the same situation is to take the leap.

“Open your horizons. Don’t commit to something because it’s what somebody wants you to do. Look at your strengths and weaknesses and go with what you love to do.”

Most people would say planning a wedding is a stressful time. For Caitlyn Fluke, it is a delight. A junior hospitality management major, Fluke has always been fond of wedding planning.

“I love everything about weddings. I love all of the décor and the rush of the day. I like making something so beautiful for someone else that they will remember forever,” she said.

Fluke interned with Mood Signature Events last summer in Aberdeen, where she began to further develop her wedding-planning skills.

“I really enjoyed getting to know the brides and learning what is truly important to them. Such as, what are the things they really want to make pop?”

Fluke uses that knowledge not only to help other people with wedding planning, but also for herself. She recently got engaged to her high school sweetheart, Alec.

“It’s exciting to plan for someone else, but when it’s your own wedding, you get really excited. It’s different when you are in that position. You have all

these ideas and know what to do a little bit more,” she said.

Despite her love for weddings, coming to South Dakota State to pursue hospitality management wasn’t always in the Groton High School graduate’s plans.

“I went to Presentation College in Aberdeen, 2 miles away from my [mom’s] house and went into radiologic technology. The first semester was fine; it was mostly generals. When spring semester came around, I didn’t like it. I was too close to home. It just felt so much like high school; it wasn’t any different,” she said. “I went to my first class in my rad tech program and I said ‘nope, I don’t like this.’ I went straight to my advisor after that class, switched all of my classes to generals and started the process of transferring to SDSU.”

She said that the decision to transfer to SDSU as a sophomore was one of the greatest challenges she has faced so far, but that it was a good move.

“It’s been the best decision of my life to come here and study hospitality,” she said. “I just wanted to do something for me.”

Chamberlain native turns personal health challenges into passion for helping others

Kanbi Knippling was told she would never attend college. In fact, her parents were told she might not live at all.

"When I was born, my parents were told I was either going to be a stillborn, or that they were going to want to put me in a home," Knippling said. "They said I would never go to school, would never be able to live independently ... would never be able to do any of that stuff."

She is about to graduate with two bachelor's degrees, one in psychology and the other in human development and family studies. She hopes to become a counselor for those experiencing physical and mental health issues due to medical trauma. This career path really hit home for Knippling.

The Chamberlain native has had 45 surgeries, 30 when in high school. She said the care she received at the Sanford Children's Hospital in Sioux Falls helped her realize what career to pursue. The specialists helped her not just through the physical pain, like daily blood withdrawals, but also ensured that she was OK mentally as well.

"They're there to help you cope and make sure you are developmentally on track," she said. "Since then, I have been really passionate about wanting to help those who are going through medical trauma and surgery."

At the end of January, Knippling said she had gone an entire year without hospitalization, surgery or any major illness. The last time she had such a year, she was 11.

"That's kind of why I want to do this, to teach

people how to function outside of a hospital

setting," she said.

Her time at SDSU hasn't come without challenges. She said balancing her health issues and schoolwork was complicated, but her professors were supportive.

"Last January, I had to have a partial amputation on my foot and I was out of school for a couple of weeks. My professors were great. They said, 'work on this when you can or when you get a chance.' They were just more concerned about me feeling better, because they knew I would get caught up," she said.

Knippling also found support through her involvement in State-A-Thon, HDFs Club, Psych Club, Colleges Against Cancer and Phi Upsilon Omicron. State-A-Thon is a 12-hour dance marathon to raise money for the Children's Miracle Network. Fundraising efforts help provide seriously ill children resources through hospitals and at home. For State-A-Thon, Knippling is the alumni coordinator. She brings back people who previously served in the organization to get them involved in

this year's dance marathon, which raised more than \$150,000.

"It's really nice to give back in the same way people gave back to me," she said.

After her classes finish in May, Knippling needs to complete an internship to graduate in August. She hopes to intern with children who have autism or work with people who have disabilities and teach them how to live independently. She then plans to pursue a master's degree in counseling and human development here this fall. She is looking to complete a double track in rehabilitation counseling and clinical mental health, putting her one step closer to being able to practice; to turn tragedy into triumph.

"It's been really awesome to not only prove [doctors] wrong and to be here, but to also make it so others can be in that place," she said. "The biggest hurdle you have in your life is yourself. If you really want to do something, you will find a way to do it."



Kanbi Knippling is set to graduate with bachelor's degrees in psychology and another in human development and family studies. She is looking to become a counselor for those experiencing medical trauma.

Five honored with April Brooks

Five women at different levels on the South Dakota State University ladder were honored with April Brooks Woman of Distinction Awards.

They were: Jane Christopher-Hennings, administration; Crystal Levesque, faculty; Dianne Nagy, professional staff; Veronica Shriver, civil service; and Karla Rodriguez-Hernandez, student.

The awards are held as a culmination of Women in History Month and sponsored by South Dakota State University's Women's and Gender Studies Committee. The annual tea and award presentation was held in the University Student Union's Campanile/Hobo Day Gallery.

There were 17 women nominated for the April Brooks Woman of Distinction Award this year.

"It's amazing to read the nomination and support letters and learn how these women have contributed to their careers, departments, our campus and the community, often while overcoming difficulties and persevering in their lives," said Elizabeth Tolman, professor and Women's Studies coordinator.

This year's women of distinction are: **Administrative:** Jane Christopher-Hennings, professor and head, Department of Veterinary and Biomedical Sciences; and director of the Animal Disease Research and Diagnostic Laboratory

Since arriving at State in 1990, Christopher-Hennings has been a leader in the research of livestock diseases, obtaining more than \$5 million in grants and publishing more than 75 refereed papers in scientific journals.

In addition, the South Dakota Animal Disease Research and Diagnostic Laboratory, which she has led since 2013, conducted 250,000 tests in 2016.

Angela Pillatzki, an assistant professor in veterinary science who supported Christopher-Hennings'



Pictured from left are the 2017 April Brooks Woman of Distinction Award recipients: Jane Christopher-Hennings, Veronica Shriver, Crystal Levesque, Dianne Nagy and Karla Rodriguez-Hernandez.

nomination, credits her "unwavering resolve" in pressing forward on the need to upgrade and modernize the lab, which was last updated in 1993. Near the close of the state legislative session, procedures were approved to make construction of the two-phase, \$58 million project a reality.

Her nominators also note Christopher-Hennings' success in a traditionally male-dominated field and note she has become a role model for other females, which now make up 80 percent of the students at veterinary schools.

Joe Cassady, head of the Department of Animal Science, added, "In addition to her professional accomplishments, she has succeeded as a wife and mother. She and her husband, Brad, have a daughter who recently earned a four-year college degree and is beginning her own career."

Faculty: Crystal Levesque, assistant professor, Department of Animal Science

Levesque was selected for her work in the design of the university's new Swine

Education and Research Facility and management of research there.

In addition, she was one of nine scientists nationwide to receive the inaugural New Innovator in Food Agriculture and Research Award from the Foundation for Food and Agriculture Research. The grants, given to faculty in the first three years of their career, support creative, potentially transformative research projects that address today's food and agriculture challenges.

Levesque will evaluate the dietary requirements of pregnant sows to develop precision feeding recommendations through the five-year, \$600,000 grant, which includes an institutional match.

She also was part of SDSU's group that presented 10 research abstracts at the Midwest Section of the American Dairy Science Association and the American Society of Animal Science.

Erin Cortus, an animal science associate professor who supported Levesque's nomination, added, "Dr. Levesque's graduate students are an excellent reflection of the quality of support she provides, both technical and

Woman of Distinction Awards

“It’s amazing to read the nomination and support letters and learn how these women have contributed to their careers, departments, our campus and the community, often while overcoming difficulties and persevering in their lives.”

—Elizabeth Tolman

personal. Her students are engaging, courteous and excited about their role in shaping the swine industry.”

Professional staff: *Dianne Nagy, grant proposal specialist, Office of Research Assurance and Sponsored Programs*

Nagy was cited for the key role she plays in helping the university achieve one of its strategic goals of increasing outside research dollars.

She is responsible for reviewing and submitting all final grant proposals to federal agencies. In fiscal year 2016, the office supported 703 proposals, nearly 60 per month.

“From inspiring collaborations between researchers across campus to leading training sessions in external funding procedures, to the nitty-gritty of navigating and editing complicated grant proposals, Dianne consistently exceeds the requirements of her demanding job description,” according to Mary Carlson, the grant proposal specialist with the colleges of Pharmacy and Allied Health Professions and Arts and Sciences.

Her nominators also cited her development of D.C. Boot Camp, which she started when was grants coordinator in the Jerome J. Lohr College of Engineering, a position she served from 2010 to 2014.

The boot camp was designed to help a faculty member identify a federal agency program manager in his field of expertise, contact the person via email, create a white paper, develop a rapport with the program manager and culminate with a face-to-face visit in Washington, D.C.

“This program was successful in our college and, when Dianne transferred to the university-level office, the program was immediately implemented for the entire campus,” according to Dennis Helder, associate dean for research in the Lohr College of Engineering.

Civil service: *Veronica Shriver, senior computer specialist, Department of Animal Science*

Shriver’s service to our area and nation are common themes in her nomination letters.

A 26-year member of the South Dakota Air National Guard, Shriver was deployed several times. In addition, she is a longtime volunteer for the Red Cross and the Brookings County Democrats.

Shriver has done all of this while being a valuable resource for the Department of Animal Science, where she has worked for almost 17 years. Her skills in computer-related issues allowed her to assist in the installation of the feeding system in the Cow-Calf Education and Research Facility.

Carol Kleinjan, an information assistant in the Department of Animal Science, said, “Our department is unique in that several of our animal education and research units are located off campus. One day Veronica may be at work coordinating cameras to record foaling at the equine unit and then traveling to

our swine finishing barn near Colman to adjust its computers.

“Back in our office environment, she answers questions on computer and laptop programs from faculty and staff. Whatever the issue, she will work until it is resolved. She is constantly updating her skills as new technologies come to campus.”

Student: *Karla Rodriguez-Hernandez, doctoral student, College of Agriculture and Biological Sciences*

While pursuing a doctorate in biological sciences with a specialization in dairy science production, Rodriguez-Hernandez is heavily involved in research opportunities.

Her work on carinata meal has led to five abstracts for presentations at national conferences and other articles. In addition to her research, she is a mentor to undergraduate students and participates in SDSU Dairy Club activities.

Rodriguez-Hernandez, a native of Mexico who began her doctoral schooling here in 2014, also volunteers with “Semillas for the Future,” an SDSU Extension program that teaches Latino children about their heritages and instills in them a sense of community.

Jill Anderson, an assistant professor in the Department of Dairy and Food Science, said, “Karla is a true scholar and puts forth a great deal of effort to do well in her coursework. In her 2 ½ years of study with very demanding coursework, she has maintained a 3.88 GPA despite some initial challenges with English.

“She truly wants to learn and understand all the concepts and theories from her classes. She also does a great job at seeing how her coursework applies to the research we are conducting.”

Wildfire experts predict large, high-intensity forest fires will increase



This prescribed burn in the Kootenai National Forest in Montana is designed to reduce the chances of a wildfire erupting. However, experts predict that the number of large, high-intensity fire events will increase due to an increase in the number of days when conditions are conducive to fires.

When it comes to large, high-intensity forest fires, we can expect to see a lot more in the coming years, according to South Dakota State University Professor Mark Cochrane, a senior scientist at the Geospatial Sciences Center of Excellence.

Using satellite data from 2002 to 2013, Cochrane and researchers from the University of Tasmania and the University of Idaho examined nearly 23,000 fires worldwide, identifying 478 large, high-intensity fires that they defined as extreme wildfire events. Their work is described in the February 2017 issue of *Nature Ecology and Evolution*.

“Almost all happened under bad conditions—high temperatures, dry conditions and strong winds, which tell us that weather and climate are very important,” Cochrane said. Using monthly world weather data from 2000 to 2014, the researchers modeled the likely changes in fire behavior from 2041 to 2070, predicting a 20 to 50 percent i

ncrease in the number of days when conditions are conducive to fires.

“Those conditions are based on business-as-usual carbon emissions,” Cochrane continued. “This will continue to worsen after 2070 unless we get very serious about cutting global carbon emissions.”

By 2041, there will likely be 35 percent more of these large, catastrophic fires per decade, according to Cochrane. “That translates to four extreme fire events for every three that occur now.”

However, that risk is not spread evenly, Cochrane explained. Forests in the western United States, southeastern Australia, Europe and the eastern Mediterranean region that extends from Greece to Lebanon and Syria are among those areas at highest risk.

Defining extreme fire events

Though the concept of huge, devastating wildfires, sometimes called megafires, has been tossed around, Cochrane said, “There is no operational

definition.” Therefore, the research team, led by University of Tasmania professor David Bowman, examined fire intensity and area.

First, the researchers identified hotspots using moderate resolution imaging spectroradiometer, or MODIS, from two earth-imaging satellites to measure the amount of heat energy released, known as fire radiative power. To do this, they looked at the total energy being released in each 25,000-acre block across the planet, Cochrane explained. “It’s a combination of the area that is burning and the intensity at which it is burning.”

Through that analysis, the researchers identified 478 extreme fire events. “We limited ourselves to the top .003 percent,” he said. “Anyone would agree that these are pretty intense, large events.”

Determining impact on humans

They further narrowed the extreme fire events to ones that had the greatest impact on humans. “Fires in the boreal forest might be very large, but they do not impact many people,” he pointed out. “We looked for those in which people had to clear out of the way.”

The researchers identified 144 fires that were catastrophic, meaning people died and homes were destroyed. “Most of these fires were in the western United States and southeastern Australia, which have fairly high population densities,” Cochrane said.

Wind-driven fires accounted for nearly 35 percent of these catastrophic events, while severe drought was a factor in nearly 22 percent. Other extreme fire weather conditions, largely due to high temperatures and low humidity, accounted for slightly more than 20 percent of these costly fires.

“Not only is climate making things worse, but people are building homes in these flammable landscapes,” he said.

Perceived value of college education differs by generation

Whether people view a college education as an opportunity to increase their earning power or a means of improving social connections varies based on their age, according to Soo Hyun Cho, an associate consumer sciences professor at South Dakota State University.

She and researchers from four other land-grant institutions looked at how 1,000 adults, ages 18 to 54 with student loans, viewed college. Cho is part of a nationwide team of 24 researchers working on a U.S. Department of Agriculture National Institute of Food and Agriculture project called Behavior Economic and Financial Decision-Making Across the Life Span.

Those in Generation X, born between 1965 and 1980, describe a college education as a human capital investment, while those in Generation Y (also known as Millennials), born from 1981 to 2000, view college as a way to network with people and gain a better work environment, Cho said.

The 2014 survey was conducted by Survey Sampling International through its existing panels of participants. The research team's findings were published in the December 2016 Family and Consumer Sciences Research Journal.

The 440 Generation X respondents had more conventional perceived values, citing better job skills and salaries as well as overall knowledge, explained Cho. Their median household income was \$58,500—\$10,000 per year more than the median income of the 560 Generation Y respondents.

However, Generation X respondents are well into their careers, while the Gen Y ones are either still in college or just beginning to build their careers, Cho explained. For this younger group, those social connections, whether on campus or in the workplace, have greater value.

The survey participants came from 50 universities in the United States and one university in Canada, according to Cho. A small subset of the respondents was from SDSU.

Nearly seven out of 10 college seniors who graduated from public and nonprofit colleges in 2014 had student loans, according to the Institute for College Access and Success. In South Dakota, 69 percent of graduating seniors had an average debt of \$26,023.

In a related study using Survey Sampling International respondents, Cho led the research team that examined how framing the scenario as an increase or loss in potential earnings affected the respondents' attitudes toward a college education.

The 1,928 participants were given two scenarios—one that emphasizes that high school graduates earn less than college graduates and another that college graduates earn more than high school graduates. Based on these scenarios, the participants, who ranged in age from 18

to 64, were asked how prudent it would be for the student to take out a loan to go to college.

"When the question was framed as a loss of lifetime earnings, the participants were more likely to see a college education as beneficial," Cho explained. "The loss framing worked—it was more motivational than the gain."

Their results were published in the September 2016 issue of Family and Consumer Science Research Journal. The article, "Experimental Design to Understand the Student Loan Decision: A Methodological Note," received the Outstanding Paper Award from the American Association of Family and Consumer Sciences. The researcher will be recognized at the association's annual conference June 26 in Dallas.



Whether people view a college education as an opportunity to increase their earning power or a means of improving social connections depends on their age, according to a 2014 survey of 1,000 adults, ages 18 to 54.

USDA program provides professional development for ag, science teachers



Sisseton Middle School Principal Tammy Meyer, left, visits with SDSU Associate Professor Madhav Nepal at a 2012 SETI workshop.

South Dakota high school science and agriculture teachers can learn to integrate current research and new teaching techniques into their curriculums through a new U.S. Department of Agriculture program, according to Madhav Nepal, an associate professor at South Dakota State University biology.

He leads a group of six researchers who secured a two-year, \$144,150 National Institute of Food and Agriculture grant as part of the new Professional Development Opportunities for Secondary School Teachers (PD-STEP) Program. SDSU is one of 14 institutions nationwide to receive this type of funding.

The program is designed to encourage more students to pursue careers in agriculture through effective teaching by a well-trained task force, explained Nepal. More than 90 South Dakota schools have ag programs. "This gives us another opportunity to enhance agriculture through science, technology, engineering and mathematics (STEM) education in the state," he added.

NIFA Director Sonny Ramaswamy said, "Supporting talented educators who want to enhance their students' learning is one of the best ways to ensure our scientific workforce continues to have the skills and preparation needed to meet the demands of the future."

Fifteen teachers will receive training in the first immersive learning experiences and rural networking, or iLEARN, professional development workshop, May 24-27 in Brookings. Teachers can register for the workshop at <https://www.sdstate.edu/biology-and-microbiology/usda-ilearn>.

Each participant will receive a \$300 stipend; off-campus housing and meals will also be provided. In addition, the attendees have the option to earn two graduate credits for only \$40 per credit hour through the iLEARN program. The workshop will also be offered in summer 2018.

"We want to bring teachers to SDSU and get them excited about the research being done on campus," he said. By integrating what they learn about topics such as climate variability and sustainable agriculture into their classes, attendees will then pass that excitement on to their students.

"My hope is that the participants can build at least six lesson plans that they can incorporate into their curriculums," Nepal said. Instructional resources they develop, such as teaching modules and lab activities, along

with contact information for an expert in the field as well as the SDSU researchers will be available to the public through the Open PRAIRIE website.

Other team members are assistant professor Peter (Troy) White from the Department of Teaching, Learning and Leadership, chemistry associate professor Matt Miller, physics professor Larry Browning, SDSU Extension/State climatologist Laura Edwards and USDA-Agricultural Research Service climatologist Dennis Today.

These researchers will also be available as virtual guest lecturers, which they refer to as "dial-a-scientist." White explained that they also hope to add industry experts and develop a blog through which teachers can exchange information and ideas and interact with the researchers and experts.

In the long run, Nepal noted, interdisciplinary faculty collaboration is essential and impactful. The connections made with K-12 science and ag teachers will enhance SDSU's outreach efforts aligned to its land-grant mission.



Darwin Daugaard, a high school science teacher from Dell Rapids, left, learns to extract a tree core to examine climate variability with help from SDSU Associate Professor Madhav Nepal at a 2012 SETI professional development workshop. Nepal, Professor Larry Browning and Associate Professor Matt Miller organized the science, technology, engineering and mathematics (STEM) workshop.

Aviation graduate starts aerial application business for area farmers

It took a visit to another college to convince Isaac Wilde to attend South Dakota State University.

He was heading to visit the University of Northwestern Ohio when Wilde made a stop in Dayton, Ohio—the aviation capital of the world. While in Dayton, he decided he wanted to pursue aviation at SDSU. He had been split between studying motor sports or aviation.

“We went to a bunch of aviation museums and I decided that this stuff was way too cool,” he said.

The Lake Preston native came to SDSU in August 2011 and graduated in December 2015 with a bachelor’s degree in aviation and a minor in business. Now, he is starting his own aerial application business, Wilde Air Service LLC. He said by coming to SDSU, he has more training than most people who fly sprayer planes.

“Technically, I am overqualified to be a crop duster,” he said. “What SDSU does is they start you from ground zero and build you all the way up to become a flight instructor ... where technical schools, they give you the minimum.”

Thanks to his number of flight hours, Wilde feels that his customers can feel at ease knowing they have hired someone with experience.

“I personally feel that SDSU has made me a lot safer pilot,” he said.

Assistant Professor Cody Christensen said the FAA requires 250 flight hours and usually 50 to 100 hours of tailwheel time for aerial applicators to be minimally qualified to fly. He said that Wilde exceeded that and has valuable experience in various areas. Wilde has flown planes based out of Bethel, Alaska, hauling everything from people to freight and mail.

“We were the only way other than boat and snowmobile that people could

travel and get vital supplies to their village,” Wilde said.

He was also a flight instructor for Lake Area Technical Institute in Watertown. Wilde doesn’t just have experience flying planes, but also working for different aerial application services.

Wilde started in Estelline, working for a company that now has been bought out. He also worked for a company in Huron. So far, he has successfully sprayed more than 100,000 acres. He said his aerial application experience while studying at SDSU provided a different perspective in his aviation classes.



Isaac Wilde, owner of Wilde Air Service, stands with his sprayer plane he purchased March 5. He plans to begin aerial application this month.

Wilde said several of his classmates went into different areas of flying such as cargo, military and commercial. He was the lone one going into aerial application.

Christensen said not many students take SDSU’s aviation program to become an aerial applicator, but a degree can be designed that works for them.

Christensen said not only was Wilde one of the few students to pursue aerial application, but he is also the only aviation student Christensen has seen start their own aerial application business.

“Isaac has done really well for what he has done. He is a hard-working student and has a knack for figuring stuff out. He has always been directed toward

aerial application,” Christensen said. “We are excited to see Wilde Air Service in business. It’s one of the best feelings knowing he will succeed.”

Wilde said the past few months starting his business has been exciting. Being in the local agriculture and spraying scene, he has been working on developing his clientele. He has connections with Lake Preston- and Brookings-area farmers and local elevators. He said the response has been good, because farmers have not had a crop-dusting service nearby in years. Farmers would seek services from Huron and Watertown to spray fields.

Since November, Wilde has been working on buying his sprayer plane, which he received March 5. Since the purchase, he has become FAA certified.

As warmer weather nears, Wilde hopes that he can begin spraying this month.

“It’s [aerial application] all kind of a game. You need to know when is the best time to do this and the best time to do that,” he said.

According to the National Agricultural Aviation Association, Wilde is one of 2,700 agriculture

pilots in the United States. The NAAA said that the average age of an agriculture pilot is over 50 years old. At 24 years old, this works to Wilde’s advantage. Being from the area, Wilde plans to stick around.

As his business grows, Wilde hopes to become a resource for students looking to become an aerial applicator. He said he often hears people like looking at airplanes sitting at the Brookings airport, but don’t know that becoming a pilot is tangible.

“You can do it. Just because there is a fence up around the airport, doesn’t mean that you can’t come in here and say hi.”

College of Nursing holds open house in Rapid City



College of Nursing Dean Nancy Fahrenwald gets ready to cut the ceremonial ribbon during March's open house in Rapid City. The college recently opened a graduate nursing facility and Native American Nursing Education Center. Approximately 100 people were in attendance, including Mike Rush, executive director of the South Dakota Board of Regents.

SDSU professor receives Pharmacist of the Year Award

Brad Laible, a professor in the Department of Pharmacy Practice, has received the South Dakota Society of Health-System Pharmacist of the Year Award.

Laible received the award April 7 at the annual meeting of the South Dakota Society of Health-System Pharmacists. The statewide organization presents the award each year to a pharmacist selected based upon on professional achievements.

Associate Professor Tadd Hellwig received the honor in 2014 and Professor Joe Strain '02 was honored in 2016.

The Marion native instructs students in their infectious disease rotations at Avera McKennan Hospital in Sioux Falls, where they work to complete their Doctor of Pharmacy degrees from SDSU's College of Pharmacy and Allied Health Professions

Laible has been with SDSU since August 2004. He started as assistant professor in the department, then



include antimicrobial resistance and stewardship. He serves as the lead pharmacist for Avera Health System's Antimicrobial Stewardship Program and has published on antimicrobial topics and other pharmaceutical treatments.

In addition, Professor Debra Farver received the Gary W. Karel Lecture Award, which is the highest lifetime

served as associate professor from July 2008 to June 2013 when he moved into his current position.

His primary academic interests

achievement honor in South Dakota health-system pharmacy practice. This award is presented to an individual of high moral character, good citizenship and high professional ideals who has made significant contributions to health-system pharmacy practice in South Dakota. The recipient displays vision, perseverance, inspiration and dedication, which embody the basic fundamental principles of the ASHP and SDSHP.

Farver, who will be retiring June 21, has 31 years of experience at SDSU and also practices clinical pharmacy at the S.D. Human Services Center and Avera Sacred Heart Hospital in Yankton.

This is only the sixth year for the presentation of the Karel Award, which was first presented to Karel. Former pharmacy dean Brian Kaatz was the second recipient in 2013.



UNIVERSITY OF SOUTH DAKOTA

BOARD OF REGENTS NEWS | APRIL 18, 2017



©2008 Getty Images

Coach Miles Receives Olympic Bronze Medal

Derek Miles, USD alum and current USD assistant track and field coach, has received the bronze medal for pole vault from the 2008 Olympic Games in Beijing. The ceremony at USD included U.S. Senator John Thune and U.S. Olympic Committee CEO Scott Blackmun.

The IOC stripped medals from a handful of athletes after banned substances were found during retests of samples from the 2008 games. Among them was Ukrainian pole vaulter Denys Yurchenko who took home the bronze medal, one place ahead of Miles. Miles and other members of Team USA receiving reallocated medals will be honored at the 2017 U.S. Olympic & Paralympic Assembly scheduled for Oct. 12–13 in Colorado Springs, Colorado.

A native of Citrus Heights, California, Miles is a three-time Olympian who competed in 2004 in Athens, 2008 in

Beijing and 2012 in London. He also represented the United States on six world championship teams and is a three-time U.S. National Champion. Miles retired following the 2012 Olympics with a personal best of 19 feet, 2 inches.

Miles was inducted to the Henry Heider Coyote Sports Hall of Fame in 2006 and the USTFCCA Division II Hall of Fame in 2013. He has spent the past 14 years with the USD track and field program. Under his guidance, South Dakota has become one of the premiere vault programs in the nation. Miles' athletes have combined for 12 All-America honors including a pair of national champions in Bethany Buell (2013) and Chris Nilsen (2017).

Miles and his wife, Tori, reside in Tea, South Dakota, with their son, Ariston.



Joshua Arens has won the prestigious Fulbright Open Study Research Award.



Arens Caps USD Career with Second Fulbright Award

Joshua Arens, an honors student majoring in chemistry and double-minoring in Spanish and mathematics, has won the prestigious Fulbright Open Study Research Award.

It's the third selective scholarship Arens has won. He received the Fulbright Summer Institute award in 2014 and a 2016 Harry S. Truman Scholarship which provides up to \$30,000 for graduate study.

Arens, from Yankton, South Dakota, credits former Honors Program Director Susan Hackemer with his success. "While there are many individuals who've helped me out through the years, I'd like to single out Susan Hackemer. I wouldn't have received any of these awards without her guidance," he said.

Arens, whose Fulbright will focus on renewable energy at the Institute of Chemical Research of Catalonia in Spain, has pursued multiple research and scholarship opportunities in the field of climate science. He has studied at the University of California Berkeley and held an internship at Oregon State University. This summer, Arens will complete an internship through the Science Undergraduate Laboratory Internship Program at the Lawrence Berkeley National Laboratory in Berkeley, California.

Sparked with an interest in politics after interning for U.S. Sen. Tim Johnson, Arens hopes to continue his advocacy in the field of science.

"I look forward to conducting renewable energy research in a country that implements policies that create a welcoming environment for international scientists and promote research of innovative technologies to combat climate change," said Arens.



President James W. Abbott, left, and Dean Donald Easton-Brooks with students.

USD Celebrates Jolley Elementary Teaching Lab

USD President James W. Abbott and School of Education Dean Donald Easton-Brooks joined Lt. Gov. Matt Michels to celebrate the opening of the new STREAM Teaching Lab at Vermillion's Jolley Elementary School April 10.

STREAM (Science, Technology, Reading/Writing, Engineering, Art, and Mathematics) education represents an experiential method of learning that encourages children to discover that curricular content is interconnected, meaningful and relevant to their existence.

"Thank you teachers for embracing the USD School of Education and Jolley Elementary School professional development partnership and allowing us to be part of this learning experience," said Easton-Brooks.

Jolley Elementary received \$99,000 from the South Dakota's Classroom Innovation Grant to fund the lab, where USD students will learn how to incorporate the learning model in their own future classrooms.

New Director Organizing the USD Center for the Prevention of Child Maltreatment



Carrie Gonsor Sanderson

The newly-created Center for the Prevention of Child Maltreatment is being organized under Director Carrie Gonsor Sanderson. She will coordinate activities at the center, which was created by the South Dakota Legislature to prevent and respond to child sexual abuse and child maltreatment in South Dakota.

Gonsor Sanderson previously worked as an Assistant United States Attorney in Pierre. She earned three degrees from USD: Bachelor of Arts in English and Spanish, Master of Public Administration, and Juris Doctor.

“The center was developed to continue the excellent work of the Jolene’s Law Task Force

and Coalition, improving our state’s capacity to prevent and respond to child maltreatment,” said Michael Lawler, dean of the School of Health Sciences and a member of the Jolene’s Law Task Force and Coalition.

The School of Health Sciences, home to the new center, has experts in relevant fields such as social work, nursing, physician assistants, public health, occupational therapy, physical therapy and counseling. USD also provides expertise in medicine, law, business, education and psychology.

Larson, Founding Director of the National Music Museum, Passes Away at 74



André Larson, founding director of the National Music Museum and professor emeritus of music at the University of South Dakota, died March 23 in Arvada, Colorado, and was buried in Vermillion. He was 74.

André Larson helped launch the National Music Museum at USD in 1973, based on a collection of 2,500 instruments gathered by his father Arne B. Larson.

Today the world-renowned museum has a collection of 15,000 instruments, many of them housed in the former Carnegie Library on the USD campus.

André Larson was born in Littlefork, Minnesota, and earned a bachelor’s degree in fine arts from USD in 1964. He received a master’s degree from USD in 1968 and a Ph.D. in musicology from West Virginia University in 1972. He returned to USD and established what was then called The Shrine to Music Museum with help from USD and the South Dakota Arts Council. He was the museum’s first director, serving 38 years until his retirement in 2011.

ESPN’s Chris Berman Delivers Remarks at USD



Chris Berman

Chris Berman, long-time ESPN sportscaster, will present a public lecture in April at USD where he will be recognized for winning the 2016 Al Neuharth Award for Excellence in the Media.

Berman, who joined ESPN in 1979, has served as host on a variety of shows, including “SportsCenter,” “Sunday NFL Countdown,” “NFL PrimeTime” and “Baseball Tonight.” He is the

first sports journalist to receive the Neuharth lifetime achievement award.

He will spend the afternoon in private sessions with USD students, offering tips on sports casting and media careers before giving a public speech in the evening.

The Al Neuharth Award for Excellence in the Media is named for the late *USA TODAY* and Freedom Forum/Newseum founder Al Neuharth. It is co-sponsored by USD, the Newseum Institute and Freedom Forum. Washington Post Executive Editor Martin Baron is the 2017 award winner.

USD Students Gain Interprofessional Experience in Trauma Simulations

Students in the University of South Dakota nursing program and the USD Sanford School of Medicine worked side-by-side in trauma and active shooter simulations at the Vermillion and Rapid City campuses in April.

Students learned how to triage, prioritize and stabilize trauma victims in a field setting, including determining which victims to first transport to a hospital.

Students also learned how to work with an interdisciplinary health care team, including first responders like paramedics, flight nurses and physicians.



High school students from the TRIO program met with panelists to discuss law school and the legal profession.

ABA Hosts Panel Discussion for TRIO Students at USD School of Law

The American Bar Association Young Lawyers Division hosted a professional panel titled "What Do Lawyers Do?" at the USD School of Law to discuss the legal profession in front of area high school students.

Tamara Nash, Special Assistant U.S. Attorney and panel lead, encouraged students to ask tough questions to the six other panelists. Also on the panel were Taneza Islam, a civil rights attorney and community organizer in Sioux Falls, who is the first lawyer in her family, and Billy Coby,

third-year law student and president of the Black Law Student Association.

About 30 high school students from the Briar Cliff University TRIO program in Sioux City, Iowa, attended the event designed to encourage students to explore a career in the legal profession. The TRIO program is an outreach and student services program designed to identify and provide services for individuals from disadvantaged backgrounds.



The Prairie Family Business Association hosted its 25th annual conference in March.

25th Annual Prairie Family Business Conference Boasts Record Attendance

The 25th annual Prairie Family Business Conference boasted record attendance in Sioux Falls in March, honoring two family businesses from the region.

The Brockelsby family of Reptile Gardens received the Heritage Award, which recognizes a family business that was founded more than 75 years ago. Founded in 1937, the Black Hills' Reptile Gardens today hosts more species of reptiles than any other park or zoo in the world.

H.A. Thompson & Sons of Bismarck, North Dakota, received the Vicki Clarke Family Business of the Year, given in

memory of Vicki Clarke, a former advisory board member of the Prairie Family Business Association.

The Prairie Family Business was founded in 1993 as a South Dakota family business initiative through the University of South Dakota Beacom School of Business with the mission of enhancing the long-term survival and success of its family business members.



Dakotathon Raises Record Amount for Second Year in a Row

USD's annual 24-hour dance marathon capped off the Dakotathon fundraiser in April by breaking its previous record of \$108,000 and raising more than \$145,000 for the Children's Miracle Network and Sanford Children's Hospital in Sioux Falls, South Dakota.

The effort raises donations from multiple events throughout the year and from the participation of more than 600 students and alumni. At the marathon, children from the Children's Miracle Network are invited to spend the day learning dance, playing games, listening to concerts, magicians, hypnotists and more.

This year's initial goal was \$115,000. The official total raised was \$145,422.55.



Dakotathon broke its previous record raising more than \$145,000 this year.



Beacom's Invent-to-Innovate Competition Hosted at USD

The USD Beacom School of Business hosted high school and college entrepreneurship teams at the third annual Beacom School of Business Invent-to-Innovate (i2i) Business Model Competition in March. Competitors earned cash prizes and honed their entrepreneurial skills by reacting to the different types of challenges that occur during the startup process for a new business.

"The idea of a business model competition is to encourage students to not only come up with ideas but to start making them happen. The entrepreneurial process is about learning what works and what doesn't," said Howard Haines, an entrepreneurship instructor at the Beacom School of Business.



Winning students at the third annual Beacom School of Business Invent-to-Innovate (i2i) Model Competition.

First place in the high school division and a prize of \$1,000 went to Libby Gregg, Morgan Kerkman and Kaitlin Killian of Vermillion High School. USD students Bruce Biegler and Sheldon Moysis won \$2,000 for first place in the university division.

South Dakota Physician Assistant Studies Chair Honored by AAPA



Wade Nilson

Wade Nilson, chair of the USD Department of Physician Assistant Studies, has been recognized as a Distinguished Fellow by the American Academy of Physician Assistants (AAPA).

The Distinguished Fellow program was established by AAPA in 2007 to recognize exceptional contributions of physician assistants to the profession through professional achievement, leadership, professional interaction, learning and community service. Distinguished Fellows represent only 2 percent of the entire AAPA membership.

Nilson has been chair of the USD Physician Assistant Studies department since 2003. He is also a graduate of the program. In addition to his work as department chair, he continues to work in a hospital emergency room.

USD Student Recognized as 2017 South Dakota Student Nurse of Year



Alyxis Perry

USD nursing student Alyxis Perry has been named 2017 student nurse of the year in South Dakota. The award was announced at the recent South Dakota Nurses Association convention. Perry, a graduate of Frederick, South Dakota, Area High School, was honored because of her passion for nursing and knowledge and appreciation of rural health care. USD Nursing offers programs

in Vermillion, Sioux Falls, Watertown, Pierre and Rapid City. Perry will graduate from the Vermillion campus in May with a BSN degree.

MARKETING COMMUNICATIONS & UNIVERSITY RELATIONS

414 East Clark Street | Vermillion, SD 57069-2390 | www.usd.edu

This document is available in alternative formats upon request. For assistance, call Disability Services at USD at 605-677-6389 or email disabilityservices@usd.edu.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – C

DATE: May 9-11, 2017

**SUBJECT: BOR Policies 2:7 & 2:26 Revisions – General Education Credit Distribution
(Second Reading)**

In order to further clarify credit hour distributions for BOR Policies 2:7 and 2:26, institutions were asked to identify their campus designations for the 12 and 6 credit hours of flexibility. Attachments I and II depict the proposed matrixes to be included in the two BOR policies referenced above. These proposed revisions were discussed during the January and February 2017 AAC meetings, as well as the March 2017 COPS meeting with recommendation that these move forward to the Board for a first reading during the March 2017 BOR meeting. Any additional edits that have been made since the first formal reading in March are highlighted in yellow.

DRAFT MOTION 20170509_6-C: I move to approve the second and final reading of the revisions to BOR Policy 2:7 – Baccalaureate General Education Curriculum and BOR Policy 2:26 – Associate Degree General Education Curriculum as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Baccalaureate General Education Curriculum

NUMBER: 2:7

A. PURPOSE

To provide for the requisite oversight that The general education component of all baccalaureate programs shall consist of the System General Education Requirements. Students may only select general education courses from a limited approved list to meet the System General Education Requirements. These requirements are effective for students entering Fall 2017.

B. DEFINITIONS

None

C. POLICY

1. System General Education Requirements Course/Credit Distribution

System General Education Requirements shall include 30 credits of course work. At least 3 credit hours shall be earned from each of 6 goals (total of 18 credits) set out in section 3 below. Each institution shall identify 12 credit hours of additional course work from the six goals. The distribution of courses/credits will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<u>System Goal</u>	<u>BHSU</u>	<u>DSU</u>	<u>NSU</u>	<u>SDSM&T</u>	<u>SDSU</u>	<u>USD</u>
<u>Goal #1: Written Communication</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
<u>Goal #2: Oral Communication</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>Goal #3: Social Sciences</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
<u>Goal #4: Arts and Humanities</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
<u>Goal #5: Mathematics</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>Goal #6: Natural Sciences</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>

2. Approved Courses to meet System General Education Requirements

The limited list of courses approved to meet each of the established system goals will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs. Proposed changes to the courses permitted to meet

System General Education Requirements are approved by the Board of Regents each year during the December meeting. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

3. System General Education Goals and Requirements:

The General Education Committee will specify student learning outcomes for each of the general education goals listed in this section using appropriate faculty input. The specific student learning outcomes will be maintained as guidelines and managed by the Academic Affairs Council in consultation with the System General Education Committee and approved by the Committee on Academic and Student Affairs. The six System General Education Goals are:

GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.

GOAL #2: Students will communicate effectively and responsibly through listening and speaking.

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.

GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

4. Transfer of System General Education Requirements

Students who complete the System General Education Requirements at any SD Board of Regents institution and then transfer to another SD Board of Regents institution will have fulfilled the System General Education Requirements at the new institution even if the receiving institution has different credit/course distribution and approved course lists. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan. See SDBOR policy 2:5 for additional guidance on transfer of general education credits.

5. System General Education Committee

Each university shall appoint at least one representative to the System General Education Committee. Additional representatives may be drawn from all SDBOR universities as needed to conduct assessments and accomplish committee work. Two members of the System Assessment and Testing Committee will also serve on the System General Education Committee. The System Vice President for Academic Affairs (or designee) and a member of the Academic Affairs Council (or designee) will serve as ex officio members. The Committee shall:

- 5.1. Advise the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines, and processes to ensure faculty oversight of the general education curriculum
- 5.2. Conduct the assessment of System General Education Requirements as described in BOR policy 2:11

6. Assessment of System General Education

As specified in SDBOR policy 2:11, all universities shall participate in a shared process to assess and evaluate the achievement of the goals and student learning outcomes of the System General Education Requirements. This collaborative assessment and evaluation process will use a random sample of course syllabi, student work, and system-standard rubrics or measures to evaluate performance against standards.

7. Student Completion of System General Education Requirements

In general, System General Education Requirements will be completed in the first 90 credit hours of a baccalaureate degree program.

FORMS/APPENDICES:

None

SOURCE:

BOR January 1985; BOR June 1992; BOR March 1995; BOR May 1996; BOR December 1997; BOR August 1999; BOR January 2000; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2003; BOR June 2003; BOR March 2005; BOR December 2005; BOR March 2006; BOR October 2006; BOR December 2006; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR December 2015; BOR March-April 2016; BOR August 2016.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Associate Degree General Education Curriculum

NUMBER: 2:26

A. PURPOSE

To provide for the requisite oversight that The general education component of all associate degree programs shall consist of the System General Education Requirements. Students may only select general education courses from a limited approved list to meet the System General Education Requirements. These requirements are effective for students entering Fall 2017.

B. DEFINITIONS

None

C. POLICY

1. System General Education Requirements Course/Credit Distribution

System General Education Requirements shall include 24 credits of course work. At least 3 credit hours shall be earned from each of 6 goals (total of 18 credits) set out in section 3 below. Each institution shall identify 6 credit hours of additional course work from the six goals. For all institution, students have the flexibility to select an additional three credit hours from Goal #3, #4 or #6 with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<u>System Goal</u>	<u>BHSU</u>	<u>DSU</u>	<u>NSU</u>	<u>SDSM&T</u>	<u>SDSU</u>	<u>USD</u>
<u>Goal #1: Written Communication</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
<u>Goal #2: Oral Communication</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>Goal #3: Social Sciences</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>Goal #4: Arts and Humanities</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>Goal #5: Mathematics</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>Goal #6: Natural Sciences</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>3</u>	<u>3</u>
<u>Goal #3, #4, #6 Flexibility</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>
	<u>24</u>	<u>24</u>	<u>24</u>	<u>24</u>	<u>24</u>	<u>24</u>

2. Approved Courses to Meet System General Education Requirements

The limited list of courses approved to meet each of the established system goals will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the December meeting. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

3. System General Education Goals and Requirements

The General Education Committee will specify student learning outcomes for each of the general education goals listed in this section using appropriate faculty input. The specific student learning outcomes will be maintained as guidelines and managed by the Academic Affairs Council in consultation with the System General Education Committee and approved by the Committee on Academic and Student Affairs. The six System General Education Goals are:

- GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.
- GOAL #2: Students will communicate effectively and responsibly through listening and speaking.
- GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.
- GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
- GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.
- GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

4. Transfer of System Associate Degree General Education Requirements

Students who complete the System Associate Degree General Education Requirements at any SD Board of Regents institution and then transfer to another SD Board of Regents institution will have fulfilled the System Associate Degree General Education Requirements at the new institution even if the receiving institution has different credit/course distribution and approved course lists. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan. See SDBOR policy 2:5 for additional guidance on transfer of general education credits.

FORMS/APPENDICES:

None

SOURCE:

BOR June 1997; BOR December 1997; BOR December 1998; BOR August 1999; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2005; BOR June 2005; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR August 2016.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D

DATE: May 9-11, 2017

SUBJECT: BOR Policy 4:10 Revisions – Tenure on Appointment (First Reading)

Over the past two years the Board of Regents have received a number of requests seeking tenure on appointment for administrators. BOR [Policy 4:10 Tenure and Continuing Appointments](#) outlines the requirements for such requests in Section C.8 which specifies the materials that should be submitted to the Board for consideration. As these have come forward, it has also been requested that institutions advance a recommendation from the campus promotion and tenure committees to ensure the necessary review has occurred to align candidates with the specific standards documents at the individual campus. These letters of support have then been included with the recommendation (along with the resume and previous tenure appointment information) to the Board as they consider the requests in Executive Session. To address this additional step within Board policy, draft language has been included to formally establish this additional step in the review process in Section C.8.3.

8.3. Candidates recommended for appointment with tenure or continuing appointment shall have a record at least equal to that expected for tenure or continuing appointment at the institution or research center. The administration shall engage the institutional promotion and tenure committee to review the new appointments academic and scholarly record and advance a recommendation from the committee as a portion of the formal recommendation.

On a related issue, a faculty member seeking to obtain tenure on appointment are not allowed to do so under the current policy framework. Currently, individuals who enter the Regental system having earned tenure at their previous institution have the ability to request prior service credit to move up the tenure clock once they are employed. However, this makes it difficult for institutions to recruit new faculty at the associate or full professor level when prior service credit requests have traditionally been limited to one or two years. Under this model, previously tenured faculty may be required to wait two to three additional years before a tenure review could be facilitated. Section C.1.3. of the current policy does make an exemption for those faculty that have successfully earned tenure at an institution under the control of the Board of Regents. Faculty in this classification may not automatically transfer tenure, but are allowed to go up for tenure consideration at the new institution “not later than during the second year of tenure-track

(Continued)

DRAFT MOTION 20170509_6-D: I move to approve the first reading of the proposed revisions to BOR Policy 4:10 as presented.

appointment.” Historically, this feature was put in place to ensure that tenure granted against standards documents at one institution/department would not automatically be carried forward to the new home institution. Draft language is captured in Section C.1.3 of the policy to denote a potential avenue for institutions to allow faculty previously granted tenure the capacity to go up for review after one year of service to the institution.

- 1.3. A faculty or research faculty member who has previously received earned a tenure appointment at a postsecondary institution ~~under the control of the Board~~ may not automatically transfer that tenure appointment to another ~~such~~ institution controlled by the Board, but that faculty or research faculty member ~~shall~~ may be considered for a tenure appointment at the new institution ~~not later than~~ during the second year of a tenure-track appointment.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tenure and Continuing Appointments

NUMBER: 4:10

A. PURPOSE

To define the process, conditions and standards by which tenure and continuing appointments are awarded, as well as the procedures for non-renewal for tenure-track appointments.

B. DEFINITIONS

None

C. POLICY

1. Tenure and Continuing Appointments Generally

- 1.1. The major objectives of tenure and continuing appointments are to provide a faculty committed to excellence and to provide a substantial degree of security to those persons who have exhibited superior performance. The test is whether performance has been sufficiently superior to convince the Board that expected services and performances in the future justify the privileges afforded by tenure or continuing appointment.
- 1.2. A tenure or continuing appointment may be extended to a full-time faculty or research faculty member providing for re-employment from year to year until such time as the member resigns (Section 4:1, Contract Fulfillment), or retires, is terminated for cause (Section 4:14, Termination for Cause), or is terminated pursuant to a reduction in personnel, (Section 4:23, Faculty Member Reduction Procedures); provided further, in the case of continuing appointments to the research faculty, that the individual's research work continues to generate sufficient grant or contract income to cover the costs of his or her direct salary and benefits. When research faculty members on a continuing appointment fail to generate sufficient grant or contract income to cover the costs of their direct salary and benefits, their employment will terminate automatically, provided that, where income would suffice to cover all benefits costs, they may elect to continue working at reduced salary rates.

- 1.3. A faculty or research faculty member who ~~has previously received~~earned a tenure appointment at a ~~postsecondary~~ institution ~~under the control of the Board~~ may not automatically transfer that tenure appointment to another ~~such~~ institution controlled by the Board, but that faculty or research faculty member ~~shall~~may be considered for a tenure appointment at the new institution ~~not later than~~ during the second year of a tenure-track appointment.
- 1.4. The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of tenure track or probationary service required. Although prior service credit toward tenure or continuing appointments may be awarded at any time, the Board strongly suggests that faculty members submit requests for prior service credit toward tenure only after the faculty member has assembled a complete portfolio for tenure review. Requests for prior service credit should be submitted on a form designated by the Board.
- 1.5. The Board may approve extension of the maximum periods of time allowed for progress towards promotion to associate professor and the award of tenure by one year. Good cause for granting such an extension shall include, without limitation,
 - 1.5.1. On the occasion of the birth or adoption of that faculty member's child or adoption or placement of a foster child with that faculty member; or
 - 1.5.2. When the faculty member is a major caregiver for an immediate family member who has an extended serious illness, injury, or debilitating condition; or
 - 1.5.3. When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing to the vice president for academic affairs within one year of the events giving rise to the claim and no later than May 31 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member. If approved by the institution, the request shall be forwarded to the Board for review at its June meeting.

A faculty member may use this provision no more than two times.

For purposes of this policy, “immediate family” includes a spouse, a common law spouse, or any other adult with whom the faculty member lives and commingles assets, unemancipated natural, adopted or foster children, or persons over whose affairs the faculty member exercises the responsibilities of guardian.

2. Conditions of Appointment for Tenure or Continuing Appointments

- 2.1. Not later than during the sixth year of tenure-track contract or probationary service at an institution and upon application of a faculty member, a faculty member shall be considered for a tenure or continuing appointment which would begin with the next academic year. Such consideration shall be initiated by the administration on or before such date as may be specified under institutional promotion and tenure procedures or, in

the absence of such institutional procedures, October 5. The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of tenure track or probationary service required. Tenure track or probationary service credit is not earned during a period of sabbatical leave or leave of absence.

- 2.2. Special conditions and accreditation requirements of the Medical and Law schools necessitate special guidelines for promotion, tenure, minimum rank qualifications, minimum promotion eligibility criteria and in makeup of the campus Promotion and Tenure Committee. Specific guidelines for both the Medical School and the Law School are published and available to faculty at the University of South Dakota.

3. Tenure - Standards for Appointment

- 3.1. An appointment with tenure is a privilege that shall not be granted automatically.
- 3.2. To be granted the privileges of tenure, faculty members:
 - 3.2.1. shall demonstrate that they currently meet institutional performance expectations in teaching, scholarship and service for associate professors and
 - 3.2.2. shall demonstrate promise that they shall, in due course, meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor.
- 3.3. Faculty members who apply for tenure have the burden of demonstrating that their performance has met these standards.
 - 3.3.1. Evidence that faculty members have developed, maintained and implemented well defined, administratively approved plans for their own professional development in the areas of teaching, scholarship and service is relevant to demonstrating promise that they shall in due course meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor.
 - 3.3.2. At minimum, professional development plans must:
 - address institutional standards for faculty performance,
 - chart progress towards the performance exceeding expectations in all areas of professional activity, and
 - provide reasonable assurance that the applicant will achieve extramural recognition for ongoing scholarly accomplishment and leadership commensurate with holding the rank of professor.
 - 3.3.3. When reviewing applications for tenure, administrators and promotion and tenure committees shall consider the progress towards meeting the objectives of such approved plans, and they shall heed evidence that the faculty unit member is

effectively pursuing approved objectives, but they shall exercise independent judgment as to the quality of results achieved by the faculty unit member.

When assessing the quality of performance, administrators and committee members shall be guided by the principles stated in Board Policy No. 4:38 as complemented by institutional policy statements.

4. Continuing Appointment - Standards for Appointment

- 4.1. An appointment to a continuing appointment is a privilege that shall not be granted automatically.
- 4.2. Each institution shall establish performance standards in research achievement and productivity that compare to the highest standards in research observed nationwide.
- 4.3. To be granted the privileges of a continuing appointment, research faculty members:
 - 4.3.1. shall demonstrate that they currently meet performance expectations in research achievement and productivity for associate research professors and
 - 4.3.2. shall demonstrate promise that they shall, in due course, meet performance standards in research achievement and productivity for persons who hold the rank of research professor.
 - Evidence that research faculty members have developed, maintained and implemented well defined plans for their own professional development in the areas of research is relevant to demonstrating promise that they shall in due course meet performance standards in research achievement and productivity for persons who hold the rank of research professor.
- 4.4. The burden of demonstrating that these standards have been satisfied lies with research faculty members who apply for a continuing appointment.

5. Procedure for Awarding Tenure

- 5.1. Tenure review is separate from promotion review.
- 5.2. Each president shall establish tenure committees appropriate to the administrative organization of the respective institution. Such committees shall be composed of faculty members and administrators. The president shall establish procedures at the institution for the selection of administrative tenure committee members.
- 5.3. Faculty members who wish to be considered for tenure will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5 of the sixth year of tenure track service. Such notification will allow the promotion and tenure committees access to the faculty member's personnel file and individualized professional development plans. It is the responsibility of the faculty

member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5 all favorable documentation which is appropriate and upon which the faculty member relies to establish that the member has developed, maintained and implemented well defined plans for professional development in the areas of teaching, scholarship and service that demonstrate promise, as required under Section C.3 (Tenure - Standards for Appointment), that the member shall in due course meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration. The immediate supervisor, and any other administrators, including the president, who review the file in order to make independent recommendations, may supplement the material assembled by the faculty member with information obtained from other sources, and they may base their recommendations upon such additional information, provided that such additional information is included in the file together with the materials assembled by the faculty member. This documentation and the recommendations of the department head (and of the departmental promotion and tenure committee, if any) will be forwarded by the department head to the administrator responsible for the process at the college/school level or institutional level, whichever is applicable, no later than November 5.

- 5.4. The tenure committees shall review the qualifications of each faculty member to determine whether the applicant has satisfied the provisions of Section C.3 (Tenure - Standards for Appointment). The institutional tenure committee shall deliver its recommendation to the president no later than January 20 of the fiscal year in which the tenure appointment is applied for. The work product of the tenure committees shall remain confidential.
- 5.5. The faculty member shall be notified, not later than April 1 of the year in which the faculty member is being considered for tenure, of what the President shall recommend to the Board regarding the faculty member's tenure status. Such notice shall indicate the institutional tenure committee's recommendation. If the President intends to recommend that tenure be denied, the President shall, upon receipt prior to April 15 of a written request, within fifteen (15) working days of the request, provide reasons in writing for the decision.
- 5.6. The president shall make a recommendation to the Board not later than April 15 of the fiscal year in which the tenure appointment is applied for. This recommendation shall be based upon the provisions of Section C.3 (Tenure - Standards for Appointment), as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the institution.
- 5.7. Successful applicants will receive a tenure contract the following year. Unsuccessful applicants and faculty members who complete their sixth year of tenure track service without applying for tenure will be offered a single term contract for the appointment

year following that in which tenure is denied. This term contract is not subject to renewal, and the faculty member will be ineligible for reappointment after it expires.

- 5.8. The final decision whether to grant a tenure appointment to any applicant shall remain exclusively with the Board.

6. Procedure for Awarding a Continuing Appointment

- 6.1. The institution's chief research officer shall establish a promotion and continuing appointment review committee. Until such time as twelve or more research faculty members have been appointed to continuing appointments, the continuing appointment review committee membership shall comprise the chief research officers of other system institutions that host research centers, together with two additional representatives from the institution, designated by the institutional president.
- 6.2. Research faculty members who wish to be considered for a continuing appointment will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5. Such notification will allow the continuing appointment review committee access to the faculty member's personnel file. It is the responsibility of the research faculty member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5 all favorable documentation which is appropriate and upon which the faculty member relies for favorable action. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to research faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration.
- 6.3. The continuing appointment review committee shall review the qualifications of each applicant for a continuing appointment to determine whether the applicant has satisfied the provisions of Section C.4 (Continuing Appointment - Standards for Appointment). To assist in the evaluation of performance, the immediate supervisor, the continuing appointment review committee or any other administrator involved in the review process may solicit outside reviews. Any such outside review will be added to the documentation that accompanies the file when submitted with recommendations for further review or consideration. The continuing appointment review committee shall deliver its recommendation to the institution's chief research officer and Vice President for Academic Affairs no later than December 15, and the research officer and Vice President for Academic Affairs will forward that recommendation, together with such additional comments as each may deem appropriate, to the institutional president by January 1. The work product of the continuing appointment review committee shall remain confidential.
- 6.4. The applicant shall be notified, not later than March 1 of the year in which the research faculty member is being considered for a continuing appointment, of what the institutional president will recommend to the Board regarding the faculty member's

continuing appointment status. Such notice shall indicate the continuing appointment review committee's recommendation. If the institutional president intends to recommend that the continuing appointment be denied, the president shall, upon request, within fifteen (15) working days of the request, provide reasons in writing for the decision.

- 6.5. The institutional president shall make a recommendation to the Board not later than April 1. This recommendation shall be based upon the provisions of Section C.4 (Continuing Appointment – Standards for Appointment), as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the research center program.
- 6.6. Successful applicants will receive a continuing appointment the following year. Unsuccessful applicants and faculty members who complete their sixth year of probationary service without applying for a continuing appointment will be offered a single term contract for the appointment year following that in which the continuing appointment is denied. This term contract is not subject to renewal, and the research faculty member will be ineligible for reappointment after it expires.
- 6.7. The final decision whether to grant a continuing appointment to any applicant shall remain exclusively with the Board.

7. Non-Renewal of Tenure-Track Appointments

- 7.1. Non-renewal ordinarily terminates employment at the end of an annual contract term. Non-renewal is not a disciplinary action. It does not terminate rights under an existing annual contract. The decision to non-renew is discretionary with the administration, provided that it is not based upon reasons expressly forbidden under Board policy. Non-renewal is subject only to those procedural limitations expressly set forth in this section.
- 7.2. Prior to the issuance of a written notice of non-renewal, the faculty member's immediate supervisor shall provide the opportunity for a meeting with the faculty member to apprise the faculty member of the proposed action. The faculty member shall be given five (5) working days written notice of such meeting and the faculty member may have present a witness or representative of the faculty member's choosing.
- 7.3. In order to facilitate the relocation of faculty members who are not to be rehired, the administration agrees to provide notice, including reasons, of its intent not to rehire any faculty member serving under a tenure track in accordance with the following schedule:
 - 7.3.1. A faculty member who has completed less than one (1) academic year of service under a tenure-track appointment shall receive written notice of non-renewal from the institution before March 15 of the current year of appointment.
 - 7.3.2. If a faculty member has completed more than one (1) but less than four (4) years of service under a tenure-track appointment, the institution shall provide the faculty member with written notice of non-renewal before December 15 of the

current year of appointment. However, if the faculty member is currently subject to the provisions of an improvement plan, the institution shall provide the faculty member notice of non-renewal prior to March 1 of the current year of employment. The non-renewed faculty member may file a request for reconsideration with the president within ten (10) working days of receipt of the notice of non-renewal. The president, after reviewing the request, shall notify the faculty member, within ten (10) working days, of the final institutional recommendation to be forwarded to the Board.

- 7.3.3. If a faculty member has completed at least four (4) years of service under a tenure-track appointment, the institution shall provide the faculty member with written notice of non-renewal before April 1 of the current year of appointment. Such faculty member having received written notice of non-renewal shall receive a term contract for the term of one (1) academic year, effective the subsequent academic year. The faculty member may file a request for reconsideration with the president within ten (10) working days of receipt of the notice of non-renewal. The president, after reviewing the request, shall notify the faculty member within ten (10) working days of the final institutional recommendation to be forwarded to the Board. The faculty member may file with the president a statement which shall accompany the institutional recommendation to the Board. The Board shall consider the institutional recommendation and any statement at its next regularly scheduled meeting and shall issue its binding decision which shall be deemed final at the end of ten (10) days from the date of issuance unless such faculty member shall submit a resignation prior thereto.
- 7.3.4. Faculty members employed on tenure-track contracts who are non-renewed may be granted no more than one subsequent term contract. Nothing in this section is intended to modify the rights and limitations contained in 4:7(8)(b) hereof.
- 7.4. In order to facilitate the relocation of research faculty members who are not to be rehired after the termination of an appointment, the administration agrees to provide notice, including reasons, of its intent not to rehire any faculty member serving under probationary contracts in accordance with the following schedule:
 - 7.4.1. A research faculty member who has completed less than three (3) years of service under a probationary appointment shall receive written notice of non-renewal from the research center before March 15 of the current year of appointment.
 - 7.4.2. If a research faculty member has completed more than three (3) years of service under a probationary appointment, the research center shall provide the research faculty member with written notice of non-renewal before December 15 of the current year of appointment.
 - 7.4.3. Nothing in this section is intended to modify the rights and limitations contained in 4:7(8)(b) hereof.

7.5. If the administration is late in providing the notice stipulated in C.7.3.1 or C.7.3.2 above, the faculty member will be entitled to receive, at the election of the administration, either (1) an additional term contract for a period of time equal to twice the number of working days by which the notice is late; or (2) a payment equal to twice the number of working days by which the notice is late times the faculty member's monthly salary divided by twenty-two (22). If the administration is late in providing the notice stipulated in C.7.3.3 above, the faculty member will be entitled to receive, at the election of the administration, either (1) an additional term contract for the following academic year; or (2) a payment equal to the base salary for the current academic year. If the institution fails to provide timely notice as stipulated in (C.7.2), above, the faculty member shall receive, at the election of the institution, either of the following:

- an additional term appointment for a period of time equal to twice the number of working days by which the notice was late; or
- payment equal to twice the number of working days by which the notice was late, multiplied by the faculty member's monthly salary, divided by twenty-two.

7.6. The years of service required for the notice provisions of this section shall not be affected by any reduction of the tenure-track period granted by the Board pursuant to Section C.1 (Tenure and Continuing Appointments Generally), or Section C.2 (Conditions of Appointment for Tenure or Continuing Appointments).

8. Grant of Academic Tenure or Continuing appointment to Newly Hired Administrators or Research Faculty Members

8.1. The Board may, at its discretion and upon the recommendation of the administration of the institution, when special conditions warrant, award academic tenure or continuing appointment to newly hired administrators or research faculty members. This grant of tenure or continuing appointment shall not be construed to create a property right of any sort in the administrative portion of employment, and continuing appointments at hire remain subject to the same requirements and conditions involving the generation of income that otherwise apply to such appointments. In rare and exceptional circumstances, the Board may grant a tenure appointment to a newly hired research faculty member who had such tenure status previously.

8.2. The administration shall provide documentation of the circumstances that warrant a new appointment with tenure or continuing appointment. Circumstances that may warrant such an appointment include documentation of current performance commensurate with the award of tenure or a continuing appointment, development of a new program, need for special expertise, or appointment to an administrative position where possession of tenure or continuing appointment is critical to effective performance of administrative responsibilities.

8.3. Candidates recommended for appointment with tenure or continuing appointment shall have a record at least equal to that expected for tenure or continuing appointment at the institution or research center. The administration shall engage the institutional

promotion and tenure committee to review the new appointments academic and scholarly record and advance a recommendation from the committee as a portion of the formal recommendation.

8.4. The administration shall provide to the Board the candidate's resume and information on tenure or continuing appointment status at other institutions. The administration may provide additional information in support of the recommendation.

8.5. The final decision whether to grant tenure or continuing appointment hereunder upon employment shall remain exclusively with the Board.

FORMS/APPENDICES:

None

SOURCE:

BOR August 1979; BOR June 1987; BOR May 1991; BOR June 1993; BOR May 1996; BOR August 1996; BOR August 2004; BOR August 2008; BOR April 2009; BOR December 2010.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – E

DATE: May 9-11, 2017

SUBJECT: BOR Policy 1:7:2 Revision – Academic Affairs Council (First Reading)

BOR Policy 1:7 simply identifies the councils and appointed committees. During the [November 2016](#) AAC meeting the council discussed reviews being undertaken by a number of the other councils to update the policy framework for councils' roles and responsibilities. The council identified a number of areas within BOR Policy 1:7:2 where emphasis could be added during the November discussion, and during AAC's April 2017 meeting additional updates/modifications were made for review. Members were supportive of the proposed revisions provided in Attachment I and recommend moving forward for approval.

DRAFT MOTION 20170509_6-E: I move to approve the first reading of the proposed changes to BOR Policy 1:7:2 – Academic Affairs Council as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Academic Affairs Council

NUMBER: 1:7:2

A. PURPOSE

To define the Academic Affairs Council.

B. DEFINITIONS

None

C. POLICY

1. The Academic Affairs Council shall consist of the Provost or ~~Academic~~ Vice President for Academic Affairs ~~s-at~~ each of the institutions of higher education under the Board's control. The Council shall be chaired by the ~~Director~~ System Vice President of Academic Affairs as a non-voting member. The Academic Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, review existing or proposed courses, programs, departments, degrees, colleges, academic calendars, or academic policies and make recommendations as appropriate to the Board through the Council of Presidents and Superintendents with due regard to the quality of higher education in the state, the avoidance of duplication, and the attainment of economy and efficiency.
2. The Academic Affairs Council ~~may~~ shall also be tasked with the formation of common guidelines for consistent oversight of the various academic programs and activities that occur within the Regental system. The council may also engage in -study and review of academic programs, academic standards, transfer of courses, and other matters as may be referred to it by the Board, the Executive Director, the Council of Presidents and Superintendents, or that may come to its attention from other sources. The Council shall act as an advisory group to the Board, the Executive Director, and the institutional Presidents.

FORMS/APPENDICES:

None

SOURCE:

BOR 1968, Revised Apr. 1990, P. 519; BOR 1978

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – F (1)

DATE: May 9-11, 2017

SUBJECT: New Program: NSU AA in Criminal Justice

Northern State University (NSU) requests authorization to offer an Associate of Arts (AA) in Criminal Justice. Students in the program will learn about the intricate relationships between the police, the courts, and corrections as well as understand how the criminal justice system addresses the needs of offenders, victims, the families of victims and perpetrators, and society. Graduates of the program can expect to find entry-level employment in a variety of positions within the criminal justice system. In addition, graduates can continue their education at the bachelor's level, including NSU's BA in Sociology with Criminal Justice Specialization.

The Executive Director waived the Intent to Plan under Board Policy 2:23 due to NSU having an existing specialization in Criminal Justice in the Sociology major.

University Mission and Priorities

SDCL 13-58-1 provides SDSU's mission as providing "*the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.*" In addition, Board Policy 1:10:6 allows NSU to provide programs such as the AA in Criminal Justice through approval of associate and bachelor's degrees in arts and sciences, business, education, and fine arts.

System Strategic Goals

The proposed degree supports the South Dakota Board of Regents Strategic Plan 2014-2020, including growing the number of undergraduate degrees awarded, improving first year retention rates, and expanding educational access through online programs. In addition, the proposed program aligns with Board initiatives to grow online associate degree programs.

Workforce Need, Student Demand, Projected Graduates

The program will provide graduates with entry-level opportunities in a variety of fields. NSU cites US Department of Labor statistics indicating projected growth of 4-5% for several criminal justice fields. In addition, NSU notes that many existing criminal justice positions now

(Continued)

DRAFT MOTION 20170509_6-F(1): I move to approve NSU's AA in Criminal Justice as described in Attachment I.

require sixty credits of postsecondary education, the equivalent of the associate degree. NSU expects to graduate ten students per year after full implementation.

Development

The curriculum for the program is consistent with the standards of first sixty credits (two years) of the existing BS in Sociology with Criminal Justice specialization.

Board Policy

NSU is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

NSU is requesting authorization to deliver the program online.

Budget and Resources

NSU does not request any new State resources to implement or maintain the proposed program.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
MAJOR:	Criminal Justice
EXISTING OR NEW MAJOR(S):	
DEGREE:	AA
EXISTING OR NEW DEGREE(S):	
INTENDED DATE OF IMPLEMENTATION:	8/21/2017
PROPOSED CIP CODE:	430104
SPECIALIZATIONS:¹	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	History, Sociology, Political Science, and Geography
UNIVERSITY DIVISION:	College of Arts and Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

/s/ Timothy Downs

President of the University

3/28/2017

Date

1. What is the nature/purpose of the proposed program?

An Associate Degree in criminal justice will prepare students for careers in criminal justice professions by providing them with a background in the foundational terminology of the criminal justice system. Students will be exposed to introductory level courses in criminal law, criminal procedure, criminology and the correctional field. Study in these areas will illuminate the intricate relationships among the police, the courts, and corrections. Students will understand how the criminal justice system addresses the needs of all its actors, including offenders, victims, the families of victims and perpetrators, society, and criminal justice personnel. Equipped with this knowledge, students will be better prepared to deal with the complex issues facing the 21st century criminal justice professional.

¹ If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

The general purpose of the proposed program is to provide students the opportunity to obtain an associate degree (60 credit hours) in criminal justice. This degree will make an applicant more competitive for entry-level employment in local, county, and state law enforcement and correctional agencies in South Dakota. While a candidate for employment in criminal justice requires only a high school diploma or GED, more agencies are requiring a minimum of 60 hours of post high school education as a condition of employment. Currently, 16% [129/799] of South Dakota's full time sworn police personnel (excluding Sioux Falls) and 41% [180/441] of full time Sheriff's Office sworn personnel have only a high school diploma or GED.

Demand for this program would come primarily from non-traditional students actively employed in the field who do not have a post-secondary degree. Another track of enrollment would come from students seeking an Associate of Arts degree; these students will then to then transfer into a Bachelor's program in sociology or a related field (i.e., criminal justice, social work, or psychology) in any regental institution.

There currently is no Associate of Arts program in criminal justice offered by a regental institution in South Dakota.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?²

The mission of NSU is to provide programs which promote excellence in learning, support research and provide service to the state of South Dakota. South Dakota's population continues to grow in number, and as it does, the issues facing the state's criminal justice community are becoming more complex, requiring criminal justice professionals who are educated about and are able to respond to the challenging and rapidly evolving issues facing the state's law enforcement, courts and corrections.

SDCL 13-59-1 establishes:

The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.³

Board of Regents Policy 1:10:6 states:

The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service. Approved curriculum for the university includes associate and bachelor's degrees in arts and sciences, business, education, and fine arts.⁴

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

The state of South Dakota has a multitude of criminal justice positions for which it routinely hires: Highway Patrol Trooper, Highway Patrol Motor Carrier Services, Division of Criminal Investigation (DCI) Special Agent, Correctional Officer, Parole Agent, Probation Agent, Juvenile Corrections Agent, Conservation Officer, and Game, Fish & Parks Law Enforcement Officer. Similarly, South Dakota counties and cities are in the market for deputy sheriff and local law enforcement officers. At the same time, the U.S. government has a number of organizations with a criminal justice mission for which it routinely hires: Federal Bureau of Investigation, Marshals Service, Drug Enforcement Agency, Immigration & Customs Enforcement, Secret Service, Border Patrol, and Air Force/Army/Navy Criminal Investigation Services. According to Bureau of Labor Statistics, U.S.

² South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

³ SDCL 13-59-1, http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-59-1

⁴ Board of Regents Policy 1:10:6, <https://www.sdbor.edu/policy/1-Governance/documents/1-10-6.pdf>

Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Police and Detectives, most criminal justice career fields will experience growth over the next seven years:

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Police and detectives	—	806,400	839,500	4	33,100
Detectives and criminal investigators	33-3021	116,700	115,300	-1	-1,400
Fish and game wardens	33-3031	6,200	6,300	2	100
Police and sheriff's patrol officers	33-3051	680,000	714,200	5	34,200
Transit and railroad police	33-3052	3,600	3,700	4	100

4. How will the proposed program benefit students?

In the past 20 years, criminal justice has established autonomy as a discipline from sociology programs/departments in the United States. As the workforce in criminal justice has grown during this time, high school seniors have routinely chosen programs that offer criminal justice as a major/degree option, and those individuals already working in the field of criminal justice seek to obtain degrees in criminal justice. An AA degree program in criminal justice is necessary for two key reasons:

1. As noted above, while a candidate for employment in this field requires only a high school diploma or GED, more agencies are requiring a minimum of 60 hours of post high school education as a condition of employment; for this reason, an AA degree is attractive for students who do not want to pursue a bachelor's degree.
2. Individuals currently employed in the criminal justice field who do not have a post-secondary degree would find value in an AA degree for promotion in the field.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?⁵

Not applicable.

B. What is the rationale for the curriculum?

The proposed curriculum was developed based on the examination of programs in the region that currently offer an associate's degree in criminal justice. We propose to adopt a program similar to the Associate of Arts program offered through Bismarck State College:

<http://info.bismarckstate.edu/degreeplans2015-16/Criminal%20Justice%20AA.pdf>

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. Complete the tables below and explain any unusual aspects of the proposed curriculum.

As there is no uniform accreditation in the United States (only optional certification through the Academy of Criminal Justice Sciences), national and state standards are not uniform, and are slightly variable between programs. Considering this, the proposed curriculum was developed based on the examination of programs in the region that currently offer an associate's degree in criminal justice. There are no unusual aspects of the proposed curriculum.

⁵ This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

D. Summary of the degree program (complete the following tables):

[Criminal Justice]	Credit Hours	Credit Hours	Percent
System General Education Requirements	24		
Subtotal, Degree Requirements		24	40%
Required Support Courses (not included above)			
Major Requirements	15		
Major Electives	15		
Subtotal, Program Requirements		30	50%
Free Electives		6	10%
Degree Total ⁶		60	100%

Required Support Courses Outside the Major*(Not general education or institutional graduation requirements)*

Not applicable.

Major Requirements

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CJUS	201	Introduction to Criminal Justice	3	No
SOC	351	Criminology	3	No
CJUS	431	Criminal Law	3	No
CJUS	433	Criminal Procedure	3	No
CJUS	452 OR 456	Prisons and Penology OR Community Corrections	3	No
Subtotal			15	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major. Note: Students will choose FIVE classes (15 credit hours).

⁶ Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons and must receive approval by the Executive Director in consultation the President of the Board of Regents.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CJUS	203	Policing in a Free Society	3	No
CJUS	313	Crime Scene Investigation	3	No
CJUS	314	Criminalistics	3	No
CJUS	401	Law & Society	3	No
POLS	210	State and Local Government	3	No
POLS	320	Public Administration	3	No
POLS	339	Courts and Judicial Politics	3	No
POLS	430	Constitutional Law	3	No
SOC	150	Social Problems	3	No
SOC	354	Victimology	3	No
SOC	400	Social Policy	3	No
SOC	402	Social Deviance	3	No
SOC	455	Juvenile Delinquency	3	No
CJUS/POLS/SOC	492	Topics	3	No
SS	396	Fieldwork in Community Service	3	No
Subtotal			15	

6. Student Outcomes and Demonstration of Individual Achievement

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?** *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A. The knowledge and competencies specific to the program must relate to the proposed assessments in B and C below.*

As stated above, an associate's degree in criminal justice will prepare students for entry-level positions in criminal justice professions as well as current employees in the field the opportunity to obtain academic competencies by providing them with a background in the specialized terminology of the science of criminal justice, the criminological enterprise, and law and society. All AA degree-seeking students will be exposed to courses in introductory criminal justice, criminology, correctional system studies, and law and society. This 15 hour core will provide students with the necessary foundation to pursue 15 hours of electives of their choice in the areas of policing, law & policy, government operations, as well as offender and victim services. Additionally, students may take two courses of CJUS/SOC/POLS 492: Topics, totaling 6 credits towards elective requirements. With the core and elective options, students will appreciate how the criminal justice system addresses the needs all its actors, including offenders, victims, the families of victims and perpetrators, society and criminal justice personnel.

It is not anticipated that specific technological competencies separate/unique from the current degree programs offered on campus will be necessary or required; thus such competencies are not included in the proposed degree program.

Equipped with the knowledge and skills noted above, students completing the AA will be better prepared to handle with the complex issues facing the 21st century criminal justice professional.

- B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.**

Not at this time.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.⁷ What are the consequences for students who do not demonstrate mastery?

A local assessment exam is not required or considered necessary for the AA degree program.

7. What instructional approaches and technologies will instructors use to teach courses in the program? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

As the two sociology program faculty members that currently teach criminal justice courses will be the primary staffing for the proposed program, the current instructional approaches and technologies utilized by these existing faculty members will be employed in the courses comprising the proposed program. As noted in the Intent to Plan, all courses, thus the entire program, will be offered online.

8. Did the University engage any developmental consultants to assist with the development of the curriculum?⁸ Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

No developmental consultants were consulted; however, one of the two faculty members who currently teaches criminal justice courses at NSU is a long standing member of the American Society of Criminology and the Academy of Criminal Justice Sciences, and holds a Ph.D. in Criminology from Florida State University.

9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*). If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY XX	FY XX	FY XX	FY XX
Students new to the university	5	10	10	15
Students from other university programs		5	5	5
Continuing students	50	55	60	65
=Total students in the program (fall)	55	70	75	85
Program credit hours (major courses)**	550	700	750	850
Graduates	5	5	5	10

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University’s plans concerning the accreditation of this program.

⁷ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

⁸ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

Currently, the Academy of Criminal Justice Sciences (ACJS), of which one faculty member that teaches criminal justice courses at NSU is a long-standing member, offers certification, not accreditation. ACJS was not specifically consulted in the development of this degree proposal; however, the criminal justice faculty may wish to pursue certification after the degree program is implemented.

- 11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."**

None.

- 12. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?⁹**

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		Click here to enter a date.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Online	8/21/2017

- 13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.**

No additional costs for development/start-up and long-term operation are anticipated, as the two faculty members currently teaching criminal justice courses in the sociology program can adequately staff this proposed program.

- 14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an "X" in the appropriate box)? If yes, explain.**

☐

Yes

☒

No

Explanation (if applicable):

- 15. New Course Approval: New courses required to implement the new undergraduate degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:**

⁹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

- ☐ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.
- ☒ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

Northern State University, Associate of Arts in Criminal Justice

1. Assumptions

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		55	70	75	85
Program FY cr hrs, On-Campus		550	700	750	850
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.00	0.00	0.00	0.00
Faculty Salary & Benefits, average	See p. 3	\$8,387	\$8,387	\$8,387	\$8,387
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,387	\$8,387	\$8,387	\$8,387

2. Budget*Salary & Benefits*

Faculty, Regular	\$0	\$0	\$0	\$0
Faculty, Adjunct (rate x number of courses)	\$0	\$0	\$0	\$0
Other FTE	\$0	\$0	\$0	\$0
S&B Subtotal	\$0	\$0	\$0	\$0

Operating Expenses

Travel	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0
Supplies & materials	\$0	\$0	\$0	\$0
Capital equipment	\$0	\$0	\$0	\$0
OE Subtotal	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0

3. Program Resources

Off-campus support tuition/hr, net of HEF	GR	\$391.21	\$391.21	\$391.21	\$391.21
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, net of HEFF	GR	\$277.14	\$277.14	\$277.14	\$277.14
On-campus tuition revenue	hrs x amt	\$152,426	\$193,996	\$207,853	\$235,567
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0

Grants/Donations/Other	\$0	\$0	\$0	\$0
------------------------	-----	-----	-----	-----

Total Resources	\$152,426	\$193,996	\$207,853	\$235,567
------------------------	------------------	------------------	------------------	------------------

Resources Over (Under) Budget	\$152,426	\$193,996	\$207,853	\$235,567
--------------------------------------	------------------	------------------	------------------	------------------

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$0	\$0
University's variable benefits rate (see below)	0.1399	0.1399
Variable benefits	\$0	\$0
Health insurance/FTE, FY17	\$8,387	\$8,387
<i>Average S&B</i>	\$8,387	\$8,387

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY17 salaries of four people in the sociology department were averaged. *[Limit to faculty who will teach in the program. Revise as needed. Delete this note.]*

Explain adjunct faculty costs used in table:

Zero courses per year to be taught by adjuncts at \$0,000 per course. *[Revise note and table/formulas as needed. Delete this note.]*

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Use for any persons other than faculty that will be needed to offer the program. Delete this note.

Summarize the operating expenses shown in the table:

Zero; no new operating expenses for proposed program.

Summarize resources available to support the new program (redirection, donations, grants, etc).

Current available resources will be utilized.

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY17			
	Rate	HEFF	Net	
Undergraduate	\$333.35	\$38.34	\$295.01	<i>Change cell on page 1</i>
Graduate	\$442.05	\$50.84	\$391.21	
Externally Supported	\$40.00			

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY17			
	Rate	HEFF	Net	
UG Resident - BHSU, DSU, NSU	\$232.80	\$26.77	\$206.03	<i>Change cell on page 1 to point to your net</i>
UG Resident - SDSU, USD	\$238.50	\$27.43	\$211.07	
UG Resident SDSMT	\$244.80	\$28.15	\$216.65	
GR Resident - BHSU, DSU, NSU	\$304.60	\$35.03	\$269.57	<i>Change cell on page 1 to point to your net</i>
GR Resident - SDSU, USD	\$313.15	\$36.01	\$277.14	
GR Resident - SDSMT	\$318.45	\$36.62	\$281.83	
UG Nonresident - BHSU, DSU, NSU	\$330.00	\$37.95	\$292.05	<i>Change cell on page 1 to point to your net</i>
UG Nonresident - SDSU, USD	\$346.20	\$39.81	\$306.39	
UG Nonresident SDSMT	\$383.40	\$44.09	\$339.31	
GR Nonresident - BHSU, DSU, NSU	\$576.00	\$66.24	\$509.76	<i>Change cell on page 1 to point to your net</i>
GR Nonresident - SDSU, USD	\$602.05	\$69.24	\$532.81	
GR Nonresident - SDSMT	\$639.15	\$73.50	\$565.65	
UG Sioux Falls Associate Degree	\$270.00	\$31.05	\$238.95	<i>Change cell on page 1</i>

Variable Benefits Rates

University	FY17	
BHSU	14.33%	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	13.96%	
NSU	13.99%	
SDSM&T	13.86%	
SDSU	14.03%	
USD	13.99%	

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – F (2)

DATE: May 9-11, 2017

SUBJECT: New Minor: NSU Minor in Human Resources Management

Northern State University (NSU) requests authorization to offer an undergraduate minor in Human Resources Management. The minor will allow business majors opportunities to expand their knowledge by learning personnel management, including but not limited to recruiting, hiring, training and development, retention, and compensation. The minor may also appeal to students in other majors who want to understand the human side of business and management. NSU notes that the US Bureau of Labor Statistics forecasts 9% growth in human resources positions through 2024; the South Dakota Department of Labor forecasts growth of 10%. The minor consists of eighteen credit hours and includes the creation of three new courses. NSU expects ten graduates per year after full implementation.

DRAFT MOTION 20170509_6-F(2): I move to approve NSU's Minor in Human Resources Management as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	Northern State University
TITLE OF PROPOSED MINOR:	Human Resource Management
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Accounting, Banking and Financial Services, Business Administration, Economics, Finance, International Business, Management, MIS, Marketing
INTENDED DATE OF IMPLEMENTATION:	Fall 2017
PROPOSED CIP CODE:	52.1001
UNIVERSITY DEPARTMENT:	Marketing and Management
UNIVERSITY DIVISION:	College of Business

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

/s/ Timothy Downs

President of the University

3/28/17

Date

1. Do you have a major in this field (*place an "X" in the appropriate box*)?

☐

Yes

☒

No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

NSU does not currently have a major in Human Resources Management; however, NSU does have a major in Management. A Human Resource Management minor will allow business majors the opportunity to expand their knowledge by learning how to manage people, one of the most important resources within any organization.

The legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine. (SDCL 13-59-1)

The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

Northern State University's vision states "NSU will be a nationally-recognized, student-centered institution, committed to academic and extracurricular excellence, and providing global learning opportunities in a beautiful setting." This minor directly ties into student-centered and academic excellence by providing the students an opportunity to learn about this growing field. The business students at NSU should have the opportunity to enhance their university education by having the opportunity to learn more about human capital.

The human resource management minor might also appeal to other majors on campus. An education major who would like to open a daycare or preschool would benefit from an HRM minor because the student would need to understand the human side of business. Another example would be the fine arts major who wants to open a music studio. Any student who is considering a career managing personnel or opening their own business would benefit from the HRM minor.

3. What is the nature/purpose of the proposed minor?

The purpose of the HRM minor is to offer students a solid understanding in recruiting, the hiring process, training and development, retention, and compensation. Students who earn an HR minor will be able to write job descriptions, conduct hiring interviews, evaluate training and development programs, explain different options for compensation and benefits, and analyze multiple retention plans. Students will also have a strong understanding of the value of diversity in the workforce. The HRM minor will also provide students with insight on the psychology and behavior within organizations. Students will understand the role of HRM in all types of organizations ranging from for-profit organizations to non-profit organizations.

4. How will the proposed minor benefit students?

The minor will complement the management major by providing students an opportunity to specialize in HRM. The HRM minor will also allow other business majors the opportunity to gain valuable knowledge in working with groups of individuals in the workplace. The same can be said for students who are majoring in Psychology or Sociology or any other major on campus. Many occupations have to deal with working with others in an organization and an HRM minor will provide students with tools on how to accomplish this task.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.

According to the Bureau of Labor Statistics, the demand for Human Resource Managers is forecasted to grow 9% between now and the year 2024, which is a growth rate that exceeds the average growth rate of occupations. According to the South Dakota Department of Labor, the demand for Human Resource Managers in South Dakota is expected to increase by 10% by the year 2024 as well.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 18	FY 19	FY 20	FY 21
Students enrolled in the minor (fall)	15	20	25	25
Completions by graduates			5	10

*Do not include current fiscal year.

The estimated number of new students enrolled in the minor is based on enrollments in some of NSU’s current minor programs. Enrollments in management majors were also considered. It is believed that business students will add the HRM minor to their current business major to enhance their qualifications. NSU does not have a management minor; therefore, there are students who would benefit for this minor. This minor will also attract students from other majors on campus.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

Each of the required courses provides required information for individuals who will be working in an HR role.

BADM360 - This course is a study of management, including the planning, direction, controlling and coordinating of the various activities involved in operating a business enterprise.

BADM460 - This course provides a survey of managerial practices with respect to the management of the human resource function and an introduction to the topic of human resource management as an occupational choice. Major areas of inquiry include recruitment and selection, training and development, compensation and benefits development, compensation and benefits maintenance.

BADM462 – Workforce Planning and Selection trains students in analyzing current staffing requirements and projecting future staffing needs. Students evaluate the effectiveness and appropriateness of various recruitment and selection instruments and strategies used by professionals.

BADM466 - Training and Development provides an in-depth look at practices related to the structure, the methods, and the use of technology for the training of employees. Students will apply learning theories in the development and implementation of a strategic employee training system.

BADM484 – Compensation studies the role of a wage and salary administrator. It focuses on the fundamentals of wage theory, job evaluation and compensable factors, employee evaluation, individual and group incentive plans, benefits, and managerial/executive compensation.

The seven elective courses will provide students with additional information on leadership, diversity, and the overall workplace environment.

BADM362 - Basic techniques: the role of the supervisor, understanding human behavior, developing good human relations. Effective communication, planning and organizing work, decision making and discipline. For supervisors and potential supervisors.

BADM450 - This course examines the relevant management and behavioral science concepts, techniques, and research essential to an understanding of leadership. The major theories of leadership are reviewed. Students develop and improve upon their own leadership capabilities through familiarity with the current literature, experiential exercises, and applied research.

BADM463 - This course explores the organizational changes that have occurred in the business environment over the past five decades in response to increasingly larger numbers of diverse individuals entering the workplace, and the implications of these changes for managers. As an “overview” course, we will explore a range of topics, including: the historical factors driving the changes; workplace diversity issues related to leadership, teamwork, and communication; social change issues related to the challenge of balancing work and family; and career paths in the future.

BADM464 - This course is a study of individuals and groups. Traditional organization theory and concepts are presented and study is given to motivation, group dynamics, and methods of coordination, change, and adaptation within an organization.

BADM467 – This course is a survey of the historical, current, and emergent patterns in local, state, and federal labor organizations relating to collective bargaining. Topics include an analysis of the rights and obligations of both management and unions as influenced by legislation, administrative decisions, and court cases. Student exercises in collective bargaining negotiations, and contract agreements, nationally and globally, will be tracked and discussed. A collective bargaining agreement will be negotiated as a student exercise.

SOC350 - A survey of contemporary ethnic and racial groups and selected minorities in South Dakota, the United States and other countries; special attention will be given to sociological concepts and theories relevant to intergroup dynamics, social structures, and communication.

PSYC430 - This course is a survey of the application of psychological principles to the understanding of organizational effects on individual and group behavior. It includes: organizational climate and culture, work-related attitudes, employee motivation, leadership, group dynamics and team work, organizational change and development, and minorities and women in organizations.

8. Complete the tables below. Explain any exceptions to Board policy requested.**A. Distribution of Credit Hours**

Human Resource Management	Credit Hours	Percent
Requirements in minor	15	83.3%
Electives in minor	3	16.7%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
BADM	360	Organization and Management	3	No
BADM	460	Human Resource Management	3	No
BADM	462	Workforce Planning and Selection	3	Yes
BADM	466	Training and Development	3	Yes
BADM	484	Compensation	3	Yes
Subtotal			15	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
BADM	362	Supervisory Management	3	No
BADM	450	Business Leadership	3	No
BADM	463	Diversity in Management	3	No
BADM	464	Organizational Behavior	3	No
BADM	467	Labor Management Relations	3	No
SOC	350	Race and Ethnic Relations	3	No
PSYC	430	Organizational Psychology	3	No
Subtotal			3	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Students who earn the HR minor will be able to explain the role that HRM can play in accomplishing an organization's strategic plan.

Students will also be able to demonstrate knowledge of the primary HRM areas: recruiting, hiring, training and development, retention and compensation.

- Describe how managers forecast demand for and analyze the supply of employees in the organization.
- Develop an effective recruiting program for an organization.
- Summarize the steps in the HR selection process.
- Explain why organizations provide benefits and services to employees.
- Explain the importance of evaluation training and development and how it can be done effectively in an organization.
- Summarize motivational methods for engaging employees.
- Describe how career planning is done in organizations.
- Compare the advantages of various performance evaluation techniques
- Value and promote employee diversity issues.
- Discuss relevant HRM employment laws.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

The courses will be taught in smart classrooms with standard instructional methods. PowerPoints, case studies, and hands-on activities will be used to teach the content. Most courses will utilize the Desire to Learn management system for course information and dropboxes for assignment submission.

The three management faculty members all have PhD's in their related area. One management professor's PhD is in Human Capital.

12. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire minor at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire minor through distance technology (e.g., as an on-line program)?¹

	Yes	No	If Yes, list location(s)	Intended Start Date
Off-campus		X		

	Yes	No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery		X		

SDSU offers an online Human Resources minor. Both majors include BADM360 Organization and Management and BADM 460 Human Resource Management. SDSU's courses include courses from the Sociology and Psychology departments in the required

¹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

courses and elective courses. The NSU proposal includes courses from the Business Department, focusing on the core areas of human resources.

- 13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."**

None

- 14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.**

No additional resources will be needed.

- 15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).**

☒ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☐ NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – F (3)

DATE: May 9-11, 2017

SUBJECT: New Minor: SDSU Minor in Applied Statistics

South Dakota State University (SDSU) requests authorization to offer an undergraduate minor in Applied Statistics. The minor will provide training in the application of statistics to students enrolled in a wide variety of majors, including but not limited to Economics, Geography, Psychology, Political Science, and Sociology. Applied Statistics differs from Statistics in the prerequisite mathematical knowledge required. In addition, the content differs: *Applied Statistics* involves applying standard statistical methods to commonly occurring data sets in well-defined circumstances, while *Statistics* encompasses the underlying statistical principals necessary to apply, modify, and create statistical methods in a very broad set of circumstances. SDSU notes the need for the minor originates from growing demand by a variety of industries for employees trained in data analysis. The U.S. Bureau of Labor Statistics projects national growth through 2024 of 33% for statisticians. The minor consists of eighteen credit hours and includes the creation of one new courses. SDSU expects 15 graduates per year after full implementation.

DRAFT MOTION 20170509_6-F(3): I move to approve SDSU’s Minor in Applied Statistics as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	Applied Statistics
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Mathematics (B.S.), Statistics Minor
INTENDED DATE OF IMPLEMENTATION:	8/15/2017
PROPOSED CIP CODE:	27.0501
UNIVERSITY DEPARTMENT:	Mathematics & Statistics
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

3/23/2017

Date

1. Do you have a major in this field?

☐

Yes

☒

No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Applied Statistics. The proposed minor supports the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.* The Applied Statistics minor is proposed by the Department of Mathematics and Statistics. Providing statistical training and support to the university community is central to the mission.

SDSU does not request new state resources.

3. What is the nature/purpose of the proposed minor?

The proposed minor will provide training in the discipline-specific and profession-specific

application of statistics to students enrolled in a wide variety of programs and majors including, but not limited to, Economics, Geography, Psychology, Political Science, and Sociology.

Applied statistics is distinguished from statistics in that the former has a stronger focus on application of specific, standard statistical methods to commonly occurring data sets in well-defined circumstances, while the latter encompasses the underlying statistical principals necessary to being able to apply, modify, and create statistical methods in a very broad set of circumstances. While the latter is a more powerful approach, the former is frequently a more efficient approach for those whose primary area of expertise will be in another discipline.

The Applied Statistics Minor will be distinguished in a curricular sense from the existing Statistics Minor in that the associated levels of mathematical prerequisite knowledge are different. The Statistics Minor assumes that students have advanced knowledge of calculus and linear algebra, while the Applied Statistics Minor assumes that students have successfully completed College Algebra. The creation of the Applied Statistics Minor will substantially expand the student population having access to a minor in this important discipline.

4. How will the proposed minor benefit students?

In recent years, the ability to conduct statistical analyses has become important in many disciplines and professions that have not historically placed heavy emphasis on such ability. This minor will provide training in the discipline-specific and profession-specific application of statistics to students enrolled in a wide variety of programs and majors.

Examples are abundant in fields that are central to South Dakota's economy. For example, precision agriculture methods, with their heavy reliance on big data, will require enhanced applied statistical ability from many people in every portion of the ag economy. Decision making in hospitality management and tourism is increasingly data driven by factors such as social media, requiring enhanced statistical understanding and ability. E-commerce and e-banking are changing the face of retail and finance by rapidly generating enormous amounts of data, requiring some in those professions to have enhanced statistical understanding and ability. The same is true in health care, public policy formulation, and a long list of other professions.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.

The U.S. Bureau of Labor Statistics (BLS) has projected 2014 through 2024 growth in workforce demand for Statisticians to be exceptionally high, outpaced only by Wind Turbine Service Technicians and a number of health care profession occupations. Even the latter do not substantially exceed the projected growth rate of demand for statistics. These conclusions are included in an April 18, 2016 report from the Occupational Employment Statistics program, U.S. Bureau of Labor Statistics.¹

In June 2016, The Conference Board published a detailed analysis of BLS data on mathematical sciences occupations workforce demand that demonstrates that this workforce demand is broadly distributed across many sectors of the economy, including several that are important in South Dakota's economy such as healthcare, finance, and retail and wholesale trade. Much of the demand for mathematical sciences occupations is driven by demand for statistics and the closely associated

¹ Employment Projections program, U.S. Bureau of Labor Statistics, https://www.bls.gov/emp/ep_table_103.htm.

discipline of data science.²

The proposed Applied Statistics Minor will directly address this broad demand by providing statistical training to students in a broad range of disciplines and professions.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

These estimates were developed in consultation with the Dean, Associate Dean, and several Department Heads in the SDSU College of Arts and Sciences, many of whom believe students in their programs will have an interest in this minor.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 18	FY 19	FY 20	FY 21
Students enrolled in the minor (fall)	5	15	25	35
Completions by graduates	0	0	5	15

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

All students will take a 9 credit core of coursework that develops mastery of a range of near-universally-applicable statistical methods (STAT 281 or STAT 381 and STAT 441) and provides an opportunity to conduct, interpret, and report on statistical analyses in discipline/profession-specific contexts (STAT 442). Students will choose an additional 9 credits of coursework that will further prepare them to conduct, interpret, and report on statistical analyses within their chosen disciplines/professions. This is a standard curricular approach to developing discipline/profession-specific quantitative expertise of any nature, statistical or otherwise.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Minor in Applied Statistics	Credit Hours	Percent
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT or STAT	281 or 381	Introduction to Statistics (3) or Introduction to Probability and Statistics (3)	3	No
STAT	441	Statistical Methods II	3	No
STAT	442	Exploratory Data Analysis	3	Yes
Subtotal			9	

² The Conference Board (June 3rd, 2016), *Wanted: Math Majors – Mathematical Jobs Facing Tough Labor Shortages*, retrieved from <https://hcexchange.conference-board.org/blog/post.cfm?post=5200>.

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Select 9 credits from the following:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ECON	423	Introduction to Econometrics	3	No
ECON	453	Risk Management - Personal and Business	3	No
GEOG	382-382L	Quantitative Research Methods in Geography & Lab	3	No
POLS	388	Research Methods	3	No
PSYC	477	Psychology Testing and Measurement	3	No
SOC	307	Research Methods I	3	No
SOC	308	Research Methods II	3	No
STAT	383	Geospatial Data Analysis	3	No
STAT	410	SAS Programming I	3	No
STAT	414	Basic R Programming	1	No
STAT	415	R Programming	3	No
STAT	425	Applied Bioinformatics	3	No
STAT	445	Nonparametric Statistics	3	No
STAT	451	Predictive Analytics I	3	No
STAT	453	Applied Bayesian Statistics	3	No
STAT	460	Time Series Analysis	3	No

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

In the Applied Statistics Minor, students will:

- master basic statistical methods.
- master intermediate statistical methods.
- conduct statistical analyses in discipline/profession-specific contexts.
- interpret and report on statistical analyses in discipline/profession-specific contexts.

The attached curriculum map (Appendix A) shows where students achieve these outcomes in the curriculum.

11. What instructional approaches and technologies will instructors use to teach courses in the minor?

Standard instructional approaches will be used. Instructional approaches will typically include a combination of lecture and project-based learning, with the latter predominantly taking the form of collecting, organizing, and analyzing data, then interpreting the results of the analysis and reporting on the interpretation. Technologies used will include a variety of computational hardware platforms combined with the use of a variety of software packages capable of statistical analysis and reporting.

12. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire minor at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire minor through distance technology (e.g., as an on-line program)?

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	No		

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	No		

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.

None.

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.

SDSU does not require any additional resources to offer this minor. The new course can be staffed through curriculum management/reassignment.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement.

☒ YES

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix B and match those described in section 7.

☐ NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

Appendix A
Applied Statistics Minor – Student Learning Outcomes

Individual Student Outcome	STAT 281 or STAT 381	STAT 441	STAT 442	Electives
Students will master basic statistical methods.	X			
Students will master intermediate statistical methods.		X		
Students will conduct statistical analyses in discipline/profession-specific contexts.			X	X
Students will interpret and report on statistical analyses in discipline/profession-specific contexts.			X	X

Appendix B

New Course Added Specifically for the Minor

STAT 442 Exploratory Data Analysis Credits: 3

Introduction to the complete exploratory data analysis process, including data collection and preparation, data analysis, interpretation of analysis, and communication of interpretation. Data sets used will be related to the majors, disciplines, or professions of class participants.

Prerequisite: STAT 441 Statistical Methods II OR STAT 482 Probability Statistics II

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – F (4)

DATE: May 9-11, 2017

SUBJECT: New Program: SDSU MS in Human Biology

South Dakota State University (SDSU) requests authorization to offer a Master of Science (MS) in Human Biology. The program will provide graduate-level preparation for students who desire admission to professional schools in human healthcare, including those students not admitted directly to professional school from an undergraduate program. Professional school options for graduates would include Doctor of Osteopathic Medicine (DO), Doctor of Optometry (OD), Doctor of Chiropractic (DC), and Doctor of Dental Surgery (DDS) programs. The proposed program differs from current graduate biology programs that emphasize research skills; the SDSU program would focus on academic and professional skills known to maximize likelihood of admission to professional programs in healthcare. The program also provides an accelerated graduation option for students by allowing six credits to apply to completion of both the undergraduate and graduate program.

The Board approved the [Intent to Plan in June 2016](#) with the following conditions:

1. *The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.*
2. *The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.*
3. *The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.*

University Mission and Priorities

The proposed major in Human Biology is within the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State*

(Continued)

DRAFT MOTION 20170509_6-F(4): I move to approve SDSU's MS in Human Biology as described in Attachment I.

University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.

System Strategic Goals

The proposed program aligns with Board of Regents' Strategic Plan 2014-2020 by growing the number of new graduate programs, aligning programs with workforce needs, and promoting STEM education.

Workforce Need, Student Demand, Projected Graduates

Graduates of the program are expected to be competitive applicants to professional schools in healthcare. South Dakota has a demonstrated need for primary care and rural healthcare providers; SDSU hopes that by increasing the number of South Dakota graduates enrolled in professional schools in the region, many will return to or remain in the state after graduation. Workforce projections from the SDBOR Employment Projections Dashboard indicate that within South Dakota, demand for Optometrists will increase by 9%, Physician's Assistants by 22%, Surgeons by 6%, and Dentists by 13% through 2024. Graduates may also enter the workforce in the areas of biological and biomedical systems or teach biology. SDSU expects the program will graduate 20 students per year after full implementation.

Development

SDSU reviewed the curricula and requirements of similar programs at multiple universities while developing their program proposal. As required by Board Policy 2:1, Dr. Tod Clapp of Colorado State University performed an external review of the proposal (attached). The consultant recommended approval of the program.

Board Policy

SDSU is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

SDSU is not requesting authorization to deliver the program off campus or online.

Budget and Resources

SDSU does not request any new State resources to implement or maintain the proposed program. SDSU is requesting approval to apply the SDSU Allied Health Fee of \$214.70 per credit to the program.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

UNIVERSITY:	South Dakota State University
PROPOSED GRADUATE PROGRAM:	Human Biology
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Master of Science
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2017
PROPOSED CIP CODE:	26.0101
SPECIALIZATIONS:¹	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	June 30, 2016
UNIVERSITY DEPARTMENT:	Biology & Microbiology
UNIVERSITY DIVISION:	Agriculture & Biological Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

April 11, 2017

Date

1. What is the nature/purpose of the proposed program?

South Dakota State University (SDSU) requests authorization for the M.S. in Human Biology. The M.S. in Human Biology is designed to provide graduate-level preparation for students who desire admission to professional schools in human healthcare. This includes but is not limited to programs such as: Doctor of Osteopathic Medicine (D.O.), Doctor of Optometry (O.D.), Doctor of Chiropractic (D.C.), Doctor of Dental Surgery (D.D.S), Master of Science – Physician Assistant Studies (M.S. – PAS), and Allopathic Medical Doctor (M.D.). The United States higher education landscape includes several programs with similar goals², however the proposed program is unique to the SDBOR system and the region. This program directly strengthens the academic capacity of the student with special attention to advanced content knowledge and case based application, professional development and professional skills needed by the healthcare provider. The proposed program differs from current regental biology master's programs that devote considerable effort to teaching research skills. While graduate-level research skills are important to many related

¹ If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

² <https://apps.aamc.org/postbac/#/index>

South Dakota State University
New Program: M.S. in Human Biology

industries, these skills are not as highly valued for admission to professional programs in healthcare. In contrast to graduate degrees with many thesis credits, this proposed program provides academic and professional skills known to maximize likelihood of admission to professional programs in healthcare.

The M.S. in Human Biology provides graduate-level preparation for students for successful admission to professional schools, including those not admitted directly to professional school from an undergraduate program. For example, in 2013 SDSU had 19 unsuccessful applicants to professional schools. These were high achieving students as indicated by their GPA greater than 3.3 and MCAT scores between 20 and 28, but, nevertheless, needed slightly more preparation to achieve admission. The proposed M.S. program allows for additional opportunities to demonstrate their academic excellence and polish their professional skills.

SDSU does not intend to request new State resources to develop or implement this program.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?³

Providing opportunities for student success in professional careers lies within SDSU's responsibility as a land-grant institution. This M.S. program is designed to help prepare and make competitive residents of the state, region and nation to successfully be admitted and find success in professional programs in healthcare.

The M.S. in Human Biology is within the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

Board Policy 1:10:2 South Dakota State University Mission Statement provides: *The legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1).*

As the state's land-grant institution, SDSU provides opportunities for all students of the state and region to prepare themselves for successful admission to professional programs in healthcare. The Department of Biology & Microbiology has a long history of preparing students for careers as future leaders and professionals in healthcare and this program continues to build upon that previous success. This program is designed to help prepare and make competitive residents of the state, region, and nation to successfully be admitted and find success in professional programs in healthcare.

The M.S. in Human Biology supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

³ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/theboard/agenda/2014/October/16_BOR1014.pdf.

South Dakota State University
New Program: M.S. in Human Biology

Goal 1 – Student Success

- Increase total degrees awarded

Goal 2 – Academic Quality and Performance

- Grow the number of students participating in experiential learning
- Grow the number of new graduate programs

Goal 3 – Research and Economic Development

- STEM Education
- Economic Development

The M.S. in Human Biology also supports South Dakota State University's strategic plan, IMPACT 2018⁴, specifically:

Goal 1 – Academic Excellence

- Promote academic excellence through quality programs, engaged learners and an innovative teaching and learning environment.

Goal 2 – Research and Innovation

- Generate new knowledge, encourage innovations and promote artistic and creative works that contribute to the public good and result in social, cultural or economic development for South Dakota, the region, the nation and the world.

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

The M.S. Human Biology is intended to help students whose undergraduate credentials are not quite sufficient to compete successfully for admission to programs that offer further professional training in an area of specialized health care delivery (e.g. Doctor of Osteopathic Medicine (D.O.), Doctor of Optometry (O.D.), Doctor of Chiropractic (D.C.), Doctor of Dental Surgery (D.D.S), Master of Science – Physician Assistant Studies (M.S. – PAS), Allopathic Medical Doctor (M.D.), etc.). The South Dakota Department of Health shows that most counties within South Dakota currently have a shortage of primary care providers.⁵ Additionally, research conducted by ACT shows that in 2014, although interest in STEM careers is high in South Dakota, the students' academic preparedness in STEM needs to improve.⁶ Workforce projections from the SDBOR Employment Projections Dashboard indicate that demand for Optometrists will increase by 9%, Physician's Assistants by 22%, Surgeons by 6%, and Dentists by 13% through 2024.⁷ This new program will supply graduates to help fill South Dakota's shortage and academic preparedness shortfall by providing an opportunity for a greater number of successful applicants to professional programs within and outside of the state with the goal of them returning to South Dakota to provide care in the state upon completion of their program. The MS in Human Biology program is intended to increase the pool of qualified applicants to specialized health care professional programs; the program alone does not alleviate healthcare shortages in South Dakota. The addition of the MS in Human Biology does not necessarily increase the number of physicians, optometrists, etc. in South Dakota as it does not increase the number of slots in the professional schools.

4. How will the proposed program benefit students?

This program will support student success by allowing additional high quality academic

⁵ <http://www.sdstate.edu/impact2018>

⁵ <https://doh.sd.gov/documents/Providers/RuralHealth/HPSA.pdf>

⁶ <http://www.act.org/stemcondition/14/pdf/SouthDakota.pdf>

⁷ <https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx>

preparation for successful admission to professional programs. The M.S. Human Biology is intended to help students whose undergraduate credentials are not quite sufficient to compete successfully for admission to professional programs, this additional opportunity for success for qualified applicants (generally 3.0-3.5 GPA and mid-range MCAT or entrance exam scores 20-30) supports students in their pursuit of admission to professional programs.

Students who chose not to pursue professional school before or upon graduation will be able to transition into a Plan A or Plan B M.S. or Ph.D. program. They will also be competitive entrants into the workforce using their broad in-depth knowledge of biological and biomedical systems. According to Carnevale⁸ graduates of STEM programs “competencies are valued in a growing share of highly paid non-STEM occupations”. This is highlighted by the data indicating that across nearly all sectors STEM graduates earn significantly higher salaries, even when working in non-stem fields.⁹ Additionally MS graduates will have the skills to teach in higher education.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale¹⁰

This is not a new degree.

B. What is the rationale for the curriculum?

There is a need to provide additional opportunities for preparation of students in the region and nation to be highly competitive applicants to Medical, Dental, Chiropractic, Optometry, and Physician Assistant programs. The need for primary care and rural healthcare providers is high in SD. The best way to address this need is to prepare people who are SD residents and have the capability and desire to serve in these crucial locations and roles. SDSU Biology & Microbiology’s history of successful graduate education and undergraduate preparation for professional school provides confidence that the M.S. Human Biology is built upon on a strong foundation. Between 2011-2015, 98 of 159 SDSU students were admitted to the six areas of professional training (listed above) to programs outside of South Dakota. Nearly 74% of South Dakota residents who attend SDBOR institutions stay in the state to work or pursue additional higher education¹¹ so it can be extrapolated that increasing the successful admission of SD residents to professional programs across the country will yield higher numbers of practitioners who intend to return to South Dakota upon receiving their professional licensure.

Curricula is proposed to ensure completion of the program within one calendar year. In addition to life-science content, the program will contain learning outcomes for enhanced professional development essential to successful admission to professional programs in healthcare. To reduce the financial burden on students, this program will allow the use of graduate credits to be counted for both the graduate and undergraduate degrees (SDBOR Policies 2:8 and 2.5). Current SDSU policy allows up to 12 graduate credit hours to contribute to the bachelor’s degree.

C. Demonstrate/provide evidence that the curriculum is consistent with current national

⁸ <https://www.census.gov/programs-surveys/acs/>

⁹ <https://cew.georgetown.edu/report/stem/>

¹⁰ “New Degree” means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

¹¹ <https://sdbor.edu/mediapubs/factbook/documents/FY16Factbook.pdf>

standards.

There are no national standards or accrediting agencies for this program.

D. Summary of the degree program (complete the following tables):

Master of Science in Human Biology	Credit Hours	Percent
Required courses, all students	23	72%
Required option or specialization, if any	0	0%
Electives	9	28%
Total Required for the Degree Total	32*	100%

*SDSU Master's Degree Option B – Research/Design Paper

Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL	576	Advanced Mammalian Physiology	4	No
BIOL	719	Professional Development Seminar ¹²	4	Yes
BIOL	721-721L	Advanced Human Anatomy and Cadaver Dissection	4	Yes
BIOL	788	Master's Research Problems/Project	2	No
BIOS	662	Advanced Molecular & Cellular Biology	6	No
BIOS	792	Topics (Epigenetics)	3	No
Subtotal			23	

Elective Courses: List courses available as electives in the program. Indicate any proposed new courses added specifically for the program.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL	567-567L	Parasitology & Lab	3	No
BIOL	570	Cancer Biology	3	No
BIOL	583	Developmental Biology	3	No
BIOL/ MICR	500-700	A course determined by the advisor and the student.	3	No
MICR	524	Medical and Veterinary Virology	3	No
MICR	533	Medical Microbiology	3	No
MICR	539	Medical and Veterinary Immunology	3	No
Subtotal			9	

Course schedule for SDSU Accelerated B.S. Human Biology / M.S. Human Biology Students

Many students will be matriculating early from the B.S. Human Biology at SDSU directly into this program. These students will enroll in 6 credits of graduate coursework in the spring of their final undergraduate year. Students will apply to the SDSU graduate school and to this program specifically via the currently established graduate school processes. All SDSU B.S. Human Biology students will be eligible to apply. Early in the fall semester, seniors who have applied or who intend to apply to professional school will have received their MCAT/OAT/GRE/DAT scores, and by the end of the fall semester they will likely have been offered or declined interviews to those professional

¹² The course will be delivered as a 2 credit course each fall and spring. M.S. Human Biology students will be required to complete a total of 4 credits.

South Dakota State University
New Program: M.S. in Human Biology

schools. They will also have solidified their undergraduate cumulative and science GPA's thus the objective criteria required by the professional schools have been established. SDSU B.S. Human Biology seniors whose scores and/or GPA are strong (>3.0) but are likely not high enough for admission would be targeted and personally invited to consider this program and begin taking select graduate courses in the spring. As allowed by SDSU Policy 2:22¹³, 6 graduate credits would be applied to their undergraduate degree and then also to their master's program. The graduate degree is accelerated by 'saving' 6 credits between the undergraduate and graduate degrees as well as being able to complete the master's program within one calendar year following undergraduate degree completion.

The accelerated Master's program will be available to eligible SDSU students conditionally admitted to the graduate program. Once students complete 6 credits of graduate coursework in the MS Human Biology with B or above grades, and graduate with a B.S. Human Biology, they will be fully accepted into the program.

In order to apply, students must:

1. Be enrolled in the B.S. Human Biology
2. Have earned 90 undergraduate credits with a GPA of 2.9 or higher,
3. Meet all degree requirements as stipulated by Regental or University policy,
4. Submit to the a statement of interest identifying how the MS Human Biology will contribute to their academic and career goals,
5. Submit at least two letters of reference regarding his/her ability to participate in the program,
6. Submit scores for the GRE, MCAT, DAT, or OAT, and
7. Submit the application for admission to the graduate school.

Final Undergraduate Semester (Spring) 6 cr.

Choose 2: BIOL 583 – Developmental Biology, or BIOL 570 – Cancer Biology, or BIOL 567 – Parasitology, or MICR 533 – Medical Microbiology, or MICR 524 Medical and Veterinary Virology, or MICR 539 – Medical and Veterinary Immunology (6cr.)

1st Graduate Semester (Fall) 13 cr.

BIOS 662 – Advanced Molecular & Cellular Biology (6 cr.)

BIOL 576 – Advanced Physiology (4cr)

BIOL 719 – Professional Development Seminar (2 cr.)

BIOL 788 – Master's Research Problems/Project (1cr.)

2nd Graduate Semester (Spring) 13 cr.

BIOL 721 - Advanced Human Anatomy & Cadaver Dissection (4 cr.)

BIOS 792 – Epigenetics (3 cr.)

Choose 1: BIOL 583 – Developmental Biology, or BIOL 570 – Cancer Biology, or BIOL 567 – Parasitology, MICR 533 – Medical Microbiology, or MICR 524 Medical and Veterinary Virology, or MICR 539 – Medical and Veterinary Immunology (3cr.)

BIOL 719 – Professional Development Seminar (2 cr.)

BIOL 788 – Master's Research Problems/Project (1 cr.)

Course schedule for Traditional Students

Applicants to this program will include bachelor's degree recipients from SDSU and other institutions. These students would seek admission in a traditional manner and start the master's

¹³ SDSU Policy 2:22 Use of Graduate Credit for Undergraduate Degree Requirements

<http://www.sdstate.edu/sites/default/files/policies/upload/Use-of-GC-for-UG-Degree-Requirements.pdf>

South Dakota State University
New Program: M.S. in Human Biology

program in the Fall semester. Here, the students would complete the program in 1 academic year.

1st semester (Fall) 16 cr.

BIOS 662 – Advanced Molecular & Cellular Biology (6 cr.)

BIOL 576 – Advanced Physiology (4cr)

MICR 524 - Medical and Veterinary Virology (3 cr.)

BIOL 719 – Professional Development Seminar (2 cr.)

BIOL 788 – Master’s Research Problems/Project (1cr.)

2nd semester (Spring) 16 cr.

BIOL 721 - Advanced Human Anatomy & Cadaver Dissection (4 cr.)

BIOS 792 – Epigenetics (3 cr.)

Choose 2: BIOL 583 – Developmental Biology, or BIOL 570 – Cancer Biology, or BIOL 567 – Parasitology, or MICR 533 – Medical Microbiology, or MICR 539 – Medical and Veterinary Immunology (6cr.)

BIOL 719 – Professional Development Seminar (2 cr.)

BIOL 788 – Master’s Research Problems/Project (1 cr.)

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? Complete Appendix A – Outcomes using the system form.

Program outcomes focus on preparing graduates for admission to professional programs in healthcare, entrance into the workforce or admission into competitive graduate programs:

- Students will integrate the biological, biochemical, physiological and structural aspects of the human body.
- Students will demonstrate quantitative literacy and evaluate quantitative reasoning.
- Students will communicate effectively (written and oral).
- Students will demonstrate leadership and adhere to the ethical standards of the field.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

MCAT, DAT, OAT, or GRE will be used as one component of the assessment of student learning

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.¹⁴ What are the consequences for students who do not demonstrate mastery?

Mastery will be demonstrated through assessing completion of the outcomes in Appendix A. Three distinct tools will be utilized:

First, mastery will be determined in didactic courses using the traditional grading system (i.e. letter grades of A, B, C, D and F). Students must maintain an overall program grade point average of 3.0 to remain in the program, per Graduate School policy.

Second, intellectual integration of material presented in disparate courses will be evaluated

¹⁴ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

using a ‘capstone experience’ in BIOL 719 & 788 and through the implementation of comprehensive exams. Here the student must demonstrate they grasp the inter-relatedness of concepts presented in different courses through written and oral presentations.

Third, pre-enrollment and post-enrollment graduate or professional school exam scores will be utilized (MCAT, DAT, OAT, or GRE). Students will be required to submit proctored MCAT, DAT, OAT, or GRE scores depending on their intended profession. These exams will then also be a requirement for BIOL 719 upon completion of the program. This pre-post-assessment will be utilized in conjunction with the first two assessment techniques to ensure program quality and programmatic outcomes are met.

Each student will be mentored by the program’s coordinator and a graduate faculty member who will also serve as faculty for the 719 seminar sequence. Graduate seminars have been modified recently within the current M.S. and Ph.D. programs in Biology to focus on mentored writing and improving interpersonal communication skills. These changes have proven successful for our current M.S. and Ph.D. programs and similar but distinct sections of graduate seminars (719) will be created for the M.S. Human Biology students. This 2-semester sequence of BIOL 719 will scaffold learning in the areas of professionalism, academic and non-academic writing and oral communication, bioethics and healthcare case studies. Mastery will be demonstrated through written and oral presentations.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

The courses will be taught in traditional lecture, laboratory, seminar and discussion formats.

8. Did the University engage any developmental consultants to assist with the development of the curriculum?¹⁵ Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

The University sought an external review as required by SD BOR 2:1. The reviewer’s report and the response to the review are added as appendices to this document.

9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates

New. All students admitted to this program will be new to the SDSU Graduate School yet some will have completed an undergraduate degree at the University. Few, if any, will switch to this program from an existing graduate program. These estimates are based on the number of SDSU students who have unsuccessfully applied to professional graduate programs in human healthcare in recent years who would benefit from the proposed program. The growth over time includes growth of existing

¹⁵ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

¹³ https://www.nsf.gov/awardsearch/showAward?AWD_ID=1323010

¹⁴ http://www.fasebj.org/content/30/1_Supplement/553.19.abstract?cited-by=yes&legid=fasebj;30/1_Supplement/553.19

¹⁵ <http://uwberg.com/research/>¹⁵ <http://uwberg.com/research/>

¹⁶ <http://visionandchange.org>¹⁶ <http://visionandchange.org>

South Dakota State University
New Program: M.S. in Human Biology

B.S. holders who would not enroll in the accelerated option.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
Estimates	FY 18	FY 19	FY 20	FY 21
Students new to the university	10	15	20	20
Students from other university programs	0	0	0	0
Continuing students	0	0	0	0
=Total students in the program (fall)	10	15	20	20
Program credit hours (major courses)**	320	480	640	640
Graduates	10	15	20	20

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

No.

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy.

None.

12. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?¹⁶

	Yes	No	If Yes, list location(s)	Intended Start Date
Off-campus		X		

	Yes	No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery		X		

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

¹⁶ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

SDSU will utilize one and one-half (1.5) FTE to support the expanded teaching, advising and administration of this program. The BIOL 788 and 2 new BIOL 719 sections developed for this program will be led by one new faculty FTE, this faculty member will respond to inquiries from prospective students, liaise with the Graduate School, advise all students admitted to the program and direct the program's day-to-day operations from admissions through graduation. BIOL 721 and 721L will be directed and led by the current professor of anatomy and will be supported by a new .5 FTE to coordinate the dissection laboratory. Additionally, the budget includes expenses for student access to the Wegner Health Sciences Information Center, program materials for recruitment and annual travel to recruit students and attend conferences. FTE's will be supported by new tuition & fee generation derived directly from the M.S. Human Biology program, thus no new state resources will be requested.

The SDSU Allied Health Fee is requested to be applied to all M.S. Human Biology students due to the unique applied healthcare content and the high-touch pedagogical delivery of this program. This program intends to prepare students for healthcare careers, and it does so through pedagogy and instructional methods that mirror other programs currently utilizing the Allied Health Fee. For example, courses like BIOL 721-721L Advanced Human Anatomy & Cadaver Dissection require specialized labs, technology and equipment to enable hands on dissection, BIOL 576 Advanced Mammalian Physiology, BIOL 570 Cancer Biology, BIOS 792 Epigenetics, BIOL 719 Professional Development Seminar and BIOL 567 Parasitology all utilize case based instruction to bring clinical application to the forefront of the learning experience. Thus, because the curriculum and implementation of these courses align with other graduate level coursework utilizing the Allied Health Fee, this fee is requested to ensure the success of students in the M.S. Human Biology program.

With the adoption of the Allied Health Discipline fee the program will be able to meet the academic and instructional needs while remaining at a price point for students that is substantially less than the regional market. The SDSU M.S. Human Biology Tuition and Fee total per annum per student will remain \$9,500 – \$10,500 less than the 6-regional program's average Tuition and Fees (see below for table of regional programs). Specifically, for a South Dakota resident this program will save on average \$17,700 compared to attending an out-of-state program.

Assuming a student transitions from the undergraduate to the graduate program, the student will save the equivalent cost of six undergraduate credit hours through the accelerated program.

14. Board Policy 2:1 states: “*Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.*” Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

1.) Colorado State University: Tod Clapp, PhD tod.clapp@colostate.edu
(<http://csu-cvmb.colostate.edu/academics/bms/Pages/tod-clapp.aspx>)
<http://csu-cvmb.colostate.edu/academics/bms/Pages/one-year-master-science-biomedical-sciences.aspx>

2.) Kansas: Dr. Larry Segars

South Dakota State University
New Program: M.S. in Human Biology

Email: lsegars@kcumb.edu

<http://www.kumc.edu/school-of-medicine/office-of-diversity-and-inclusion/student-programs-/post-baccalaureate-program-instructions.html>

3.)Edward Via College of Osteopathic Medicine (VCOM): Bill King, MBA

bking@vcom.vt.edu

(<https://www.vcom.edu/staff/william-p-king>) https://www.vcom.edu/premedical_admissions

4.) UNL DDS: Merlyn W. Vogt (Assistant Dean of UNMC School of Dentistry)

<http://www.unmc.edu/dentistry/faculty/vogt.html>

5.) Northwestern Health Sciences University: Scott Munsterman, D.C., FICC (Northwestern Health Sciences University Board of Trustees)

15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an "X" in the appropriate box)? If yes, explain.

☒ X
Yes

☐
No

Explanation (if applicable):

Due to the academic and student support services required for successful implementation and delivery of the M.S. Human Biology program, the SDSU Allied Health Fee (Graduate) of \$214.70 per credit is requested. This fee will support the increased administrative and academic costs associated with successful implementation of this program. These services include but are not limited to: admissions processing, highly involved mentoring, and most importantly engaging, hands-on, deep learning experiences for students.

16. New Course Approval: New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

☐ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

☒ X NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

17. Additional Information:

Appendix A – Individual Student Outcomes and Program Courses

Appendix B – Budget and Resources

Appendix C – External Program Review Consultant Report

Appendix D – Department Response to M.S. Human Biology External Program Review

Appendix A
M.S. in Human Biology – Individual Student Outcomes and Program Courses

	Program Courses that Address the Outcomes											
Individual Student Outcome	BIOL 567-567L	BIOL 570	BIOL 576*	BIOL 583	BIOL 719*	BIOL 721-721L*	BIOL 788	BIOS 662*	BIOS 792*	MICR 524	MICR 533	MICR 539
Students will integrate the biological, biochemical, physiological and structural aspects of the human body.	X	X	X	X		X		X	X	X	X	X
Students will demonstrate quantitative literacy and evaluate quantitative reasoning.	X	X	X	X	X	X	X	X	X	X	X	X
Students will communicate effectively (written and oral).		X			X	X	X		X			
Students will demonstrate leadership and adhere to the ethical standards of the field.		X			X	X	X		X			

**required courses*

Appendix B Budget & Resources

South Dakota State University, M.S. in Human Biology

1. Assumptions

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		10	15	20	20
Program FY cr hrs, On-Campus		320	480	640	640
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	1.00	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$93,910	\$93,910	\$93,910	\$93,910
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.50	0.50	0.50	0.50
Other Salary & Benefits, average	See p. 3	\$66,542	\$66,542	\$66,542	\$66,542

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$93,910	\$93,910	\$93,910	\$93,910
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		<u>\$33,271</u>	<u>\$33,271</u>	<u>\$33,271</u>	<u>\$33,271</u>
S&B Subtotal		\$127,181	\$127,181	\$127,181	\$127,181
<i>Operating Expenses</i>					
Travel		\$2,000	\$3,000	\$4,000	\$4,000
Contractual Services		\$3,975	\$5,300	\$6,625	\$6,625
Supplies & Materials		\$2,000	\$3,000	\$4,000	\$4,000
Summer Stipend (comp exam grading)		\$5,000	\$5,000	\$5,000	\$5,000
Indirect Expense (Support Centers) 20%		<u>\$17,737</u>	<u>\$26,605</u>	<u>\$35,474</u>	<u>\$35,474</u>
OE Subtotal		\$30,712	\$42,905	\$55,099	\$55,099
Total		\$157,893	\$170,086	\$182,280	\$182,280

3. Program Resources

Off-campus support tuition/hr, net of HEF	GR	\$391.21	\$391.21	\$391.21	\$391.21
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, net of HEFF	GR	\$277.14	\$277.14	\$277.14	\$277.14
On-campus tuition revenue	hrs x amt	\$88,684	\$133,026	\$177,368	\$177,368
Program fee, per cr hr (if any)	\$214.70	\$68,704	\$103,056	\$137,408	\$137,408
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0

University redirections
Community/Employers
Grants/Donations/Other

\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0

Total Resources **\$157,388** **\$236,082** **\$314,776** **\$314,776**

Resources Over (Under) Budget **(\$505)** **\$65,996** **\$132,496** **\$132,496**

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$75,000	\$51,000
University's variable benefits rate (see below)		0.1403	0.1403
Variable benefits		\$10,523	\$7,155
Health insurance/FTE, FY17		\$8,387	\$8,387
<i>Average S&B</i>		\$93,910	\$66,542

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY17 salary of new hire for Biology Education Research was used for "estimated salary". The "Other" salary is the average of instructor level faculty within the department.

Explain adjunct faculty costs used in table:

0 courses per year to be taught by adjuncts at \$0,000 per course.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Summarize the operating expenses shown in the table:

\$265/student/year for access to Wegner Health Sciences Information Center, \$2,000 per year per year for travel to national conferences and continuing education and \$2,000 for recruitment brochures and other educational materials for the program, coordinator (texts, etc.), indirect includes costs associated with support centers, summer stipends for faculty grading comprehensive exams.

Summarize resources available to support the new program (redirection, donations, grants, etc).

Tuition and fee generation.

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY17 Rate	HEFF	Net	
Undergraduate	\$333.35	\$38.34	\$295.01	<i>Change cell on page 1</i>
Graduate	\$442.05	\$50.84	\$391.21	
Externally Supported	\$40.00			

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY17 Rate	HEFF	Net	
UG Resident - BHSU, DSU, NSU	\$232.80	\$26.77	\$206.03	<i>Change cell on page 1</i>
UG Resident - SDSU, USD	\$238.50	\$27.43	\$211.07	<i>to point to your net</i>
UG Resident SDSMT	\$244.80	\$28.15	\$216.65	
GR Resident - BHSU, DSU, NSU	\$304.60	\$35.03	\$269.57	<i>Change cell on page 1</i>
GR Resident - SDSU, USD	\$313.15	\$36.01	\$277.14	<i>to point to your net</i>
GR Resident - SDSMT	\$318.45	\$36.62	\$281.83	
UG Nonresident - BHSU, DSU, NSU	\$330.00	\$37.95	\$292.05	<i>Change cell on page 1</i>
UG Nonresident - SDSU, USD	\$346.20	\$39.81	\$306.39	<i>to point to your net</i>
UG Nonresident SDSMT	\$383.40	\$44.09	\$339.31	
GR Nonresident - BHSU, DSU, NSU	\$576.00	\$66.24	\$509.76	<i>Change cell on page 1</i>
GR Nonresident - SDSU, USD	\$602.05	\$69.24	\$532.81	<i>to point to your net</i>
GR Nonresident - SDSMT	\$639.15	\$73.50	\$565.65	
UG Sioux Falls Associate Degree	\$270.00	\$31.05	\$238.95	<i>Change cell on page 1</i>

Variable Benefits Rates

University	FY17	
BHSU	14.33%	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	13.96%	
NSU	13.99%	
SDSM&T	13.86%	
SDSU	14.03%	
USD	13.99%	

Appendix C
External Program Review Consultant Report



**College of Veterinary Medicine
and Biomedical Sciences**
Tod Clapp, Ph.D.
tod.clapp@colostate.edu
Department of Biomedical Sciences
Fort Collins, Colorado 80523-1680
Office: (970) 491-2583
Facsimile: (970) 491-7907
www.cvmbs.colostate.edu

February 2, 2017

Board of Regents
306 East Capitol Avenue, Suite 200
Pierre, South Dakota 57501-2545
(605) 773-3455/FAX (605) 773-5320
www.sdbor.edu

Office of the Executive Director,

South Dakota State University, College of Agricultural and Biological Sciences, Department of Biology and Microbiology have generated a proposal for a new graduate program in Human Biology. The Master of Science degree currently exists. However, this proposed program is a new major in Human Biology that is curriculum-based and designed for students hoping to strengthen their credentials for professional schools including: Doctor of Osteopathic Medicine (D.O.), Doctor of Optometry (O.D.), Doctor of Chiropractic (D.C.), Doctor of Dental Surgery (D.D.S), Master of Science – Physician Assistant Studies (M.S. – PAS), and Allopathic Medical Doctor (M.D.). The proposed program requires completion 36 credit hours and designed to be completed in 1.5 years. The initial target group for admission to this program is current SDSU seniors needing additional upper division science courses to be competitive for professional school applications. Current SDSU seniors will have a unique opportunity to count coursework in the spring semester of their senior year towards both their undergraduate degree and this newly proposed Master's in Human Biology. As the program grows and establishes a reputation, it will likely draw additional students interested in professional school from surrounding institutions and areas.

Programs similar to this have become common across the United States. Many of these programs have been successful in helping students gain admission to professional school and equally important, they have helped students stand out as exceptional during the first year of professional program. For example, Colorado State University has a similar one-year Plan B Masters of Science in Biomedical Sciences (CSU-MSB). Approximately 86% of these CSU-MSB graduates gain admission to professional school. Another is a program at Creighton University School of Medicine in the Department of Biomedical Sciences. This master's degree in Clinical Anatomy has been very successful preparing students both for professional school and teaching careers. Other curriculum based master's programs at Colorado State University such as the Microbiology-Immunology MS degree and the Toxicology MS degree see approximately 20-40% of their students matriculate into professional schools.

Overall impressions:

The program is needed and will likely draw students from surrounding states and institutions. The anticipated enrollment of 20 students seems logical and feasible to begin this program. The university leadership, departmental leadership, and faculty who are directly involved in this program are passionate and have put forward a manageable plan.

The proposal suggests this is a one-year program, but that is only true for current SDSU seniors who choose this path prior to completing their undergraduate degree. This may limit growth of the program and number of applications as many of these SDSU seniors may not yet know the status of their professional school applications until mid-late spring semester. Under the proposed curriculum previous SDSU graduates and students from outside the SDSU system will need to dedicate 1.5 years to complete the 36 credits. This will limit applicants as it keeps students from attending professional school for a period of 2 years. If the program reduces the required credits to 32 with completion over 1 year it will be much more appealing to students outside SDSU. However, this may not be the intended focus and purpose of the proposed program.

The proposed curriculum has only two new courses and with the success faculty have had training pre-professional students there doesn't appear to be any reasons to doubt the effectiveness of the curriculum. A remaining question is how the program might accommodate SDSU students who have completed their undergraduate degrees. It is possible that these students could have completed several of the undergraduate/graduate cross-listed courses prior to being admitted in the proposed Human Biology MS program. Will these students repeat that coursework with the graduate level requirements?

A common struggle for students enrolled in one year master's programs is integrating into campus. These students are in a rigorous fast-paced curriculum with little time for outside activities. To be successful students need to quickly identify resources and gain a sense of community. Problems tend to be amplified for this group because they take twice the amount of coursework in half the time. These students are also on campus for extended periods of time compared to undergraduate students. A dedicated space and facilitated events may help these students build a stronger more cohesive group and provide a sense of community.

Overall impressions:

The program is needed and will likely draw students from surrounding states and institutions. The anticipated enrollment of 20 students seems logical and feasible to begin this program. The university leadership, departmental leadership, and faculty who are directly involved in this program are passionate and have put forward a manageable plan.

The proposal suggests this is a one-year program, but that is only true for current SDSU seniors who choose this path prior to completing their undergraduate degree. This may limit growth of the program and number of applications as many of these SDSU seniors may not yet know the status of their professional school applications until mid-late spring semester. Under the proposed curriculum previous SDSU graduates and students from outside the SDSU system will need to dedicate 1.5 years to complete the 36 credits. This will limit applicants as it keeps students from attending professional school for a period of 2 years. If the program reduces the required credits to 32 with completion over 1 year it will be much more appealing to students outside SDSU. However, this may not be the intended focus and purpose of the proposed program.

The proposed curriculum has only two new courses and with the success faculty have had training pre-professional students there doesn't appear to be any reasons to doubt the effectiveness of the curriculum. A remaining question is how the program might accommodate SDSU students who have completed their undergraduate degrees. It is possible that these students could have completed several of the undergraduate/graduate cross-listed courses prior to being admitted in the proposed Human Biology MS program. Will these students repeat that coursework with the graduate level requirements?

A common struggle for students enrolled in one year master's programs is integrating into campus. These students are in a rigorous fast-paced curriculum with little time for outside activities. To be successful students need to quickly identify resources and gain a sense of community. Problems tend to be amplified for this group because they take twice the amount of coursework in half the time. These students are also on campus for extended periods of time compared to undergraduate students. A dedicated space and facilitated events may help these students build a stronger more cohesive group and provide a sense of community.

Program Curriculum: Does the proposed program meet accreditation requirements where applicable? Does the proposed program meet or exceed current national standards and expectations for the discipline? Will the proposed program provide students with sound preparation for their careers and serve them well as they seek employment? What changes, if any, do you recommend?

There are no accreditation requirements for graduate programs such as this. The proposed program curriculum appears to be in line with similar programs at Colorado State University, University of Colorado, Rocky Vista University, University of Nebraska Medical Center, and Creighton University. However, there are no official standards for curriculum-based masters programs geared towards professional school preparation. The proposed curriculum includes rigorous science courses which prepare students for similar coursework in professional school. Expectations upon completion of this program include some background in professional school core curriculum and evidence that they can successfully complete this rigorous coursework. Mastery will provide further credentials to successfully compete for admission (e.g. Doctor of Osteopathic Medicine (D.O.), Doctor of Optometry (O.D.), Doctor of Chiropractic (D.C.), Doctor of Dental Surgery (D.D.S), Master of Science – Physician Assistant Studies (M.S. – PAS), Allopathic Medical Doctor (M.D.), etc.). Additional areas that may be beneficial to the SDSU students in Human Biology MS are Pharmacology and Neuroanatomy. These two difficult subjects are common to many professional school curricula. It is difficult to provide further curricular recommendations without looking through syllabi for newly proposed courses.

Not all students completing this Human Biology MS program will be successful gaining admission to professional school. Statistics from various curriculum-based masters programs are variable with some suggesting that less than 50% of MS students gain admission to professional school (personal communication with University of Colorado, Rocky Vista University, Creighton University, and Colorado State University faculty). The reasons for this are vast, but it does suggest that the proposed SDSU program should include some training for students to enter alternative careers such as industry. Students matriculating into the proposed program could benefit from a plan to incorporate them into campus and building strong sense of community. One suggestion is to use time in one of the proposed seminar courses to mentor students in preparing a job packages for a chosen alternative career. This could include assistance from the office of career development at SDSU with personal statements/cover letters, a vetted resume or CV, as well as guidance with interview and negotiating skills.

It is possible that SDSU seniors electing to enroll in this program and begin taking graduate level courses in the spring semester of their senior year could lower their GPA. I believe these students may have difficulty adjusting to the rigors of graduate school work in the spring semester of their senior year. The student group this program is targeting are not at the top of their class and may not be academically mature enough to immediately transition into graduate work. In our experiences we've found that students matriculating two to five years after their undergraduate coursework is completed are our most successful students.

Faculty: Will the current and planned faculty be sufficient to offer a strong program? Does the program require additional expertise to implement the program at a high level of quality? Will the teaching, research, service expectations, and related resources be competitive when recruiting new faculty to staff the proposed program?

Current faculty have a history of demonstrated excellence in preparing students for professional school and are most certainly the program's biggest asset. The only new coursework being proposed is BIOL666 Advanced Human Anatomy (4cr) and BIOL590 Seminar (1cr). The anatomy course will be covered with existing faculty with a new FTE position proposed to provide content in BIOL590. The teaching expectations of the incoming faculty member appear to be within reason but the workload is difficult to assess without looking into syllabi for the newly proposed seminar courses. The collaborative nature of both faculty and administration will surely be a draw when recruiting faculty for this position.

Additional support of graduate teaching assistants are recommended to help facilitate an increased faculty workload.

Consider additional support such as a designated graduate coordinator who focuses their time on recruitment, information sessions, application management, graduate paperwork administration, orientation, team/community building events, and alumni tracking.

Services: Are library resources and other services sufficient to support a high quality program?

I suggest faculty and administration consider a dedicated space for the Human Biology MS students. The proposed curriculum will challenge students in new ways and require a great deal of time and commitment from students. They'll be spending significant amounts of time on campus and will need a landing area for anatomy attire as well as books, access to computers and likely use of a printer and white boards. A common problem for these 1-year students is integrating into the campus community. Their curriculum is difficult and their tenure is short so they need to quickly identify campus resources and a support community. A dedicated space could help provide the necessary community.

Other Issues: Are there other issues (e.g., student recruiting, program management, support staff, etc.) that should be given attention?

The most important choice you all have is whether to offer a 32 credit one year program or pursue one more catered to current SDSU seniors. A program tailored to current SDSU seniors provides a unique opportunity for these students. However, the management of a 1.5 year program is more difficult. If you consider a one year 32 credit program it will be easier to manage and create a more cohesive group as they start and end together. I recommend you strongly consider setting this program up as a 32 credit 1 year program.

Much of the curriculum is cross-listed as both undergraduate and graduate courses. You could likely have a significant number of students who do not realize they could benefit from a program like this until after they have graduated. For this group of applicants how will the program accommodate students who have completed some of the cross-listed undergraduate courses? Most 1 year 32 credit programs do not have to tackle these concerns.

Assessing solely via the MCAT won't be an effective measure of student learning outcomes. Consider a comprehensive exam over some determined core coursework. However, complications arise as this will be administered and graded over the summer term. The proposal speaks about integrated case-based curriculum. This could make for a fantastic comprehensive exam.

Look into collaborations with the nearby professional schools. Look for their input regarding curriculum and whether or not a MS Human Biology degree will weigh heavier than an undergraduate degree in regards to a professional school application. Feedback we've received is that professional schools weigh the undergraduate GPA greater than the MS degrees because they feel MS GPA's are inflated and not as indicative of student success. You have a proven track record of training students to be successful in professional school. You may want to have conversations with the professional schools in the area in attempt to build a collaboration with this Human Biology MS program. Their support will provide instant credibility to the program and grow the number applicants to SDSU. There may be an opportunity to collaborate and provide them with better trained applicants. For example, we developed a collaborative agreement with a nearby medical school where we provide a list of our top recommended students, up to six names. These students do not have to submit a secondary application or conduct an interview but are automatically placed into the next matriculating class. This collaborative agreement was an attempt to get our best MS students to that professional school.

Summary Recommendation: What do you see as the strengths and weaknesses of the proposed program? What broader recommendations do you have for the university and the Board of Regents?

Strengths:

The strength of the program is the faculty and their proven excellence in preparing students for professional school. It is also in the support of the administration to tackle and support new and innovative programs such as this curriculum based Human Biology program. As the program matures and evolves, its reputation will bring stronger applicants and result in more praise from professional schools. This will result in a successful and strong group of alumni.

Weaknesses:

Using MCAT as an assessment of learning

No designated space for master's students

No specific plan for recruiting outside of SDSU's undergraduate population

No designated FTE for administrative help with admissions, recruiting, retention, and alumni affairs

It was a pleasure visiting with the wonderful faculty and leadership teams. The thoughtful and collaborative work everyone put forward in this Human Biology MS program proposal is substantial and will make it successful. The proposed program will be a great addition to current offerings at South Dakota State University. I would be happy to provide clarification regarding anything contained within this report. Please do not hesitate to ask if I can provide any further help.

Best regards,



Tod Robert Clapp, Ph.D.
Assistant Professor Dept. of Biomedical Sciences, Colorado State University
Director of CSU Biomedical Sciences 1yr Master's program
Director of CSU Human Anatomy Program
tod.clapp@colostate.edu
970-491-2583

Faculty: Will the current and planned faculty be sufficient to offer a strong program? Does the program require additional expertise to implement the program at a high level of quality? Will the teaching, research, service expectations, and related resources be competitive when recruiting new faculty to staff the proposed program?

Current faculty have a history of demonstrated excellence in preparing students for professional school and are most certainly the program's biggest asset. The only new coursework being proposed is BIOL666 Advanced Human Anatomy (4cr) and BIOL590 Seminar (1cr). The anatomy course will be covered with existing faculty with a new FTE position proposed to provide content in BIOL590. The teaching expectations of the incoming faculty member appear to be within reason but the workload is difficult to assess without looking into syllabi for the newly proposed seminar courses. The collaborative nature of both faculty and administration will surely be a draw when recruiting faculty for this position.

Additional support of graduate teaching assistants are recommended to help facilitate an increased faculty workload.

Consider additional support such as a designated graduate coordinator who focuses their time on recruitment, information sessions, application management, graduate paperwork administration, orientation, team/community building events, and alumni tracking.

Services: Are library resources and other services sufficient to support a high quality program?

I suggest faculty and administration consider a dedicated space for the Human Biology MS students. The proposed curriculum will challenge students in new ways and require a great deal of time and commitment from students. They'll be spending significant amounts of time on campus and will need a landing area for anatomy attire as well as books, access to computers and likely use of a printer and white boards. A common problem for these 1-year students is integrating into the campus community. Their curriculum is difficult and their tenure is short so they need to quickly identify campus resources and a support community. A dedicated space could help provide the necessary community.

Other Issues: Are there other issues (e.g., student recruiting, program management, support staff, etc.) that should be given attention?

The most important choice you all have is whether to offer a 32 credit one year program or pursue one more catered to current SDSU seniors. A program tailored to current SDSU seniors provides a unique opportunity for these students. However, the management of a 1.5 year program is more difficult. If you consider a one year 32 credit program it will be easier to manage and create a more cohesive group as they start and end together. I recommend you strongly consider setting this program up as a 32 credit 1 year program.

Much of the curriculum is cross-listed as both undergraduate and graduate courses. You could likely have a significant number of students who do not realize they could benefit from a program like this until after they have graduated. For this group of applicants how will the program accommodate students who have completed some of the cross-listed undergraduate courses? Most 1 year 32 credit programs do not have to tackle these concerns.

Assessing solely via the MCAT won't be an effective measure of student learning outcomes. Consider a comprehensive exam over some determined core coursework. However, complications arise as this will be administered and graded over the summer term. The proposal speaks about integrated case-based curriculum. This could make for a fantastic comprehensive exam.

Look into collaborations with the nearby professional schools. Look for their input regarding curriculum and whether or not a MS Human Biology degree will weigh heavier than an undergraduate degree in regards to a professional school application. Feedback we've received is that professional schools weigh the undergraduate GPA greater than the MS degrees because they feel MS GPA's are inflated and not as indicative of student success. You have a proven track record of training students to be successful in professional school. You may want to have conversations with the professional schools in the area in attempt to build a collaboration with this Human Biology MS program. Their support will provide instant credibility to the program and grow the number applicants to SDSU. There may be an opportunity to collaborate and provide them with better trained applicants. For example, we developed a collaborative agreement with a nearby medical school where we provide a list of our top recommended students, up to six names. These students do not have to submit a secondary application or conduct an interview but are automatically placed into the next matriculating class. This collaborative agreement was an attempt to get our best MS students to that professional school.

Summary Recommendation: What do you see as the strengths and weaknesses of the proposed program? What broader recommendations do you have for the university and the Board of Regents?

Strengths:

The strength of the program is the faculty and their proven excellence in preparing students for professional school. It is also in the support of the administration to tackle and support new and innovative programs such as this curriculum based Human Biology program. As the program matures and evolves, its reputation will bring stronger applicants and result in more praise from professional schools. This will result in a successful and strong group of alumni.

Weaknesses:

Using MCAT as an assessment of learning

No designated space for master's students

No specific plan for recruiting outside of SDSU's undergraduate population

No designated FTE for administrative help with admissions, recruiting, retention, and alumni affairs

It was a pleasure visiting with the wonderful faculty and leadership teams. The thoughtful and collaborative work everyone put forward in this Human Biology MS program proposal is substantial and will make it successful. The proposed program will be a great addition to current offerings at South Dakota State University. I would be happy to provide clarification regarding anything contained within this report. Please do not hesitate to ask if I can provide any further help.

Best regards,



Tod Robert Clapp, Ph.D.
Assistant Professor Dept. of Biomedical Sciences, Colorado State University
Director of CSU Biomedical Sciences 1yr Master's program
Director of CSU Human Anatomy Program
tod.clapp@colostate.edu
970-491-2583

Appendix D

Department Response to M.S. Human Biology External Program Review

The faculty and leadership of the Biology & Microbiology Department wish to extend our gratitude to SDBOR AVP for Academic Affairs, Dr. Jay Perry and our external reviewer, Dr. Tod Clapp. The review process was honest, open, efficient and constructive. The feedback will help guide us in developing a stronger program that will better help us support student success.

Below you will find a response to Dr. Clapp's feedback. Please let us know if you require any further information or clarification.

1. SUGGESTION: Dr. Clapp noted that the program's "strength lies in the faculty" & the reputation of successfully preparing students for professional school. And he supports the new faculty lines (1.5 FTE) to support the new courses (Human Anatomy, newly designed curriculum and unique delivery of BIOL 788 Research Problems and BIOL 719 Professional Development Seminar for this cohort). Dr. Clapp suggests courses be developed in Pharmacology and Neurobiology. He suggests additional GTA's to support increased workload in current and new graduate courses.
 - a. PROGRAM RESPONSE: 1 additional GTA will be assigned to BIOL 721 & 721L Advanced Human Anatomy. The development and implementation of a Neurobiology course is not currently possible given the current fiscal and human resource constraints within the university (i.e. the current climate does not support new FTE approval). Conversations have begun and will continue to enroll M.S. Human Biology students in existing Pharmacology coursework offered by the College of Pharmacy and Allied Health Professions at SDSU. Alternatively, we will explore with the College of Pharmacy and Allied Health Professions faculty the development of a new Pharmacology course for this M.S. Human Biology cohort. The previously proposed new sections of BIOL 790 have been converted to BIOL 719 Professional Development Seminar to more clearly articulate the learning outcomes and delineate them from versions of 790 currently in place for Plan A M.S. and Ph.D. students.
2. SUGGESTION: Dr. Clapp suggests the use of comprehensive exams upon program completion instead of our proposed plan to utilize MCAT or other professional entrance exams.
 - a. PROGRAM RESPONSE: Due to the compressed timeline implementation of comprehensive exams will be difficult but with the additional program fee (see #4 below) – a comprehensive exam will be implemented via BIOL 788 and 719 and summer salary will be allocated for faculty to score the exams.
3. SUGGESTION: Due to the unique nature of this program – a specific space should be designated for this cohort of students.
 - a. PROGRAM RESPONSE: While we appreciate the suggestion, we are constrained to a limited physical footprint and do not currently have a solution for this concern. The University is continuing a campus master planning process and we will forward our increased footprint request through the appropriate channels.
4. SUGGESTION: SDSU should include a plan to recruit students outside of SDSU
 - a. PROGRAM RESPONSE: A change from Plan C to Plan B is requested and is reflected in the updated *New Graduate Degree Program* pro-forma. This will enable the program to more successfully recruit applicants who complete their B.S.

at institutions other than SDSU. The majority of competing programs are designed with 1-year plan and most are 30-32 credits, so moving to a Plan B (32 credit) program will allow us to better align with our peers. Additionally, as we plan for the best pathway to enable students to successfully complete coursework – enrolling in 16 or less graduate credits per semester is a much more successful plan for setting students up for success.

5. SUGGESTION: “Consider additional support such as a designated graduate coordinator who focuses their time on recruitment, information sessions, application management, graduate paperwork administration, orientation, team/community building events, and alumni tracking.” Designate a graduate coordinator or other FTE designated for administrative purposes (e.g. admissions, recruiting, retention, alumni affairs)
 - a. PROGRAM RESPONSE: The FTE who will be internally reassigned to BIOL 719 and 788 will be responsible for administrative duties listed above. We recognize that as this program grows it will require additional administrative support.
6. SUGGESTION: Create curriculum to include alternative career prep, mentoring, CV/application packet review, interview, negotiation skills.
 - a. PROGRAM RESPONSE: These activities have been integrated into BIOL 719 and 788.
7. SUGGESTION: There is a high risk allowing seniors to enroll in graduate courses. The best MS students in Dr. Clapp’s history have been students who have been out of school for a while.
 - a. PROGRAM RESPONSE: We have requested to move from a Plan C (35 cr.) to Plan B (32 cr.) which will allow us to more effectively recruit external applicants.
8. SUGGESTION: It is suggested that SDSU reduce the credits required for this program to align with peer programs and to allow successful completion in 1 year.
 - a. PROGRAM RESPONSE: We have requested to move from a Plan C (35 cr.) to Plan B (32 cr.). See response to #4 above.

Footnote: There seems to have been some ambiguity or a misunderstanding about the “new” coursework developed for this program. For clarity: BIOL 721 & 721L Advanced Human Anatomy (4 cr.) are unique and new in all aspects. BIOL 788 and 719 are new in all aspects. BIOL 788 & 719 will include content and curriculum specifically designed and implemented for the M.S Human Biology students. This curriculum includes but is not limited to: alternative career prep, mentoring, CV/application packet review, interview, negotiation skills, MCAT (or alternative professional exam) preparation, field experiences, case studies, intellectual integration of material presented in disparate courses evaluated through written and oral presentations, scaffolded learning in the areas of professionalism, academic and non-academic writing and oral communication, bioethics and healthcare case studies. Mastery will be demonstrated through written and oral presentations.

Finally, nearly every suggestion from the external review requires additional fiscal resources be invested to secure the success of this program. Due to the academic and student support services required for successful implementation and delivery of the M.S. Human Biology program, the SDSU Allied Health Fee (Graduate) of \$214.70 per credit is requested. This fee will support the increased administrative and academic costs associated with successful implementation of this program. These services include but are not limited to: admissions processing, highly involved mentoring, and most importantly engaging, hands-on, deep learning experiences for students.

The SDSU Allied Health Fee is requested to be applied to all M.S. Human Biology students due to the unique applied healthcare content and the high-touch pedagogical delivery of this program. This program intends to prepare students for healthcare careers, and it does so through pedagogy and instructional methods that mirror other programs currently utilizing the Allied Health Fee. For example, courses like BIOL 721-721L *Advanced Human Anatomy & Cadaver Dissection* require specialized labs, technology and equipment to enable hands on dissection, BIOL 576 *Advanced Mammalian Physiology*, BIOL 570 *Cancer Biology*, BIOS 792 *Epigenetics*, BIOL 719 *Professional Development Seminar* and BIOL 567 *Parasitology* all utilize case based instruction to bring clinical application to the forefront of the learning experience. Thus, because the curriculum and implementation of these courses align with other graduate level coursework utilizing the Allied Health Fee, this fee is requested to ensure the success of students in the M.S. Human Biology program.

With the adoption of the Allied Health Discipline fee the program will be able to meet the academic and instructional needs while remaining at a price point for students that is substantially less than the regional market. The SDSU M.S. Human Biology Tuition and Fee total per annum per student will remain \$9,500 – \$10,500 less than the 6-regional program's average Tuition and Fees (see below for table of regional programs). Specifically, for a South Dakota resident this program will save on average \$17,700 compared to attending an out-of-state program.

	In State	Out of State
SDSU M.S. Human Biology (32cr. w/ Allied Health Fee)	\$13,743.00	\$21,918.00
University of Colorado	\$30,444.00	\$49,579.00
Kansas City University of Med and Biosciences	\$30,000.00	\$30,000.00
Saint Louis (24 credits no degree)	\$27,284.00	\$27,284.00
Regis University	\$26,920.00	\$26,920.00
Colorado State University	\$16,000.00	\$30,000.00
University of Northern Colorado	\$15,000.00	\$25,000.00
<i>Average of Regional Peers (T&F)</i>	\$24,274.67	\$31,463.83
<i>SDSU T&F less Average of Regional Peers</i>	<i>\$10,531.57</i>	<i>\$9,545.43</i>

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – G (1)

DATE: May 9-11, 2017

SUBJECT: Intent to Plan: BHSU MAT in English

Black Hills State University (BHSU) has submitted an Intent to Plan requesting approval to develop a Master of Arts in Teaching (MAT) in English. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The program would provide curriculum in both pedagogy and English language and literature. The program also includes a minimum of 18 hours in the content area, a necessary component for teaching concurrent and dual credit courses due to recent policy changes made by the Higher Learning Commission (HLC), the accreditation body for South Dakota's postsecondary institutions. Courses in education would come from the existing pool of online courses offered through BHSU's Masters of Science in Curriculum and Instruction (MSCI). The curriculum would provide a practical focus for teachers to use in their classroom while allowing further development in areas of leadership, curriculum development, or research in language and literature.

University Mission and System Strategic Goals

The proposed degree supports the statutory mission of BHSU. SDCL 13-59-1 provides the mission as "*the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorize by the board of regents.*" The proposal also supports the Board's implementation of the statutory mission in [Policy 1:10:4](#), authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education.

The proposal supports [Board of Regents Strategic Plan 2014-2020](#) by growing the number of approved graduate programs, documenting that academic programs are of high quality, and revising teacher preparation programs to prepare professionals to work in standards-based schools. The proposal also supports requirements of the HLC that postsecondary instructors have a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

(Continued)

DRAFT MOTION 20170509_6-G(1): I move to authorize BHSU to develop a proposal for a Master of Arts in Teaching (MAT) in English as presented.

Related Programs in the System

None of the Regental institutions currently offer the MAT degree. Master's programs in English exist at USD and SDSU; however, those programs provide English content without the applied component or pedagogy aspect involved in the MAT.

Workforce Need, Student Demand, Projected Graduates

US Department of Labor projections show an estimated 10% growth in demand for qualified English Language and Literature teachers in South Dakota through 2024. In addition, Spearfish and the surrounding region lag behind national trends for the number K-12 teachers with graduate degrees. BHSU estimates graduating 10-12 students per year after full implementation.

Board Policy

BHSU is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

BHSU is requesting authorization to deliver the program online.

Budget and Resources

BHSU does not request any new State resources to implement or maintain the proposed program.

Conditions for Approval

The approval of this request will be contingent upon the following:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers. This includes completion of an external review as required by [Board Policy 2:1](#).
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	BHSU
DEGREE(S) AND TITLE OF PROGRAM:	Master of Arts in Teaching (MAT) in English
INTENDED DATE OF IMPLEMENTATION:	

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

 _____ President of the University	3-31-17	Click here to enter a date. _____ Date
--	---------	---

1. What is the general nature/purpose of the proposed program?

Building on the history and strength of its professional education programs, Black Hills State University proposes a new master's level degree in the field of English: the Master of Arts in Teaching (M.A.T.). This proposal is being submitted concurrently with an Intent to Plan for an M.A.T. in mathematics.

Nature of the Proposed Program

The M.A.T. program in English would provide a curriculum in both pedagogy and English language and literature. With a minimum of 18 hours in the content area, this program—like no other master's degree in education in the state—would give its students the background necessary for teaching AP courses as well as the credentials needed to teach Rising Scholar classes and college-level courses at any university in the regental system and at any technical college. The whole program could be taken online, although we would explore the possibility of allowing some courses in English to be both online and face-to-face if teachers in the region expressed a desire for some face-to-face coursework. Courses in education would come from the existing pool of online courses offered through BHSU's Masters of Science in Curriculum and Instruction (MSCI).

The proposed curriculum has a strong, practical focus, which would provide its students with knowledge, skills, and materials they can take directly into the classroom. However, it would also allow them the flexibility to pursue a particular area of interest: in leadership, curriculum development, or research in language and literature.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the

South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?

Expected Need:

South Dakota and the region have long needed more teachers with advanced degrees. According to Mitch Hopewell, former Distance Education Coordinator at BHSU, efforts to expand the Rising Scholars program in the Black Hills region have been significantly inhibited by the fact that few, current teachers qualify to teach the classes. Data collected from the Lawrence County school district confirms this view. Twenty-eight percent of Spearfish teachers, for example--according to former Spearfish Superintendent Dave Peters--have advanced degrees, while the national average, according to a 2011 study, is 43%.

Furthermore, the need for such a program is expanding for two reasons: first, the new, higher standards by the Higher Learning Commission, and second, promotion in high schools of courses that provide high school and college credit concurrently.

The Higher Learning Commission has increased its educational requirements for instructors effective 2017. The new guideline is as follows: "faculty teaching general education courses, or other non-occupational courses that transfer, typically hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach."¹

Additionally, current South Dakota initiatives--such as those expressed in Governor Dugaard's South Dakota WINS--are increasing demand for the courses that require high school teachers to have these advanced degrees.² It is also increasing the need for qualified adjunct instructors at regental universities because of the increase in dual credit courses.

In response to both of these factors--higher standards and greater demand-- high school teachers in South Dakota (as well as in Wyoming) have contacted the university requesting graduate programs that would provide them with the necessary credentials. The proposed M.A.T. program would meet their needs and as well as providing university adjunct instructors in this critical field.

Expected Demand:

Recent queries from area teachers suggest there is already demand for this program. Greater demand is expected as high school teachers and principals recognize the change in standards. Additionally, college graduates who wish to teach in community colleges, technical colleges, and area universities are expected to enroll in this program. With online courses and flexible summer offerings, we would expect to attract students at a distance and those with full time employment. In addition, the popularity of the existing MSCI program, would provide added interest. In addition, employment demand for English Language and Literature teachers is expected to grow by 10.8% in South Dakota between 2014 and 2024, roughly 4% above the demand for all jobs, even without the change in qualifications required for teaching dual and concurrent credit courses.³

¹ The change in assumed practices is articulated in the following:

http://download.hlcommission.org/policy/updates/AdoptedPoliciesAssumedPractices_2015_06_POL.pdf

² For information on goal of expanding offerings of courses taken by high school students for college credit see the following: <http://southdakotawins.com/preparingouryouth/advancedplacementapcourses/>.

³ SDBOR Employment Projections Dashboard, available from

<https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx>.

3. How would the proposed program benefit students?

Below are the Educational Goals for this Program:

1. To give current teachers a deeper understanding of those areas of literature in which they regularly teach according to current high school curricula. Currently these areas are major works by British and American authors, world literature, and young adult literature.
2. To provide current teachers with extensive experience writing in a content area, acknowledging that proficiency in writing is necessary (though not sufficient) to the teaching of writing.
3. To provide current teachers with master's-level research skills in the field of education so they can find information useful to their pedagogy.
4. To provide current teachers with information and ideas related to major questions (sociological, pedagogical) that they encounter regularly in the classroom.
5. To provide current teachers with the opportunity and guidance to create ready-to-use materials for the classroom from what they have learned in literature courses. These would likely include discussion questions, exams, activities, informational presentations, quizzes, writing assignments, and rubrics.
6. To provide current teachers the opportunity to delve further into an area of particular professional interest: research in literature, research in the classroom (action research), or leadership.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?⁴

The proposed degree supports the statutory mission of Black Hills State University as provided by SDCL 13-59-1:

The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorize by the board of regents.

The proposed degree also supports the Black Hills State University mission as provided in Board of Regents Policy 1:10:4, which reads as follows:

The legislature established Black Hills State University as a liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs.

The Board implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities and to provide

⁴ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

service to the State of South Dakota and the region. Black Hills State University is the only multipurpose university in Western South Dakota.

The proposed M.A.T. programs would promote “excellence in teaching and learning” at the secondary and master’s level. Because the M.A.T. program in English would require scholarship in the field of English language and literature in addition to research in the field of education, it would clearly “support research, creative, and scholarly activities” among both faculty and students. Additionally, the M.A.T. would serve the nation and global community through courses that promote cultural diversity and multicultural awareness through the study of current and world literature. Current and future teachers enrolled in these courses are more likely to make a concerted effort to integrate these values into their teaching practices.

The University has seven master’s degrees:

- M.S. in Curriculum and Instruction (approved in 2001)
- M.S. in Integrative Genomics (approved in 2006)
- M.S. in Strategic Leadership (approved in 2008)
- M.B.A. in Applied Management (approved in 2009)
- M.Ed. in Reading (approved in 2010).
- M.S. in Sustainability (approved in 2012)
- M.S. in Secondary Education (approved in 2012)

BHSU also offers one online graduate certificate in Crisis Leadership and Emergency Management (CLEM).

The proposal support Board of Regents Strategic Plan 2014-2020 by growing the number of approved graduate programs, documenting that academic programs are of high quality, and revising teacher preparation programs to prepare professionals to work in standards-based schools.

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?⁵ If there are no related programs within the Regental system, enter “None.”

BHSU’s MSCI program provides a master’s level curriculum, it does not include any courses in the content area. Additionally, while a traditional master’s degree in English (like those at USD and SDSU) would provide content-area courses, it cannot provide the applied component that teachers seek. For many current teachers, pursuing an M.A.T. is the wisest course; yet, the state has no M.A.T. programs in English. (Note: NSU is also in the preparation process). In fact, South Dakota does not currently have any graduate programs in English that are fully online.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and

⁵ Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.⁶

While M.A. programs in English are common throughout the region, we are focusing on the programs that combine curricula in the content area and education. Such programs are as follows:

	Institution	Program Title
Minnesota	None	
North Dakota	North Dakota State University:	M.S. in Teacher Education, English/Language Arts, with a curriculum containing a mixture of English and education classes—NDSU is located in Fargo, North Dakota, on the eastern edge of the state and 498 miles (over a seven hours drive) to Black Hills State.
Montana	None	
Wyoming	None	

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

This program would likely take a few students from the MSCI program, but since nearly half of the courses would be shared by the two programs, the School of Education does not have concerns regarding any possible losses.

We expect students to be new to the university as master's students and for the program to draw heavily from BHSU alumnae and teachers in the region. According to a recent sample survey of 16 current English Education majors, 10 have responded, and all of the respondents have indicated that they would be interested in the program. One student noted that an M.A.T. at BHSU would give Western South Dakota students the opportunity to stay close to home and also pointed out that B.H.'s English faculty is well-diversified and therefore prepared to offer this degree. One student wrote, "I find the possibility of BHSU offering a Master's in English Teaching very exciting, and something I would consider sometime in the near future. Though I am graduating this semester and looking forward to teaching high school English somewhere this fall, I have been considering a Master's in Secondary Education. I believe the Master's in English Teaching would be more valuable to me in the long run and it would be something I would be more inclined to pursue, especially if it was offered online like the Master's in Secondary Education is."

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

⁶ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

Expected Enrollment and Graduation (Conservative Estimate)

First Year Enrollment	10
Fourth Year Enrollment	15+
Graduation (4 th yr. & thereafter)	10-12

Further Explanation:

We would expect 10 students the first year and at least 15 per year by full implementation. Evidence suggests these are conservative estimates. We could reasonably expect at least three students annually from the ranks of recent BHSU graduates. Other students would be drawn from South Dakota high school teachers. Given that there are more than 130 public high schools in South Dakota, and given that the national, five-year attrition rate for teachers is, according to the NEA, approximately 17%,⁷ we are assured of continuing long-term demand for the program and expect at least 5-8 new students per year from among South Dakota teachers. Additionally, this program would be the only one in western South Dakota that could prepare faculty for community college and university adjunct positions. Finally, given that the coursework could be taken from a distance, we would expect students from other regions of the country. A program such as this could easily attract another 5-8 students annually from those not currently in high school teaching positions.

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?⁸

	Yes/No	If Yes, list location(s)	Intended Start Date
Off-campus	Yes	BH-RC	June 2017

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Internet—English and Education-based courses, Internet and hybrid courses in English.	June 2017

10. What are the university's plans for obtaining the resources needed to implement the program? Indicate "yes" or "no" in the columns below.

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes

⁷ <http://neatoday.org/2015/05/13/teacher-turnover-is-much-lower-than-you-probably-think/>

⁸ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Apply for external resources	No	No
Ask Board to seek new State resources ⁹	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.*

For a model curriculum, as well as an explanation for an MAT program similar to the one BHSU proposes, see the following material from the University of Texas, El Paso.

<http://academics.utep.edu/Portals/195/Graduate%20Programs/MAT%20in%20Teaching%20English/MAT%20degree%20plan%20with%20FAQs.pdf>

See also information from Bridgewater State University:

<http://www.bridgew.edu/english-mat>

12. Additional Information: *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item if it is not used.*

Works Cited

“English, M.A.T.” *SNHU 2015-2015 Academic Catalog*. Southern New Hampshire University, 2014. Web. 6 Jan. 2015.

⁹ Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

Appendix A: Curriculum Examples

University of Texas, El Paso – MAT in English

<http://academics.utep.edu/Portals/195/Graduate%20Programs/MAT%20in%20Teaching%20English/MAT%20degree%20plan%20with%20FAQs.pdf>

Degree Plan (effective 2010-2011 catalog)

Core Curriculum (21 hours): Take the 7 courses listed in the core curriculum.

- ____ ENGL 5339 Introduction to English Education
- ____ ENGL 5340 Literature for Youth*
- ____ ENGL 5341 English Education in the Borderlands*
- ____ ENGL 5342 New and Multimodal Literacies*
- ____ ENGL 5344 Integrated Teaching Methods*
- ____ ENGL 5345 English Teaching Methods*
- ____ ENGL 5380 Special Topics in English Education*

*May be repeated when topic varies.

Electives (9 hours): Take 3 graduate courses from within or outside the English Department; if outside the Department, approval by the Director of English Education is required. These electives are intended to have you tailor your course work in ways that maximize its usefulness to you.

- ____ Course Number and Title:
- ____ Course Number and Title:
- ____ Course Number and Title:
- ____ Course Number and Title:

Writing/Research Options: Students must choose 1 of the 3 options (A, B, or C). You will most likely make your choice after you have already completed a number of courses toward your degree.

____ **Option A – Comprehensive Examination** – In addition to the above 10 courses, you will take another course as an elective, for a total of 11 courses (33 hours course work). You will take a 6-hour written comprehensive examination over an extensive reading list supplied to you in advance. If you choose this alternative, you will register for English 5394 (M.A.T. Written Examination) toward the end of your Master's program.

____ **Option B - Practicum** – In addition to the above 10 courses, you will take another course as an elective, for a total of 11 courses (33 hours course work). You will create a practicum, a research-based practitioner-oriented project of potential practical use to educators. If you choose this alternative, you will register for English 5393, Practicum in English Education

____ **Option C – Thesis** – You do not need to take any courses in addition to the above 10. Writing a thesis involves creating a multi-chapter project demonstrating rigorous research skills applied to investigating some question(s) in the field of English Education. If you choose Alternative C, toward the end of your program you will register first for English 5398 (Thesis I) and then for English 5399 (Thesis II).

Bridgewater State – MAT in English

<http://www.bridgew.edu/english-mat>

Curriculum

Education - MAT Courses (15 credits)

These courses are required by the Education Department.

[EDMC 530- The Teacher as Researcher](#)

[EDMC 531- The Standards-Based Classroom: Curriculum](#)

[EDMC 532 - The Teacher as Leader: From Issues to Advocacy](#)

[EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners](#)

[EDMC 538 - The Professional Teacher](#)

English Courses (18 credits)

Introductory Course (3 credits)

[ENGL 500- Introduction to Graduate Study in English](#)

Electives in literary periods, figures, or genres (6 credits)

Complete two courses, selected from the following:

[ENGL 520 - Studies in Shakespeare and the Renaissance](#)

[ENGL 527 - Studies in 17th Century British Literature](#)

[ENGL 531 - Studies in 18th Century British Literature](#)

[ENGL 541 - Studies in the Novel](#)

[ENGL 542 - Studies in Victorian Literature](#)

[ENGL 551 - American Transcendentalism](#)

[ENGL 552 - Contemporary American Fiction](#)

[ENGL 562 - Studies in Modern Drama](#)

[ENGL 570 - Graduate Seminar in American Literature \(recent topics have included Whitman and Dickinson, African American Literature, and Modernism\)](#)

[ENGL 580 - Graduate Seminar in English Literature \(recent topics have included Victorian Children's Literature, Charles Dickens, and Posthumanism in Recent Fiction\)](#)

[ENGL 590 - Graduate Seminar in World Literature \(recent topics have included Classical Mythology, 20th and 21st Century Irish Fiction, Irish Cinema, and Elegy\)](#)

Elective in ethnic or culturally diverse literature or writing (3 credits)

Complete one course, selected in consultation with the Graduate Program Coordinator. These courses are usually offered as special topics (511, 570, 580, or 590).

Elective in writing (3 credits)

[ENGL 511 - Special Topics in Writing \(recent topics have included Cultural Rhetorics, Native Writing and Rhetoric, and Teaching Writing in the Digital Age\)](#)

[ENGL 513 - Theories of Writing](#)

[ENGL 514 - Linguistics for TESOL](#)

[ENGL 516 - Theories of Second Language Acquisition](#)

[ENGL 517 - Critical Approaches to TESOL Methods](#)

[ENGL 518 - Issues in Second Language Acquisition](#)

[ENGL 519 - Language and Power](#)

[ENGL 521 - Special Topics in TESOL](#)

[ENGL 592 - Fiction Writing Workshop](#)

[ENGL 593 - Poetry Writing Workshop](#)

[ENGL 595 - Creative Nonfiction Writing Workshop](#)

Electives in literature and/or writing (3 credits)

Complete one additional 500-level English course, not used to fulfill other requirements

Exit Requirement: Graduate Comprehensive Exam

Successful completion of a 3-hour written comprehensive examination is required.

Total minimum credits: 33

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – G (2)

DATE: May 9-11, 2017

SUBJECT: Intent to Plan: BHSU MAT in Mathematics

Black Hills State University (BHSU) has submitted an Intent to Plan requesting approval to develop a Master of Arts in Teaching (MAT) in Mathematics. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The program would provide curriculum in both pedagogy and Mathematics. The program also includes a minimum of 18 hours in the content area, a necessary component for teaching concurrent and dual credit courses due to recent policy changes made by the Higher Learning Commission (HLC), the accreditation body for South Dakota's postsecondary institutions. Courses in education would come from the existing pool of online courses offered through BHSU's Masters of Science in Curriculum and Instruction (MSCI). The curriculum would provide a practical focus for teachers to use in their classroom while allowing further development in areas of leadership, curriculum development, or research in Mathematics.

University Mission and System Strategic Goals

The proposed degree supports the statutory mission of BHSU. SDCL 13-59-1 provides the mission as *"the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorize by the board of regents."* The proposal also supports the Board's implementation of the statutory mission in [Policy 1:10:4](#), authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education.

The proposal supports [Board of Regents Strategic Plan 2014-2020](#) by growing the number of approved graduate programs, documenting that academic programs are of high quality, and revising teacher preparation programs to prepare professionals to work in standards-based schools. The proposal also supports state and national initiatives to grow the number of qualified teachers in STEM fields, including Mathematics. The proposal also supports requirements of the HLC that postsecondary instructors have a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

(Continued)

DRAFT MOTION 20170509_6-G(2): I move to authorize BHSU to develop a proposal for a Master of Arts in Teaching (MAT) in Mathematics as presented.

Related Programs in the System

None of the Regental institutions currently offer the MAT degree. Master's programs in Mathematics exist at USD and SDSU; however, those programs provide Mathematics content without the applied component or pedagogy aspect involved in the MAT. USD offers an MA in Secondary Education with a Specialization in Science, Math, and Technology. NSU is currently seeking authorization to develop a proposal for an MS in Mathematics for Teachers.

Workforce Need, Student Demand, Projected Graduates

South Dakota suffers from workforce shortages for math teachers as noted in national reports published by the US Department of Education. Employment growth for Mathematical Science teachers is expected to grow by 15.7% in South Dakota between 2014 and 2024, roughly 9% above the demand for all jobs. BHSU estimates graduating 7-10 students per year after full implementation.

Board Policy

BHSU is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

BHSU is requesting authorization to deliver the program online.

Budget and Resources

BHSU does not request any new State resources to implement or maintain the proposed program.

Conditions for Approval

The approval of this request will be contingent upon the following:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers. This includes completion of an external review as required by [Board Policy 2:1](#).
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	BHSU
DEGREE(S) AND TITLE OF PROGRAM:	MAT - Mathematics
INTENDED DATE OF IMPLEMENTATION:	Spring 2018

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

 _____ President of the University	4-13-17 _____ Date	Click here to enter a date. _____ Date
---	--------------------------	---

1. What is the general nature/purpose of the proposed program?

Building on the history and strength of its professional education programs and in response to the need of South Dakota's high school teachers for further training in their content areas, Black Hills State University proposes a new master's level degree in the field of mathematics: the Master of Arts in Teaching (M.A.T.). This proposal is being submitted concurrently with an Intent to Plan for an M.A.T. in English.

The proposed M.A.T. in Mathematics is a five semester cohort based program with two classes or 6 credits each semester. Of the 30 graduate-credit hours in the program, 18 credits would be mathematics content courses and 12 credits would be education courses. All of the courses would be offered online so students at a distance or in rural school districts would have the opportunity to complete this program. With 18 hours in the content area, this program—like no other master's degree in education in the state—would give its students the background necessary for teaching AP courses as well as the credentials needed to teach dual and concurrent credit courses, Rising Scholar classes, and college-level courses at any university in the regental system or technical institute.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?

Area high schools need more teachers with either master's degrees or course work in the content area at the master's level. Twenty-eight percent of Spearfish teachers, for example--according to former Spearfish Superintendent Dave Peters—have advanced degrees, while the national average,

according to a 2011 study, is 43%. Teachers with master's level course work are needed to ensure quality high school instruction on a national level and to support current state initiatives related to student success.

The greatest need for this program is in the preparation of those who teach courses in which high school students receive college credit. Recent statewide initiatives have focused on expanding such offerings. As articulated in the state's current workforce initiative, South Dakota WINS, a strong correlation exists between participation in the Advanced Placement program and college success. Through South Dakota WINS, the governor has articulated related goals that would support both dual credit and AP courses in the state.¹ While dual credit courses are taught by university instructors, AP classes are taught by high school teachers. The proposed M.A.T. program in Mathematics would support the state's efforts to increase participation in the AP programs by preparing teachers to offer AP classes. It would also provide high school teachers with the credentials needed for the South Dakota Rising Scholars program and dual and concurrent credit courses as the requirements of the Higher Learning Commission, beginning in 2017--specifically requires 18 hours in the content area.² Efforts to expand the Rising Scholars program in the Black Hills region have been significantly inhibited by the fact that few, current teachers qualify to teach the classes.

In addition, South Dakota suffers from workforce shortages for math teachers as noted in national reports published by the US Department of Education.³ Employment growth for Mathematical Science teachers is expected to grow by 15.7% in South Dakota between 2014 and 2024, roughly 9% above the demand for all jobs.⁴

3. How would the proposed program benefit students?

Clearly, providing a master's level education for more teachers would strengthen K-12 education in South Dakota, particularly a program that includes at least 18 hours in the content area. However, no current program fully suits this need. While BHSU's MSCI program provides a master's level curriculum, it does not include any courses in the content area. Additionally, while a traditional master's degree in Mathematics would provide content-area courses, it cannot easily meet the needs of teachers who wish to deepen their knowledge of teaching.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?⁵

¹ For information on goal of expanding offerings of courses taken by high school students for college credit see the following: <http://southdakotawins.com/preparingouryouth/advancedplacementapcourses/>.

² The requirement is for a master's degree in the content area or a master's degree in some other area with at least 18 hours in the content area.

http://download.hlcommission.org/policy/updates/AdoptedPoliciesAssumedPractices_2015_06_POL.pdf.

³ USD Department of Education Office of Postsecondary Education, "Teacher Shortage Areas Nationwide Listing: 1990-1991 through 2016-2017 (August 2016)," available from <https://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>.

⁴ SDBOR Employment Projections Dashboard, available from <https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx>.

⁵ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

The proposed degree supports the statutory mission of Black Hills State University as provided by SDCL 13-59-1:

The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorize by the board of regents.

The proposed degree also supports the Black Hills State University mission as provided in Board of Regents Policy 1:10:4, which reads as follows:

The legislature established Black Hills State University as a liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs.

The Board implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities and to provide service to the State of South Dakota and the region. Black Hills State University is the only multipurpose university in Western South Dakota.

The proposed M.A.T. programs would promote “excellence in teaching and learning” at both the secondary and master’s level, and it would “support research, creative, and scholarly activities” among both faculty and students.

The University has seven master’s degrees:

- M.S. in Curriculum and Instruction (approved in 2001)
- M.S. in Integrative Genomics (approved in 2006)
- M.S. in Strategic Leadership (approved in 2008)
- M.B.A. in Applied Management (approved in 2009)
- M.Ed. in Reading (approved in 2010).
- M.S. in Sustainability (approved in 2012)
- M.S. in Secondary Education (approved in 2012)

BHSU also offers one online graduate certificate in Crisis Leadership and Emergency Management (CLEM).

The proposal support Board of Regents Strategic Plan 2014-2020 by growing the number of approved graduate programs, documenting that academic programs are of high quality, and revising teacher preparation programs to prepare professionals to work in standards-based schools.

The national emphasis on math education (along with other STEM subjects) provides additional rationale for such a program. In fact, this proposal is exactly in line with at least one of the five goals for STEM as articulated by the Department of Education: Goal 5: “designing graduate education for tomorrow’s STEM workforce.” Additionally, an MAT at BHSU, in supporting teachers in rural, South Dakota, could also serve Goal 4: “better serving groups historically underrepresented in STEM fields.” (<http://www.ed.gov/stem>) South Dakota’s involvement in the national emphasis on STEM

subjects in education is articulated in “The 2020 Vision” articulated by SD EPSCoR. (<http://www.sdepscor.org>).

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**⁶ *If there are no related programs within the Regental system, enter “None.”*

None. While USD has an M.S. and an M.A. in mathematics, no university within the regental system has an M.A.T. in this discipline.

The M.A.T. in math is more appropriate for many practicing teachers than is an M.S. in math because it not only helps them develop advanced skills but provides them with the opportunity to apply those skills to work in the classroom. In addition, the M.A.T. is more appropriate for many practicing teachers than is a degree exclusively in education (such as BHSU’s M.S. in Curriculum and Instruction) because it provides them with the course work needed to meet the requirements for teachers of college-level courses such as AP, Rising Scholars, and dual and concurrent credit (or to teach courses as an adjunct in a technical institute or university).

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter “None” for that state. Add additional lines if there are more than two such programs in a state listed.**⁷

	Institution	Program Title
Minnesota	Minnesota State University, Mankato	M.S. M.A M.S. Ed and M.A.T. programs in Math. An M.A.T. program at BHSU would focus on math education and would better serve teachers in the area.
North Dakota	Minot State University	MAT degree in mathematics. Minot is 380 miles from Spearfish and an MAT program at BHSU would better serve the expected student population of in-service South Dakota teachers.
Montana	Montana State University	M.S. in Mathematics – Mathematics Education Option (MSMME). This program is similar to an MAT, but only requires 12 content courses and these content courses are specially designed for teachers. Bozeman is 418 miles from Spearfish and an MAT program at BHSU would better serve

⁶ Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

⁷ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

		the expected student population of in-service South Dakota teachers.
Wyoming	University of Wyoming	MAT degree in mathematics. An MAT program at BHSU would better serve the expected student population of in-service South Dakota teachers and other distance learners.

The proposed MAT in Mathematics would meet the needs of higher-level math instruction at the secondary and post-secondary levels. The closest institutions to western South Dakota that offer an M.A.T. in Mathematics are the University of Wyoming in Laramie, Wyoming, and Minot State University in Minot, North Dakota

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

The expected student population for the mathematics MAT degree is in-service teachers in South Dakota and surrounding areas who are currently teaching at the middle and high school levels. We expect these students will be new to the university, although in some cases they may have recently completed undergraduate degrees at BHSU.

The faculty in the School of Education believe that the proposed program would not detract from current programs because it meets the needs of a different kind of student.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

We expect approximately 10 students in the MAT program the first year, with the first graduates expected in five semesters. If we estimate a 65% six-year graduation rate (the current graduation rate for our most closely related program, the M.S. in Curriculum and Instruction), we can expect at least 6 to 7 graduates by the sixth year.

Five Year Enrollment Projection:

First Year	10
Second Year	12
Third year and Following	13-15
Graduation of First Cohort (after 5 semesters)	6-7
Annual Graduation Third Year and Thereafter	7-10

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek

authorization to deliver the entire program through distance technology (e.g., as an on-line program)?⁸

	Yes/No	If Yes, list location(s)	Intended Start Date
Off-campus	No		Choose an item, Choose an item.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Online	Spring 2018

10. What are the university's plans for obtaining the resources needed to implement the program? Indicate "yes" or "no" in the columns below.

	Development/ Start-up	Long-term Operation
Reallocate existing resources	No	Yes
Apply for external resources	No	Yes
Ask Board to seek new State resources ⁹	No	No
Ask Board to approve a new or increased student fee	No	No

External funds for long-term operation would include grants from the South Dakota Board of Education as available.

By making use of existing resources, we will be able to avoid raising revenue to financially support the M.A.T. The Education graduate courses are already in the catalog, are all online, and have adequate space existing in the current sections being offered. Four of the six mathematics content courses would be offered as self-support online courses in the summer. Two courses would be offered in alternating Spring semesters so students can start their program with one education course and one mathematics content course. The course loads of an existing faculty member would be adjusted to accommodate this graduate level offering. Based on current staffing levels and course demand, an adjunct may need to be hired to teach a lower-level course to free up a full-time faculty member to teach this Spring graduate course. No additional funds are needed for the hiring of graduate faculty since the Mathematics Department and School of Education have the tenured/tenure-track personnel to teach the spectrum of courses we will offer. We therefore will not have to apply for external funds or ask the Board of Regents to seek new State resources.

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college

⁸ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁹ Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

or university and explain why the selected program is a model for the program under development.

12. Additional Information: *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item if it is not used.*

The proposed M.A.T. in Mathematics is a 5 semester cohort based program with two classes (6 credits) each semester. Of the 30 graduate-credit hours in the program, 18 credits would be Mathematics content courses and 12 credits would be Education courses. All of the courses would be offered online so students at a distance or in rural school districts would have the opportunity to complete this program.

Appendix A: Curriculum Examples

The 18 credits of Mathematics courses would be chosen from the list below with possibility some additional new courses that are not currently in the state system. In choosing the courses, the focus would be providing content most relevant to in-service teachers.

Mathematics courses (online):

MATH 511 Theory of Numbers (3 credits)
 MATH 512 Linear Algebra (3 credits)
 MATH 513 Abstract Algebra I (3 credits)
 MATH 516 Combinatorics (3 credits)
 MATH 523 Advanced Calculus I (3 credits)
 MATH 532 Partial Differential Equations (3 credits)
 MATH 581 Probability and Statistics (3 credits)

The Mathematics Department will select two of these courses to offer in alternating Spring semesters. Each cohort will start their program with one of these courses and an education course. The remaining content courses would be offered on an every other year rotation with 2 offered each summer. With the exception of the first year, two cohorts would be in each MATH content course.

The 12 credits of Education classes would come from the following courses. These courses are already offered online on the indicated rotation and each cohort would take these courses as indicated on the schedule below.

Education courses (online):

ED 630 Educational Collaboration & Research Methods (3 credits) – Fall
 ED 642 Methods of Instructional Technology (3 credits) – Spring
 ED 712 Educational Assessment (3 credits) – Fall
 ED 728 New & Emerging Technology for Schools (3 credits) – Spring
 ED 750 Action Research in Schools – Spring

Each cohort would follow the following program of study:

Spring 1	Summer 1	Fall 1	Spring 2	Summer 2
1 MATH course (3) ED 642 or 728 (3)	2 MATH courses (6)	ED 630 (3) ED 712 (3)	ED 750 (3) 1 MATH course (3)	2 MATH courses (6)

From the University of Wyoming

Master of Arts in Teaching or Master of Science in Teaching

Program Description

This degree is intended for in-service high school or middle school math teachers. The M.S.N.S. (Master of Science in Natural Science) Math option, through the Science and Math Teaching Center of the College of Education, is an alternative for middle school teachers.

Candidates for the M.S.T. or M.A.T. must take at least 30 hours of coursework at the 4000 level or above, of which at least 18 hours must be math courses, and at least 24 hours must be in the College of Arts and Sciences.

GPA of 3.0 in math courses is required.

EDRE 5530 or 5550 is recommended as part of the student's program.

The student prepares a master's thesis (Plan A) or master's paper (Plan B) and gives an oral defense.

Students must have two years' teaching experience at the precollege level, which may be completed during the degree program.

Course Descriptions in Math

(http://www.uwyo.edu/registrar/university_catalog/math.html#5000level)

5090. Topics in the Foundations of Mathematics. 1-6 (Max. 9). *Prerequisites:* MATH 3000 and consent of instructor.

5100. Seminar in Elementary School Mathematics. 1-4 (Max. 8). A course to give graduate students in mathematics education, or in-service teachers, an in-depth view of new contents, materials, and strategies for teaching mathematics in elementary schools. The course is primarily designed to meet the needs of students working towards M.S.N.S., M.S.T., M.A.T. degrees. *Prerequisite:* 6 hours of MATH 4100.

5110. Modeling Flow Transport in Soil and Groundwater Systems. 4. Mathematical models are formulated and applied to simulate water flow and chemical transport in soil and groundwater systems. Soil spatial variability and heterogeneity are considered in the modeling processes. Using and comparing models, students obtain the capability to transfer a physical problem to a mathematical model, to use numerical methods, such as the finite element methods, to solve the mathematical problem, and to correctly interpret the numerical outputs. Students develop and program numerical solutions for select problems and utilize existing codes for modeling a variety of comprehensive problems. Cross listed with SOIL 5110.

5140. Numbers, Operations, and Patterns for the Middle-level Learner. 3. Provides working middle-level mathematics teachers opportunities to understand and discuss numbers, their representations, and operations on them from an abstract perspective that includes elegant proof. Also emphasized is the role of language and purpose in composing definitions. Cross listed with NASC 5140. *Prerequisites:* admission to a university graduate program, in either degree or non-degree seeking status, and acceptance into the Middle-level Mathematics Program.

5150. Seminar in Secondary School Mathematics. 1-4 (Max. 18). Seminar in Secondary School Mathematics. *Prerequisite:* 6 hours of MATH 4150.

5160. Social and Historical Issues in Mathematics and the Middle-Level Learner. 3.

Empowers teachers of middle-level mathematics to design more engaging experiences. Emphasizes the historical context for the development of mathematics, especially its symbols, tools, personalities, and classic problems. Cross listed with NASC 5160. *Prerequisites:* admission to a UW graduate program, in either degree or non-degree seeking status, and acceptance into the Middle-level Mathematics Program.

5170. Connecting Geometry with Problem-Solving for the Middle-Level Learner. 3.

Showcases two aspects of 2D and 3D geometry: measurement and transformation. Emphasis reflects current state and national standards for middle-level mathematics classroom and teacher preparation, especially appropriate uses of technology, geometric tools, mathematical language, and problem-solving strategies. Cross listed with NASC 5170. *Prerequisites:* admission to a university graduate program, in either degree or non-degree seeking status, and acceptance into the Middle-level Mathematics Program.

5190. Mathematics of Change and the Middle-Level Learner. 3. Students gain a solid understanding of data and functions in the service of calculus. Course is hands-on, project-driven and focuses on the essential concepts of functions and calculus and their role in middle-level mathematics. Emphasis is on writing and technology (calculators and probeware). Cross listed with NASC 5190. *Prerequisites:* admission to a UW graduate program, in either degree or non-degree seeking status, and acceptance into the Middle-level Mathematics Program.

5200. Real Variables I. 3. Develops the theory of measures, measurable functions, integration theory, density and convergence theorems, product measures, decomposition and differentiation of measures, and elements of function analysis on L_p spaces. Lebesgue theory is an important application of this development. *Prerequisite:* MATH 4200.

5205. Real Variables II. 3. A continuation of MATH 5200. *Prerequisite:* MATH 5200.

5230. Complex Variables I. 3. Develops the function theory of holomorphic (analytic) and harmonic functions. Topics covered include the Cauchy-Riemann equations, Cauchy-Goursat theorem, Cauchy integral theorem, Morera's theorem, maximum modulus theorem, Liouville's theorem, power series representation, harmonic functions, theory of singularities of functions of one complex variable, contour integration, analytic continuation, Riemann mapping theorem and topology of spaces of holomorphic functions. *Prerequisite:* MATH 4200.

5235. Complex Variables II. 3. A continuation of MATH 5230. *Prerequisite:* MATH 5230.

5255. Mathematical Theory of Probability. 3. Calculus-based. Introduces mathematical properties of random variables. Includes discrete and continuous probability distributions, independence, and conditional probability distributions, independence and conditional probability, mathematical expectation, multivariate distributions and properties of normal probability law. Dual listed with MATH 4255, cross listed with STAT 5255. *Prerequisites:* grade of C or better in MATH 2210 or 2355.

5265. Introduction to the Theory of Statistics. 3. Presents derivations of theoretical and sampling distributions. Introduces theory of estimation and hypothesis testing. Dual listed with MATH 4265, cross listed with STAT 5265. *Prerequisites:* STAT 4250/5250, MATH 4250.

5270. Functional Analysis I. 3. Topics include the geometry of Hilbert spaces, linear functions and operators on Hilbert spaces, spectral theory of compact normal operators, Banach space theory, the open mapping theorem, Hahn-Banach theorem, Banach-Steinhaus theorem, duality and linear operators on Banach spaces, and different topologies on Banach spaces and their duals. *Prerequisite:* MATH 5200.

5275. Functional Analysis II. 3. Topics may include discussion of topological vector spaces, locally convex spaces, F-spaces, spectral theory of non-compact operators on Hilbert spaces, semigroups or evolution operators, distribution theory, and applications to differential equations and Sobolev spaces. *Prerequisite:* MATH 5270.

5290. Topics in Analysis. 1-6 (Max. 18). Topics in analysis. *Prerequisite:* consent of instructor.

5310. Computational Methods in Applied Sciences I. 3. First semester of a three-semester computational methods series. Review of iterative solutions of linear and nonlinear systems of equations, polynomial interpolation/approximation, numerical integration and differentiation, and basic ideas of Monte Carlo methods. Comparison of numerical techniques for programming time and space requirements, as well as convergence and stability. Identical to COSC 5310. *Prerequisites:* MATH 3310, COSC 1010.

5320. Mathematical Modeling Processes. 3. Introduction to techniques in the process of constructing mathematical models. Application of the techniques to areas such as petroleum reservoir simulation, chemical process industry operations, and plant start-up. Identical to CHE 5870. *Prerequisites:* MATH 5310 and graduate standing.

5340. Computational Methods II. 3. Second semester of a three-semester computational methods series with emphasis on numerical solution of differential equations. Topics include explicit and implicit methods, methods for stiff ODE problems, finite difference, finite volume, and finite element methods for time-independence PDEs semi/fully discrete methods for time-dependent PDEs. Cross listed with COSC 5340. *Prerequisite:* MATH 5310.

5345. Computational Methods III. 3. Third semester of a three-semester computational methods series with emphasis on numerical solution of problems displaying sharp fronts and interfaces (nonlinear conservation laws, Hamilton-Jacobi equations). Cross listed with COSC 5345. *Prerequisite:* MATH 5340.

5390. Topics in Numerical Analysis. 1-6. (Max 18). Topics in numerical analysis. *Prerequisite:* consent of instructor.

5400. Methods of Applied Mathematics I. 3. First semester of a one-year survey of topics and methods of applied mathematics, with emphasis on applications from physics and engineering. The full sequence includes introductions to mathematical aspects of mechanics (e.g., conservation laws), asymptotic expansions, systems of ODE and stability, integral equations and calculus of variations, PDE with boundary value problems and generalized solutions (including wave, heat, and potential equations), numerical methods and stability. *Prerequisite:* MATH 2250, 4200 or 4400, and 2310 or 4430.

5405. Methods of Applied Mathematics II. 3. A continuation of MATH 5400. *Prerequisite:* MATH 5400.

5420. Advanced Logic. 3. Studies advanced topics in mathematical logic. Takes up such topics as: uninterpreted calculi and the distinctive contributions of syntax and semantics; metatheory, including completeness and consistency proofs; modal logic and semantics; logic as a philosophical tool. Dual listed with MATH 4420; cross listed with COSC/PHIL

5420. *Prerequisite:* PHIL 3420 or equivalent; graduate standing.

5430. Ordinary Differential Equations II. 3. Differential equations constitute the mathematical language for problems of continuous change. ODEs deal with evolutionary processes involving one independent variable. This course revisits solution techniques but emphasizes the theoretical framework. Topics include: existence and uniqueness, linear and nonlinear differential systems, asymptotics and perturbations, and stability. *Prerequisite:* MATH 4200, 4430.

5440. Partial Differential Equations II. 3. The theory of PDEs is important for abstract mathematics, applied science, and mathematical modeling. This course covers solution techniques but emphasizes the theoretical framework. Topics include: first order systems; characteristics; hyperbolic, elliptic and parabolic equations; separations of variables; series and transforms; integral relations; Green's functions, maximum principles; variational methods. *Prerequisite:* MATH 4200 and 4440.

5490. Topics in Applied Mathematics. 1-6 (Max. 18). *Prerequisite:* consent of instructor.

5500. Advanced Linear Algebra. 3. An introduction to the theory of abstract vector spaces and linear transformations from an axiomatic point of view, with applications to matrix theory. Topics include vector spaces, dimension, linear transformations, dual spaces and functionals, inner product spaces, and structure theorems. *Prerequisite:* MATH 3500 and MATH 4500.

5510. Combinatorial Theory. 3. An introduction to combinatorics covering both classical and contemporary topics. Includes some of the following: generating functions, recursion formulas, partially ordered sets, inclusion-exclusion, partitions, graph theory, Ramsey theory, combinational optimization, Latin squares, finite geometries, and design theory. *Prerequisite:* consent of instructor.

5530. The Theory of Groups. 3. An in-depth study of various aspects of group theory, building on MATH 5550. Topics include some of the following: classical theory of finite groups (both Abelian and non-Abelian), infinite Abelian groups, free groups, permutation groups, group representations, endomorphism, extensions, and cohomology. *Prerequisite:* MATH 5550.

5550. Abstract Algebra I. 3. Studies the structure of groups, rings, and fields. For each, concepts of substructures, quotient structures, extensions, homomorphism, and isomorphism are discussed. *Prerequisite:* MATH 3500 or 5500.

5555. Abstract Algebra II. 3. A continuation of MATH 5550, examining in depth selected topics from the theory of rings, fields, and algebras, including Galois theory. *Prerequisite:* MATH 5550.

- 5570. Matrix Theory and Combinatorics. 3.** An overview of matrix theory and its applications to combinatorics. Topics include Smith normal form, the Perron-Frobenius theory of non-negative matrices, location and perturbation of eigenvalues, and interlacing of eigenvalues. Applications include structure theorems for $(0,1)$ -matrices, network flows, spectra of graphs, and the permanent. *Prerequisite:* MATH 5500.
- 5590. Topics in Algebra. 1-6 (Max. 18).** Topics in algebra. *Prerequisite:* Consent of instructor.
- 5600. Point-Set Topology. 3.** Topics considered are metric spaces, open spheres, open sets, closed sets, continuous functions, limit points, topological spaces, homeomorphisms, compactness, connectedness, and separability. The familiar notion of distance on the real number line is generalized to the notion of a metric for an arbitrary set, which is in turn generalized to the concept of a set topology for a set. Certain applications to analysis and geometry are indicated. *Prerequisite:* MATH 3205.
- 5605. Algebraic Topology. 3.** Topics in algebraic topology, including simplicial homology groups and their topological invariance, the Eilenberg-Steenrod axioms, singular homology theory, and cohomology. *Prerequisite:* MATH 3500.
- 5640. Differential Geometry. 3.** Curve theory, theory of surfaces, and geometries on a surface. *Prerequisite:* MATH 4200.
- 5690. Topics in Topology. 1-6 (Max. 9).** *Prerequisite:* consent of instructor.
- 5700. Topics in Combinatorics. 1-6 (Max. 18).** Selected topics in combinatorial analysis.
- 5800. Seminar in Mathematics. 1-3 (Max. 8).** *Prerequisite:* consent of instructor.
- 5900. Practicum in College Teaching. 1-3 (Max. 3).** Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. *Prerequisite:* graduate status.
- 5920. Continuing Registration: On Campus. 1-2 (Max. 16).** *Prerequisite:* advanced degree candidacy.
- 5940. Continuing Registration: Off Campus. 1-2 (Max. 16).** *Prerequisite:* advanced degree candidacy.
- 5959. Enrichment Studies. 1-3 (Max. 99).** Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate Program of Study for degree purposes.
- 5960. Thesis Research. 1-12 (Max. 24).** Graduate level course designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. *Prerequisite:* enrollment in a graduate degree program.
- 5980. Dissertation Research. 1-12 (Max. 48).** Graduate level course designed for students who are involved in research for their dissertation project. Also used for students whose coursework

is complete and are writing their dissertation. *Prerequisite:* enrollment in a graduate level degree program.

5990. Internship. 1-12 (Max. 24). *Prerequisite:* graduate standing.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – G (3)

DATE: May 9-11, 2017

SUBJECT: Intent to Plan: NSU MS in Mathematics for Teachers

Northern State University (NSU) has submitted an Intent to Plan requesting approval to develop a Master of Science (MS) in Mathematics for Teachers. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The program would provide curriculum in both pedagogy and Mathematics. The program also includes a minimum of 18 hours in the content area, a necessary component for teaching concurrent and dual credit courses due to recent policy changes made by the Higher Learning Commission (HLC), the accreditation body for South Dakota's postsecondary institutions. The program would target existing certified and/or practicing teachers with focus on content knowledge and strategies for teaching math courses at all levels of education.

University Mission and System Strategic Goals

The proposed degree supports the statutory mission of NSU. SDCL 13-59-1 provides the mission as "*the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorize by the board of regents.*" The proposal also supports the Board's implementation of the statutory mission in [Policy 1:10:6](#), authorizing master's degrees in education.

The proposal supports [Board of Regents Strategic Plan 2014-2020](#) by growing the number of approved graduate programs, documenting that academic programs are of high quality, increasing the number of STEM graduates, and revising teacher preparation programs to prepare professionals to work in standards-based schools. The proposal also supports state and national initiatives to grow the number of qualified teachers in STEM fields, including Mathematics. The proposal also supports requirements of the HLC that postsecondary instructors have a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

(Continued)

DRAFT MOTION 20170509_6-G(3): I move to authorize NSU to develop a proposal for a Master of Science (MS) in Mathematics for Teachers as Presented.

Related Programs in the System

USD offers an MA in Secondary Education with a Specialization in Science, Math, and Technology. SDSU offers a Master of Education in Curriculum and Instruction with a Specialization in Secondary Education (without specific Mathematics coursework). BHSU is currently seeking authorization to develop a proposal for a Master of Arts in Teaching (MAT) in Mathematics.

Workforce Need, Student Demand, Projected Graduates

South Dakota suffers from workforce shortages for math teachers as noted in national reports published by the US Department of Education. Employment growth for Mathematical Science teachers is expected to grow by 15.7% in South Dakota between 2014 and 2024, roughly 9% above the demand for all jobs. NSU estimates graduating 5 students per year after full implementation.

Board Policy

NSU is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

NSU is requesting authorization to deliver the program online.

Budget and Resources

NSU does not request any new State resources to implement or maintain the proposed program.

Conditions for Approval

The approval of this request will be contingent upon the following:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers. This includes completion of an external review as required by [Board Policy 2:1](#).
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

South Dakota Board of Regents
Intent to Plan for Master of Science in Mathematics for Teachers

Use this form to request authorization to plan a new baccalaureate major, a new associate degree program, or a new graduate program. The Executive Director or the Board may request additional information.

UNIVERSITY:	Northern State University
DEGREE(S) AND TITLE OF PROGRAM:	Master of Science in Mathematics for Teachers
INTENDED DATE OF IMPLEMENTATION:	Fall 2018

University Approval

To the Board and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

/s/ Timothy Downs

President of the University

3/28/17

Date

After approval by the President, a signed copy of the proposal should be transmitted to the Executive Director. Only after Executive Director review should the proposal be posted on the university web site and the Board staff and the other universities notified of the URL.

1. What is the general nature of the proposed program? What is the expected demand for graduates in South Dakota? What is the need for the proposed program?

Northern State University (NSU) requests authorization to develop a proposal for a Master of Science in Mathematics for Teachers (MSMT). The degree would be designed to enhance the content knowledge but also pedagogical skills of math teachers. Thus, the program will tentatively include math courses enhanced with education courses. Training will target certified and/or practicing teachers with focus on content knowledge and how to teach math courses at all levels of education, particularly at the middle to high school level. The courses will be taught by math faculty and will be housed in the Department of Biology, Chemistry, Physics, and Mathematics. The proposed program will comply with the accreditation requirements of the Council for the Accreditation of Educator Preparation (CAEP).

The need to increase the quantity and quality of math teachers perpetuates in secondary education. Roughly 75% of 8th graders in the United States are not proficient in math (NRC, 2011)¹, part of which is a result of the lack of effectiveness of Science, Technology, Engineering, and Mathematics (STEM) education. Students that are not proficient in math at the 8th grade level will continue to struggle throughout their academic career due to increasing

¹ National Research Council. (2011). *Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics*. Committee on Highly Successful Science Programs for K-12 Science Education. Board on Science Education and Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Northern State University

Intent to Plan: Master of Science in Mathematics for Teachers

demands of math and science courses. According to the Math Advisory Panel (2008)², “Greater achievement is associated with covering fewer topics.” As a result, organizations, such as Association of Public and Land-Grant Universities (APLU) and National Science Foundation (NSF), have launched nationwide efforts to provide guidance on actions to take to help produce teachers equipped with knowledge in content areas with the capability to successfully deliver such content (<http://www.aplu.org/document.doc?id=4098>, and http://www.nsf.gov/attachments/117803/public/2b--Preparing_Teachers.pdf). Coble and Presley (2012)³ stated, “Teachers need to know the discipline they are teaching and have the pedagogical skills to teach it.” Many current teachers have not had adequate math training and the ongoing shortage of K-12 math educators makes added teacher preparation in math increasingly important.

The proposed program is a low-residency, research, and/or project based degree program that will advance knowledge and skills of professional, working math educators. The program is designed to provide a solid background in mathematics principles and enhance teachers’ practices in the classroom. The program is proposed for certified and/or practicing teachers who wish to enhance their knowledge and skill in math. The planned format will combine online (fall and spring semesters) and on-campus (summer semester) coursework. Online coursework will include graduate level mathematics courses, and on-campus coursework will focus on delivery of such knowledge. During the summer, students will use NSU’s Math Lab resources to gain an understanding of an effective math tool. In addition, we will employ a cohort model, in which students start and end together, to ensure understanding of the information, enhance relationships, and to retain students. Coursework will include a core of professional education courses and electives in math and science. This program is not designed to lead to standard teacher certification. We hope to develop a model for educators in which they can obtain content knowledge in math and improve their ability to deliver it. This model may be adapted for use at the state or national level.

Undergraduate enrollment in Math and Math Education consists of 22 students, and 82% of the students pursuing a mathematics degree at NSU are Mathematics Education majors. Last academic year, we graduated two BSED Math students; considering NSU’s size, this is a significant number. We anticipate a similar number this academic year based on field placement data. Though Math has not seen an increase in student numbers over the past few academic years, NSU’s success rate in math literacy is worth noting. The overall pass rate in all non-major math courses at NSU has increased from 54% to 70% over a five-year period. We have the highest pass rate of all SD Regental schools, and continue to have success with student pass rates due to the Math Lab program. Given our success in the mathematics field, it would be advantageous to provide the opportunity for graduate level training to NSU graduates.

² National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the National Mathematics Advisory Panel*. Washington, DC: U.S. Department of Education. Available at: <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/finalreport.pdf>.

³ Coble, C. R., & Presley, J. B. (2012). *Seeking Consensus on the Essential Attributes of Quality Science and Mathematics Teacher Preparation Programs*. Association of Public and Land-Grant Universities.

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers**

Because NSU hosts the Center for Statewide E-Learning as well as the Rising Scholar program, we also propose to train more teachers across South Dakota for the purposes of expanding online high school and Rising Scholar course offerings. Teacher preparation at the graduate level is a must for these programs, and the MSMT is a method in which teachers can obtain the appropriate level of training to build our online high school and Rising Scholar programs.

NSU is currently accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Higher Learning Commission (HLC). As such, this program will be coordinated by the NSU Department of Biology, Chemistry and Physics, and Mathematics, and will include courses and offered by departmental faculty at NSU in the College of Arts and Sciences and the School of Education to achieve success in the proposed MSMT degree.

Expected Workforce Demand within South Dakota

The proposed degree would help meet both the pedagogical and educational needs of current math teachers by providing much needed opportunities for professional development and advancement. It is expected that this will increase the retention of math educators, especially those in smaller school districts, who will have more opportunities to advance to an increased level of salary compensation upon completion of the program.

The majority of teachers have a baccalaureate degree as per requirements of the South Dakota Department of Education (<http://doe.sd.gov/ofm/statdigest.aspx>), but very few have taken graduate coursework. Graduate level training will not only assist teachers in continuing their education but also address meeting students' needs in the dynamic field of math. Moreover, some teachers, particularly in smaller districts, are certified to teach math disciplines with little background in the math field. Because certification in South Dakota requires teachers to pass national Praxis exams, which many do with minimal content training, these teachers are eligible to teach math to our students. The MSMT is a viable option for both math educators and those teaching in science fields who wish to solidify their professional advancement while strengthening their math skills.

According to the Labor Market Information Center at the South Dakota Department of Labor, the employment projections for STEM teaching occupations in South Dakota are predicted to increase by the year 2022 (see Table 1). To add to this, the South Dakota Department of Education (SDDOE) notes the shortage of math teachers in South Dakota (<http://doe.sd.gov/oatq/shortageareas.aspx>). Further, the United States Department of Education (USDOE) identified mathematics as critical needs areas in which teacher shortages are currently observed and expected to continue for years if more teachers are not properly prepared in these fields (<http://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>).

Northern State University
Intent to Plan: Master of Science in Mathematics for Teachers

Table 1 South Dakota Employment Estimates and Projections, STEM Teaching Occupations, 2012-2022						
SOC* Code	Occupational Title	2008 Base Number of Jobs	2018 Projected Number of Jobs	Actual Change	Percent Change	Average Annual Demand for Workers
25-2031	Secondary School Teachers, except Special and Career/Technical Education	3,425	3,505	80	2.3%	101
25-2022	Middle School Teachers, except Special and Career/Technical Education	2,045	2,230	185	9.0%	63

*Standard Occupational Classification, U.S. Bureau of Labor Statistics: <http://www.bls.gov/soc/socguide.htm#LINK2>

Source: Labor Market Information Center, SD Department of Labor, October 2014:
http://dol.sd.gov/lmic/menu_projections.aspx#occupations accessed October 13, 2014.

Student Demand for the Program

In an effort to enhance SD students' knowledge of math, the Governor's Office has supported a statewide STEM directive to promote and enhance opportunities in all STEM fields to students and educators at all educational levels throughout the state (<http://sd.gov/governor/stem.aspx>). Teachers with graduate-level training in STEM fields will help provide additional science and math training and educational opportunities to students. Students from South Dakota will become more competitive here and elsewhere if trained by more knowledgeable STEM educators.

The need and support for a well-developed graduate level math program with focus on math content and delivery of such content is apparent. We consulted the Aberdeen School Superintendent, the SDDOE, a high school science faculty member, and the NSU Dean of the School of Education. Each supports a MSMT program, and mentioned that this program is needed and will address the science needs in this area. Appendix A provides anecdotal testimonies of professionals in education and/or math fields.

Teachers that provided comments were from middle and high schools settings and this proposed program will focus efforts at the middle to high school levels.

2. What is the relationship of the proposed program to the University's mission as provided in South Dakota statute and Board of Regents Policy?

Northern State University mission statement, SDCL 13-59-1:

The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of

Northern State University

Intent to Plan: Master of Science in Mathematics for Teachers

elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

Board Policy 1:10:6 Northern State University Mission Statement provides degrees authorized:

A. Undergraduate Programs

Associate degree programs in arts and sciences, business, education, and fine arts. Baccalaureate degree programs in arts and sciences, business, education, and fine arts.

B. Graduate Programs

Master's degrees in Banking and Financial Services, Education, E-learning, and Music Education.

The University offers graduate degrees in:

- M.M.E. in Music Education
- M.S. in Banking and Financial Services
- M.S. in Training and Development in E-learning
- M.S.Ed. in Counseling
 - Clinical Mental Health
 - School
- M.S.Ed. in Educational Studies
- M.S.Ed in Instructional Design in E-learning
- M.S.Ed. in Leadership and Administration
- M.S.Ed in Sport Performance and Leadership
- M.S.Ed. in Teaching and Learning

NSU has a long history of offering degrees in science and math education and has prepared South Dakota STEM teachers for decades. Three programs are offered at the present time:

- Bachelor of Science Biology Education
- Bachelor of Science Chemistry Education
- Bachelor of Science Mathematics Education

Many students who have graduated from our department are math and science teachers in South Dakota and often seek out additional educational opportunities at NSU, their alma mater.

University Priority

Northern State University's strategic plan is titled **2010 Strategic Planning: Mission Forward**. Priority 1 of the strategic plan is to: "Recruit, retain, challenge, and graduate citizens with the highest capacity to enrich their communities through their professional lives and civic engagement." The Master of Science in Math and Science Education is a high priority for NSU because it would support the following objectives of Priority 1:

- Grow graduate student enrollment by 50%.

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers**

- Double the number of course offerings delivered in online, alternate schedule, and workshop format.

System Goals and Priorities

The proposed program meets the expectations of the South Dakota Board of Regents Strategic Plan 2014-2020, including but not limited to increasing the number of STEM graduates, increasing the number of new graduate programs, and fostering partnerships with K-12 to increase student success in STEM programs.⁴

The proposed program also supports the system strategic goals (Policy 1:21):

- Economic Development & Quality of Life: Expand graduate education.
- Economic Development & Quality of Life: Offering off-campus and online programs: The proposed program would require online courses during the school year and campus courses during the summers.

3. Are there any related programs in the regental system? If there are related programs, why should the proposed program be added? *If there are no related programs within the system, enter "None."*

The University of South Dakota offers a Master of Arts in Secondary Education with a Specialization in Science, Math, and Technology⁵. South Dakota State University offers a Master of Education in Curriculum and Instruction with a Specialization in Secondary Education⁶. Black Hills State University is currently working on a proposal for a Master of Arts in Teaching (MAT) in Mathematics, and we will contact this institution to determine if any overlap exists.

The proposed NSU program will provide for improved math trained teachers in K-12 schools. Masters programs currently offered in the Regental system are focused on curriculum and instruction related to secondary education as a whole rather than specific content in the math fields. This program will provide specialized instructional training to math educators in and outside of South Dakota, since the program will be delivered partly online. It will provide an accelerated opportunity for enhancement and development of pedagogical and laboratory skills and career advancement with the least amount of disruption to their teaching schedule. The MSMT is a natural extension of the Bachelor of STEM Education degrees and endorsements NSU currently offers.

⁴ SD Board of Regents System Strategic Plan

(https://www.sdbor.edu/theboard/agenda/2014/October/16_BOR1014.pdf)

⁵ MA in Secondary Education (http://catalog.usd.edu/preview_program.php?catoid=14&poid=2123&returnto=652)

⁶ MEd Curriculum and Instruction (http://catalog.sdstate.edu/preview_program.php?catoid=23&poid=4522)

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers**

4. Are there related programs at public colleges and universities in Minnesota, North Dakota, Montana, and Wyoming?⁷ If there are related programs in these states list below under each state and explain why the proposed program is needed in South Dakota. If there are no related programs in a state, enter “None” for that state.

Minnesota

Institution & title of program or None

1. Minnesota State University, Mankato – Master of Science in Mathematics Teacher Education. This program is offered in a traditional residency format.
2. University of Minnesota - Master of Mathematics with emphasis in Math Education. This program is offered in a traditional residency format.

North Dakota

Institution & title of program or None

1. Minot State University – Master of Arts in Teaching Mathematics. This program is offered in a traditional residency format.
2. University of North Dakota - Master of Mathematics Education. This program is offered in a traditional residency format.

Montana

Institution & title of program or None

1. Montana State University - Master of Mathematics Education. This program is offered in a traditional residency format.
2. University of Montana - Master of Mathematics. This program is not specialized in secondary education STEM fields and is offered in a traditional residency format.

Wyoming

Institution & title of programs or None

1. University of Wyoming - Master of Science in Teaching Mathematics. This program is offered in a traditional residency format.

5. Are students expected to be new to the university or redirected from other programs? How many majors are expected in the first years of the program? How many graduates are expected?

NSU expects that all MSMT students will be new to the university and does not expect students from its other graduate programs to transfer to the new program.

NSU expects that between 4 and 6 students will enter the program each year based on the current undergraduate enrollment of 22 Math and Math Education majors.

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers**

NSU expects to graduate between 3 and 5 per year when the program reaches full implementation.

6. Does the university intend to seek authorization to deliver this entire program at any off-campus locations? *If yes, enter location(s) and intended start date(s).* **Does the university intend to seek authorization to deliver this entire program by distance technology?** *If yes, identify delivery method(s) and intended start date(s).*

Off-campus	No
Distance delivery	Yes

Courses offered during the academic school year will be available online and summer courses and seminars will be conducted on campus. Summer courses may include workshops, which incorporate the use of NSU's Math Lab facilities and program.

7. What are the University's plans for obtaining the resources needed to implement the program? Indicate "yes" or "no" in the columns below.

	Development/Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources*	Yes	Yes
Ask Board to seek new State resources	No	No
Ask Board to approve new or increased student fee	No	No

Program Cost and Projected Revenue

The university anticipates that tuition from each cohort as well as external funding sources will support the faculty salaries. However, current student numbers at the university have increased significantly. Though math has not seen significant growth, we hope to expand delivery options to help do so. We recently hired a Math Education professor who is trained in content and delivery. This individual will spearhead the MSMT program.

EPSCoR monies are available for a five-year period, and monies from this sub-award will be used to support graduate level curricula and research as well as K-12 outreach related to math and science. With these monies, we will hire a Biology faculty member and a greenhouse manager, both of whom may support the MSMT program.

Marketing this program will be integral to its success. Thus, the School of Education, the Blue Ribbon Task Force, and the E-learning program will all be involved with cross-marketing strategies to help enlist students interested in all these programs. In addition, we will employ a "cohort recruitment" strategy that allows groups of students to start and finish the MSMT together, which will retain students due to the establishment of relationships and camaraderie. Other marketing tools will be conducted, as they come to fruition, to help implement and sustain the MSMT degree.

Northern State University

Intent to Plan: Master of Science in Mathematics for Teachers

*External resources may include monies available through the USDOE, SDDOE, EPSCoR, or Sanford PROMISE.

8. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should provide the required and elective courses in the program. Catalog pages or web materials may be used. Identify the college or university and explain why the program may be used as one model when the proposed program is developed.

Two schools, one in Nebraska and one in Texas, are closely aligned with the envisioned MSMT program. The University of Nebraska Lincoln (UNL) has a Master of Arts for Teachers with a concentration in Mathematics. This has been a successful program, providing advanced training to certified teachers in mathematical concepts at the middle and high school level (<http://online.unl.edu/programs-and-courses/graduate-doctorate-programs/master-of-arts-teachers.aspx>). The University of Texas Arlington (UTA) provides a Master of Curriculum and Instruction with specialization in Math Education or Science Education (<http://academicpartnerships.uta.edu/documents/Program-Overview.pdf>) program, which focuses on research and mathematical understanding. Our program, however, will focus on content knowledge and delivery of such knowledge at the middle and high school levels, so students will take eight (8) mathematics content courses focused on mathematics knowledge, three (3) mathematics education courses focused on delivery of discipline-specific subject matter, and one (1) research methods course focused on advancing mathematics. The UNL and UTA programs will provide a framework in which we plan to design our program. To provide further evidence of our commitment and course preparation related to the MSMT, we have provided an appendix, i.e., Appendix B, detailing our tentative MSMT program.

Provided below is information collected from University of Nebraska Lincoln.

In the Master's program at UNL, students take eight (8) mathematics courses (Math) and four (4) education courses (Math or Teac). The program is designed for online delivery to accommodate existing, certified mathematic teachers. The goal is to strengthen skills in content and pedagogy, much like the goal of the proposed MSM degree.

Required Courses	
COURSE	CREDIT HOURS
Required Courses (15 credit hours)	
Core Courses	9 credit hours
<ul style="list-style-type: none"> ▪ Math 810T: Algebra for Algebra Teachers ▪ Math 811T: Functions for High School Teachers (pre-calculus content) ▪ Math 812T: Geometry for Geometry Teachers 	
3 credit hours selected from:	3 credit hours
<ul style="list-style-type: none"> ▪ Math 807: Capstone course - Mathematics for Teachers I ▪ Math 808: Capstone course - Mathematics for Teachers II ▪ Math 809: Mathematical Modeling for High School Teachers 	
3 credit hours selected from:	3 credit hours
<ul style="list-style-type: none"> ▪ Math 804T: Experimentation, Conjecture & Reasoning ▪ Math 805T: Discrete Math for Secondary Teachers ▪ Math 806T: Number Theory & Cryptography for Secondary Teachers 	
Elective Courses	21 credit hours

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers**

Required Courses	
COURSE	CREDIT HOURS
Electives in Mathematics	9 credit hours min.
<ul style="list-style-type: none"> ▪ Math 804T: Experimentation, Conjecture & Reasoning ▪ Math 805T: Discrete Math for Secondary Teachers ▪ Math 806T: Number Theory and Cryptography for Secondary Teachers ▪ Math 807T: Using Math to Understand Our World ▪ Math 808T: Concepts of Calculus ▪ Math 807: Capstone course - Mathematics for Teachers I ▪ Math 808: Capstone course - Mathematics for Teachers II ▪ Math 809: Mathematical Modeling for High School Teachers ▪ STAT 812T: Statistics for High School Teachers 	
Electives in Education	6 credit hours min.
<ul style="list-style-type: none"> ▪ EDPS 991: Cognition and Motivation ▪ TEAC 800: Inquiry Into Teaching and Learning ▪ TEAC 801: Curriculum Inquiry ▪ TEAC 892: Integrating Geometry Teaching & Learning ▪ TEAC 892: Integrating Mathematics Teaching & Learning (pre-calculus content) ▪ TEAC 892: Teaching High School Statistics ▪ TEAC 892: Teacher Learning about Reasoning & Sensemaking in Secondary Classrooms ▪ TEAC 949A: Trends and Issue in Mathematics Teaching & Learning 	

Select Course Descriptions:

MATH 802T. Functions, Algebra, and Geometry for Middle Level Teachers. 3 credits. Use of functions in problem solving. Theory of measurement, especially length, area, and volume. Geometric modeling in algebra. Graphs, inverse functions, linear and quadratic functions, the fundamental theorem of arithmetic, modular arithmetic, congruence and similarity. Ways these concepts develop across the middle level curriculum.

MATH 804T. Experimentation, Conjecture and Reasoning. 3 credits. Problem solving, reasoning and proof, and communicating mathematics. Development of problem solving skills through the extensive resources of the American Mathematics Competitions. Concepts of logical reasoning in the context of geometry, number patterns, probability and statistics MATH 804T is intended for middle-level mathematics teachers.

MATH 805T. Discrete Mathematics for Middle Level Teachers. 3 credits. Prerequisites: Admission to the MAT or MScT program in mathematics or to a graduate program in the College of Education and Human Sciences Concepts of discrete mathematics, as opposed to continuous mathematics, which extend in directions beyond, but related to, topics covered in middle-level curricula. Problems which build upon middle-level mathematics experiences. Logic, mathematical reasoning, induction, recursion, combinatorics, matrices, and graph theory. MATH *805T is intended for midlevel mathematics teachers.

MATH 807T. Using Mathematics to Understand Our World. 3 credits. The mathematics underlying several socially-relevant questions from a variety of academic disciplines. Construct mathematical models of the problems and study them using concepts developed from algebra, linear and exponential functions, statistics and probability. Original documentation, such as government data, reports and research papers, in order to provide a sense of the role mathematics plays in society, both past and present. MATH 807T is intended for middle-level mathematics teachers.

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers**

MATH 807. Mathematics for High School Teachers I. 3 credits. Analysis of the connections between college mathematics and high school algebra and precalculus.

MATH 808. Mathematics for High School Teachers II. 3 credits. Analysis of the connections between college mathematics and high school algebra and geometry.

MATH 810T. Algebra for Algebra Teachers. 3 credits. Prerequisites: Admission to the MAT or MScT program in mathematics or to a graduate program in the College of Education and Human Sciences. The integers. The Euclidean algorithm, the Fundamental Theorem of Arithmetics, and the integers mod n . Polynomials with coefficients in a field. The division algorithm, the Euclidean algorithm, the unique factorization theorem, and its applications. Polynomials whose coefficients are rational, real or complex. Polynomial interpolation. The habits of mind of a mathematical thinker. The conceptual underpinnings of school algebra.

MATH 811T. Functions for High School Teachers. 3 credits. Course examines mathematics underlying pre-calculus material through problem solving. Connections to other topics in mathematics, including algebra, geometry and advanced mathematics are highlighted.

MATH 812T. Geometry for Geometry Teachers. 3 credits. Prerequisites: A valid secondary mathematics teaching certificate. Course examines mathematics underlying high school geometry through problem solving. Topics include Spherical, Euclidean and Hyperbolic geometry, introduction to Neutral geometry, Platonic and Archimedean solids and projective geometry.

TEAC 800. Inquiry into Teaching and Learning. 3 credits. Contemporary educational research from multiple theoretical perspectives.

TEAC 801. Curriculum Inquiry. 3 credits. The relationship between curriculum theory and/or research to educational practices.

Provided below is information collected from University of Texas Arlington.

In the two Master's programs, M.Ed. C&I – Science Education, and M.Ed. C&I – Math Education, students take six (6) education courses (EDUC) focused on science and mathematics education and six (6) science education (SCED) OR six (6) mathematics education (MAED) courses emphasizing discipline-specific subject matter in their respective program (science or math), integrated with pedagogy/curriculum topics for teaching the subject to K-12 students. These science and/or math courses engage students in active inquiry and problem solving experiences that dually promote the following:

- Learning of important science and mathematics concepts aligned with national and state standards to strengthen content and process understanding, and
- Understanding and skill in transforming relevant content learned into meaningful, inquiry-based science and math teaching curricula for students in grades K-12 by experiencing such curricula in each course.

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers***Select Course Descriptions:***M.Ed. in Science Education and M.Ed. in Mathematics Education - Both Programs EDUC - Education Courses, Science/Math Education Focused****EDUC 5305: Curriculum Design, Implementation, and Evaluation**

This course engages students in an examination of theory and research in curriculum development, implementation, and evaluation. Emphasis is on current trends in the content areas.

EDUC 5309: Advanced Instructional Strategies

This course engages students in a study of advanced models of teaching and learning such as concept attainment, inductive thinking, inquiry, problem-based learning, role play, simulation games and other models, with an analysis of research on the effectiveness of these models. Emphasis is on current trends in the content areas.

EDUC 5380: Diversity in Educational Settings

Effective leadership, instruction, and management strategies for work in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity such as culture, ethnicity, exceptionality, gender, language, religion, and socioeconomic status. Demographic issues along with urban and suburban educational settings will also be addressed.

EDUC 5394: Understanding Classroom Research

In this course, students gain an understanding of educational research and critically analyze resources of research, such as professional journals, Internet sites, technical reports, ERIC (Education Resources Information Center) documents, and reports of professional organizations. The students will examine historical trends and themes in education and how they have changed and progressed to newer, cutting-edge educational research that informs classroom instruction. Students will analyze research data and reports of research with the purposes of, gaining understanding of sound educational research techniques; evaluating research designs including issues of validity and reliability; gaining knowledge of both quantitative and qualitative data collection procedures; interpreting the results and implications of research; and learning the form of technical, scholarly writing. Through course experiences, students will be prepared to write meaningful research questions and design methodologies for conducting their own classroom research projects. Students will also learn to be effective consumers of research, equipped with skills needed to make sense of classroom, district, state, national, and international educational research studies. This course is to be taken after at least 9 hours of graduate course work and preceding EDUC 5395 and EDUC 5397.

EDUC 5395: Designing Classroom Research

In this course, students will develop their own classroom educational research project. Their designed study will be based in the literature in their educational field and focus on classroom research questions and problems that will inform teaching practices. In this course, students will develop an individual research problem statement, argue the significance of the problem, complete a written literature review and logical chain of reasoning related to the stated problem, write specific research questions to investigate the problem in educational settings, and design a research study (methodology) that will effectively investigate their research questions. Students design a research study that shows promise for improving education, written as the first three chapters of a scholarly classroom action research project. Prerequisite: EDUC 5394. This course is to be taken in the semester just prior to the final semester of the masters' degree program, and in the semester immediately preceding EDUC 5397.

EDUC 5397: Implementing and Disseminating Classroom Research

In this course, students will implement the classroom research designed and written in EDUC 5395, collect data from this research, and interpret results. Students will prepare a final, written research report that presents the investigation and its results in a 5-chapter professional format, such as would be prepared as a paper for presentation at a professional conference and/or publication in an educational journal. At the conclusion of this course, students will submit a copy of their research project report to the course instructor and present the completed project as their final Capstone Experience for the Master's degree in education. Prerequisites: EDUC 5394 and EDUC 5395. This course is to be taken in the final semester of the M.Ed. and in the semester immediately following EDUC 5395.

Northern State University
Intent to Plan: Master of Science in Mathematics for Teachers

M.Ed. in Mathematics Education Program Only
MAED – Mathematics Education Courses

MAED 5351: Whole Numbers, Rational Numbers, and Operations

In this course students engage in activities and problem solving on concepts related to whole numbers, rational numbers and operations. Students in the course will learn to utilize research based problem-based teaching methods to promote K-12 student understanding. Students will experience how K-12 students learn these concepts as they themselves engage in computation and problem solving activities transferrable to classroom practice. In this course, students will engage in experiences to learn and teach their K-12 students on using numbers, number systems and their structure, operations and algorithms, quantitative reasoning, and technology.

MAED 5352: Rational Numbers and Operations

The focus of this course is on rational numbers and operation concepts. Students will experience how students learn these concepts as they themselves engage in computation and problem solving activities transferrable to classroom practice.

MAED 5353: Probability and Statistics

In this course students will engage in learning experiences and readily usable curricula for teaching K-12 students concepts of probability and statistics, their applications, and technology. Students will examine K-12 student learning and research-based practices that best help them understand these mathematical concepts and that will promote their development of probabilistic reasoning abilities.

MAED 5354: Problem Solving

In this course, students experience and practice innovative curricula for teaching and learning problem solving. Students engage in hands-on activities and apply various problem solving techniques, using mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically. Students learn to identify relevant and irrelevant variables in problems and work through problems to arrive at meaningful solutions. Students examine research on ways to help K-12 students become effective problem solvers as transferrable to other mathematics topics and subjects across the curriculum.

MAED 5355: Conceptual Geometry

In this course students will experience and incorporate active learning curricula that utilize a variety of manipulative materials, diagrams, models, and pictures to study geometry and spatial reasoning. The students will learn effective, research-based practices for teaching geometry and examine ways to best help K-12 students build geometric and spatial understandings as a foundation for later, more complex abstract visualizations.

MAED 5356: Measurement

This course focuses on inquiry-based, problem-based curricula that help K-12 students learn concepts of measurement including units of measure, standardization, and error. Students will learn to use teaching techniques that will promote K-12 students' understanding as well as the application of measurement concepts to other subjects and to everyday life experiences.

Appendix A. Anecdotal testimonials were provided by professionals in education and/or math fields. These individuals on numerous occasions stressed the importance of having adequately trained teachers with strong math backgrounds. Below are example comments of such testimonies.

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers**

"School districts are always looking for high quality professional development opportunities for staff. A structured Master's program in the areas of math (and science) would strengthen existing high school course offerings and provide exemplary opportunities for students."

- Dr. Becky Guffin, Aberdeen School District Superintendent

"With both the new mathematics core standards and the eventual new state science standards both promoting STEM skills in our students, our K-12 science and math teachers will need to find ways to adapt. This course will give practicing teachers those skills necessary to help their students achieve those standards."

- Ms. Jacki Omlund, Master Teacher of Physics and Astronomy

Schools districts participating in the Rising Scholar program, such as Mitchell, Huron, and Aberdeen, have teachers interested in this program. We solicited these teachers for input on program recommendations, and all unanimously stated their interest and support for said program. Many comments were as follows:

"...I am interested. I really like the idea that is would be geared towards content delivery.

- Aberdeen School District

"This is great!...I am just so excited by this opportunity. Frequently Master level programs spend too much time on content without regard to the pedagogy that truly impacts the student and the professional."

- Mitchell School District

"Yes, I have interest!!!! I just need more information."

- Huron School District

Appendix B. Northern State University's tentative MSMT program provides 30 graduate credits, with 21 credits in math content and 9 credits in education/delivery. Coursework will be taken online in which cohorts of students are established to form math networks among teachers. Further, one summer will be designated to the delivery of content knowledge. Appropriate workshops and courses will be held during this summer to help enhance teachers with the pedagogical aspect of math education.

Masters of Science in Mathematics for Teachers30 credit hours*Required Core Courses (9cr):*

Math 713 Advanced Algebra I, 3cr

Math 5xx Advanced Geometry and Trigonometry (NEW course), 3cr

Math 725 Advanced Calculus I, 3cr

Required Curricular Courses (18cr):

Math 5xx Statistics and Data Analysis (NEW course), 3cr

Math 512 Advanced Linear Algebra, 3cr

Math 5xx Real Analysis (NEW course), 3cr

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers**

Math 735 Mathematical Modeling, 3cr

EPSY 741- Psychology of Learning (course offered by NSU Dept of Ed), 3cr

EDFN 752- Research Based Curriculum & Instruction (course offered by NSU Dept of Ed), 3cr

Required End Course (3cr):

EDER 761- Graduate Research and Design (course offered by NSU Dept of Ed), 3cr

Course Descriptions**MATH 713 – Advanced Algebra I**

A graduate level survey of Algebra: groups, rings, fields, modules, and Galois theory.

MATH 5xx – Advanced Geometry and Trigonometry

This course reviews Euclidean Geometry. The parallel axiom and its equivalents are explored. Congruence and similarity are developed. Emphasis is given to the Side Splitter Theorems in preparation for the triangular definition of the trigonometric functions. The circular definition of the trigonometric functions is developed as well as are several important trigonometric identities. The history of Euclid's Fifth Postulate and the development of Non-Euclidean Geometry are explored. An introduction to Hyperbolic Trigonometry is given.

MATH 725 – Advanced Calculus I

Topics will include set theory; point set topology in R^n and in metric spaces; limits and continuity; infinite series; sequences of functions.

MATH 5xx – Statistics and Data Analysis

The modern sciences are fundamentally data-driven; this course focuses on making sense of data, both quantitatively and conceptually. Topics include methods to describe data, inferential statistical methods, sampling and experimental design, simple and multiple linear regression, logistic regression and an in-depth examination of modeling. The course uses statistical software to do much of the computational and graphical work so students can focus on interpretation.

MATH 512 – Advanced Linear Algebra

A graduate level study of vector spaces, linear transformations, matrices, inner products, eigenvalues, eigenvectors, the methods of solution of systems of linear equations, and applications.

MATH 5xx – Real Analysis

This course proceeds from the historical and axiomatic development of the real number system to the analysis of real-valued functions of a real variable. The Algebra of Functions is defined. Rigorous definitions of limits are given and used to prove the basic limit theorems. Continuity of functions is defined and the basic continuity theorems proved. The Intermediate Value Theorem and the Extreme Value Theorem are proved and applied. Derivatives are defined and the function algebra rules are proved from the definition. Several theorems are discussed and/or proved -e.g. the Mean Value Theorem. Definite Integrals are defined and several applications are constructed. Sequences and series are developed and various convergence theorems are proved.

Northern State University**Intent to Plan: Master of Science in Mathematics for Teachers****MATH 735 – Mathematical Modeling**

Formulation of models for situations in the social, economic, and physical sciences, dimensional analysis, the Buckingham Pi Theorem, scaling curve fitting, testing hypothesis and predictions.

EPSY 741- Psychology of Learning

An intensive study of the nature of human learning based on traditional and current learning theories, information processing theory, and current research for their implications for curriculum and instruction. Also addressed are the variables influencing individual differences, cultural aspects of the learner and motivation.

EDFN 752- Research Based Curriculum and Instruction

This course addresses the design, implementation, and evaluation of a curriculum that meets state and national standards and fully accommodates learners' diverse needs; also addressed are the principles of effective instruction and the application of best practices for student learning.

EDER 761- Graduate Research and Design

An introduction to the methods and skills important to the conduct and consumption of research.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – G (4)

DATE: May 9-11, 2017

SUBJECT: Intent to Plan: USD MA, MS, and PhD in Sustainability

University of South Dakota (USD) has submitted an Intent to Plan requesting approval to develop a Master of Arts (MA), Master of Science (MS), and Doctor of Philosophy (PhD) in Sustainability. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The proposed programs would prepare students to address complex interdisciplinary issues related to the three pillars of sustainability, environmental sustainability, social sustainability, and economic sustainability. The program would draw students from South Dakota and nationally due to the current lack of doctoral programs in this field. USD currently offers the only undergraduate program in sustainability in the Regental system.

University Mission and System Strategic Goals

The proposed degree supports the statutory mission of USD. SDCL 13-57-1 provides the mission as in part to offer “*graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.*” The proposal also supports the Board’s implementation of the statutory mission in [Policy 1:10:1](#), authorizing USD to “promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond” through graduate programs in arts and sciences.

The proposal supports [Board of Regents Strategic Plan 2014-2020](#) by growing the number of approved graduate programs, documenting that academic programs are of high quality, and increasing the number of STEM graduates. The proposal also supports state initiatives such as the *2020 Vision: The South Dakota Science and Innovation Strategy* that identifies renewable energy as a target sector.

Related Programs in the System

BHSU currently offers an MS in Sustainability. The BHSU program is an online-only, non-thesis program, thus differs from USD’s proposal to offer research-oriented master’s and doctoral programs offered primarily face-to-face.

(Continued)

DRAFT MOTION 20170509_6-G(4): I move to authorize USD to develop a proposal for a Master of Arts (MA), Master of Science (MS), and Doctor of Philosophy (PhD) in Sustainability as presented.

Workforce Need, Student Demand, Projected Graduates

Employment for environmental scientists is expected to grow 11% faster than national averages through 2024. In addition, this program aligns with plans to increase renewable energy production in South Dakota as targeted in the *2020 Vision: the South Dakota Science and Innovation Strategy*. USD estimates graduating 5 students per year after full implementation. USD reports demand for sustainability-focused jobs is expected to increase 11% faster than the national average between 2014 and 2024. Within South Dakota, professional, scientific, and technical services (including sustainability positions) have a low unemployment rate below 2%, indicating significant demand. In addition, Sustainability is a growing field within academia, but lacks faculty trained at the doctoral level. USD estimates graduating 2-3 doctoral students and 5-10 master's students annually after full implementation.

Board Policy

USD is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

USD is not requesting authorization to deliver the program online or off campus.

Budget and Resources

USD does not request any new State resources to implement or maintain the proposed program.

Conditions for Approval

The approval of this request will be contingent upon the following:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers. This includes completion of an external review as required by [Board Policy 2:1](#).
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	USD
DEGREE(S) AND TITLE OF PROGRAM:	M.S./Ph.D. in Sustainability
INTENDED DATE OF IMPLEMENTATION:	Fall 2018

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Click here to enter a
date.

President of the University

Date

1. What is the general nature/purpose of the proposed program?

The University of South Dakota requests permission to plan graduate programs in sustainability to include the following degrees:

- Master of Arts (M.A.) in Sustainability – thesis and non-thesis option: This degree will be available for students focusing on sustainability from a social science and humanities perspectives.
- Master of Science (M.S.) in Sustainability – thesis and non-thesis option: This degree will be available for students focusing on sustainability from a natural science perspective.
- Doctor of Philosophy (Ph.D.) in Sustainability – dissertation only: This degree will be available for students seeking a doctoral degree in sustainability.

Sustainability is an emerging field that seeks to address many of society's complex and interdisciplinary issues. Sustainability is often described as moving towards systems that are environmentally beneficial, socially just, and economically profitable both now and into the future. The proposed graduate programs in sustainability would build upon USD's existing academic and research leadership in sustainability in the state and region. USD is one of only sixteen schools with an undergraduate degree in Sustainability or Sustainability Studies,¹ and no South Dakota colleges or universities offer a sustainability undergraduate degree. USD has 25 faculty members who are affiliated with the Sustainability Program through teaching courses for the major and minor. Twelve faculty members serve on the Sustainability Advisory Committee. Ten faculty members are participating in the new National Science Foundation (NSF) Research Experience for Undergraduates (REU) program titled Sustainable RIVER (Remediating InVasives to Encourage Resilience). Twelve faculty members participated in a pedagogy training program that was a sub-

¹ Association for the Advancement of Sustainability in Higher Education (2016) Campus Sustainability Hub. Available at https://hub.aashe.org/browse/types/academicprogram/?search=&content_type=academicprogram&discipline=7&organization_type=Doctorate&organization_type=Master&organization_type=System+Office&country=US&program_type=2#resources-panel.

award from a NSF-funded Science Technology, Engineering, and Mathematics Talent Expansion Program (STEP) Center at Carleton College. Finally, USD recently received a \$1.86 million NSF Experimental Program to Stimulate Competitive Research (EPSCoR) Research Infrastructure Improvement (RII) Track 2 grant focused on sustainability.

The mission of the EPSCoR program is to “advance excellence in science and engineering research and education in order to achieve sustainable increases in research, education, and training capacity and competitiveness that will enable EPSCoR jurisdictions to have increased engagement in areas supported by the NSF.”² Environmental and energy sustainability and climate change are major focal areas for the NSF and many other funding agencies including federal, state, and non-profit entities that provide funding in these disciplines. Through the NSF EPSCoR grant that USD received, we propose to enhance our sustainability research and educational capacity in three primary ways. First, we propose to start a Ph.D. program in sustainability to build on our existing expertise in sustainability research and pedagogy. Second, we will hire two new faculty member to enhance our research and pedagogy capacity focused on sustainability. One of the faculty members will have expertise in ecological modeling such as climate change modeling. The other faculty member will have expertise in ecosystem services valuation and ecological economics. For more information about the faculty hires, please see question #10. Third, the NSF EPSCoR grant will support three Ph.D. students on full research assistant (RA) positions for four years. It is anticipated that these three students will be the first three graduate students in the Sustainability Program.

Since USD began the undergraduate Sustainability Program in August 2012, we have continued to grow in terms of the number of students, the number of faculty members involved, and the research capacity associated with the program. There is great interest among the faculty, administrators, and students at USD to build on our academic and research leadership in this emerging field of study.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?

The demand for sustainability-focused jobs is increasing and expected to increase in the future.³ For example, environmental science positions are expected to increase 11% faster than average nationally between 2014 and 2024.⁴ Within SD, adding a Master’s and Ph.D. program in sustainability would contribute to our workforce development in industries that the State has identified as crucial to our future. Innovation in Energy and Environment, including renewable energy, is one of the target sectors for the *2020 Vision: The South Dakota Science and Innovation Strategy*.⁵ From 2012-2013 professional, scientific, and technical services, which include many

² National Science Foundation (n.d.) Experimental Program to Stimulate Competitive Research (EPSCoR). Available at <https://www.nsf.gov/od/oia/programs/epscor/index.jsp>.

³ Hamilton J (2012) Is a sustainability career on your green horizon? U.S. Bureau of Labor Statistics. Available at <http://www.bls.gov/green/sustainability/sustainability.pdf>.

⁴ Bureau of Labor Statistics, U.S. Department of Labor (2015) *Occupational Outlook Handbook, 2016-2017 Edition*, Environmental Scientists and Specialists. Available at <http://www.bls.gov/ooh/life-physical-and-social-science/print/environmental-scientists-and-specialists.htm>.

⁵ SD EPSCoR REACH Committee (2013) *2020 Vision: The South Dakota Science and Innovation Strategy*. Available at <http://sdepscor.org/sdepscorHome/wp-content/uploads/2015/07/2020-Vision.pdf>.

sustainability professions, in South Dakota had an “extraordinarily low unemployment rate ... of just 1.4 percent”.⁶ The community and social services/life, physical, and social science occupational category, which include sustainability jobs focused on community development, increased in South Dakota by 41.8% between 2000 and 2011/2012.⁷

There is a large need for sustainability-trained professionals within academia. The Association for the Advancement of Sustainability in Higher Education (AASHE) lists more than 1,000 majors or minors at institutions of higher education focused on sustainability in the US.⁸ Because there are a limited number of graduate programs educating scholars in sustainability, there is demand for students with graduate training in sustainability. In the past year, Ecolog, which is a listserv through the Ecological Society of America, has posted more than twenty faculty positions specifically focused on sustainability, and this is in addition to environmental science/studies faculty positions. Beyond faculty positions, many institutions of higher education have at least one Office of Sustainability and multiple sustainability director and coordinator positions that implement sustainability on campus, including South Dakota State University that has a paid sustainability coordinator. For example, by July 2016, 296 institutions of higher education in the US completed the Sustainability Tracking, Assessment & Rating System (STARS), which is “a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.”⁹ Paid staff at these institutions usually complete or coordinate the completion of STARS.

Beyond need for sustainability professionals in existing fields, the number of careers associated with sustainability is expanding. For example, the number of companies with full-time sustainability professionals increased 400% since 2000 in North America.¹⁰ In 2007, Forbes magazine highlighted sustainability coordinators outside of academia as one of a “constellation” of new green careers.¹¹ USD sustainability undergraduates, although they have only recently graduated, have careers in multiple areas including with environmental consulting companies, non-profit organizations, federal conservation organizations, and US congress members.

⁶ Fogg NP, Harrington PE (2014) Growth and Change in South Dakota Labor Markets: An Assessment of the State’s Labor Market Imbalances in Weak National Recovery. Available at http://southdakotawins.com/images/data/files/sd_labor_markets_may2014.pdf.

⁷ Ibid.

⁸ Association for the Advancement of Sustainability in Higher Education (2016) Campus Sustainability Hub. Available at https://hub.aashe.org/browse/types/academicprogram/?search=&content_type=academicprogram&topics=curriculum&organization_type=Associate&organization_type=Baccalaureate&organization_type=Doctorate&organization_type=Master&organization_type=Business&organization_type=System+Office&country=US&state=AL&state=AK&state=AZ&state=AR&state=CA&state=CO&state=CT&state=DE&state=DC&state=FL&state=GA&state=HI&state=ID&state=IL&state=IN&state=IA&state=KS&state=KY&state=LA&state=ME&state=MD&state=MA&state=MI&state=MN&state=MS&state=MO&state=MT&state=NE&state=NV&state=NH&state=NJ&state=NM&state=NY&state=NC&state=ND&state=OH&state=OK&state=OR&state=PA&state=RI&state=SC&state=SD&state=TN&state=TX&state=UT&state=VT&state=VA&state=WA&state=WV&state=WI&state=WY&program_type=1&program_type=2&program_type=4&program_type=6&program_type=7&program_type=8#resources-panel.

⁹ Association for the Advancement of Sustainability in Higher Education (2016) Sustainable Campus Index: 2016 Top Performers & Highlights. Available at <http://www.aashe.org/files/sci-2016-final.pdf>.

¹⁰ Avlonas N (2016) The sustainability and corporate responsibility profession the job of the future? Centre for Sustainability and Excellence. Available at <http://www.csrwire.com/blog/posts/1706-is-the-sustainability-and-corporate-responsibility-profession-the-job-of-the-future>.

¹¹ Wingfield B (2007) For job market, green means growth. Forbs. Available at http://www.forbes.com/2007/07/02/environment-economy-jobs-biz_cx_bw_0703green_greenjobs.html.

USD alumni, who have received undergraduate and graduate degrees from USD before the Sustainability Program began, are involved in pioneering work in sustainability and will be sharing their expertise with the Sustainability Program. In September 2015, the Sustainability Program officially began the External Sustainability Advisory Committee although USD had informally been communicating with sustainability-focused alumni prior to the start of the committee. The purpose of this committee is develop a structure for the Sustainability Program to more actively and directly seek advice about the program from professionals who are working in a diversity of sustainability-related fields. The committee currently has fifteen members, nine of whom are USD alumni. The members who are USD alumni are Paul Ellingstad, Managing Partner of Public Technology Institute (PTI) Advisors and former Partner & Program Development Director of Sustainability & Social Innovation for Hewlett Packard (HP); Aimee House Ladonski, Food Systems Volunteer Management Field Specialist for the SDSU Extension; Jessica Lantgen, Sustainability Coordinator for the City of Sioux Falls; Craig Moody, Founder and Managing Principal of Verdis Group; Wayne Nelson-Stastny, Missouri River Natural Resources Coordinator for the US Fish and Wildlife Service; Mel Ustad, Director of Commercialization, Governor's Office of Economic Development (GOED) for the State of South Dakota; Lisa Yager, Biologist for the National Park Service; and Brian Yeoman, Director of Sustainable Leadership for the National Association of Educational Procurement and City Director of Houston C40 through the Clinton Foundation.

South Dakota's efforts to create economic opportunity in industries related to sustainability are growing, and the State will be well served by graduates who are prepared to contribute to this new and rapidly evolving field. National and international companies that are based in South Dakota such as POET, Raven Industries, and CITI (Citigroup Inc.) have a focus on sustainability, including sustainability professionals, within their organizations.

3. How would the proposed program benefit students?

Students are asking for graduate sustainability programs within USD and the State and beyond. Many Sustainability Program alumni have talked with Dr. Meghann Jarchow, Sustainability Program Coordinator, about their desire to pursue graduate studies in sustainability.¹² Because USD does not have a graduate program in sustainability, students have pursued graduate studies at other universities such as Presidio Graduate School and the University of Nebraska at Kearney, have pursued the Master of Arts in Interdisciplinary Studies at USD, or have delayed pursuing graduate education. Many Millennials, who are the generation of people most likely to enroll in graduate education in the near term, are seeking careers that address pressing challenges such as resource scarcity, climate change, and income inequality, which are the foci of sustainability.¹³ Yet, there are only two universities in the United States to offer a Ph.D. in sustainability: Arizona State University with a School of Sustainability and Rochester Institute of Technology.¹⁴

¹² Jarchow ME, personal communication.

¹³ Deloitte (2014) Big demands and high expectations: The Deloitte Millennial Survey. Available at <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/gx-dttl-2014-millennial-survey-report.pdf>.

¹⁴ Association for the Advancement of Sustainability in Higher Education (2016) Campus Sustainability Hub. Available at https://hub.aashe.org/browse/types/academicprogram/?search=&content_type=academicprogram&discipline=7&organization_type=Doctorate&organization_type=System+Office&country=&program_type=4#resources-panel and <https://www.rit.edu/gis/academics/ph.d-sustainability/>. The University of Alaska Fairbanks offers a PhD in Natural Resources and Sustainability and Columbia University offers a PhD in Sustainable Development.

Therefore, USD is in a unique and advantageous position to build on our existing undergraduate program to train future sustainability leaders and become a regional leader.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?

The statutory mission of the University of South Dakota is provided in SDCL 13-57-1:

Designated as South Dakota's liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in BOR Policy 1:10:1, University of South Dakota Mission Statement:

The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1).

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university with the South Dakota System of Higher Education.

Both the statutory mission and Board of Regents mission statement for the University of South Dakota designate the institution as the liberal arts university for the State of South Dakota. Sustainability education aligns closely with the goals of a liberal arts education to “nurture the growth of human talent in the service of human freedom... to explore and fulfill the promise of [the students'] own highest talents.”¹⁵ In fact, sustainability education has been called “the ultimate liberal art... The concept of sustainability could provide a new foundation for the liberal arts and sciences.”¹⁶ This includes fostering a love of learning in students while also teaching them how to be innovators and agents of change in their communities and world.¹⁷ The proposed Master's and Ph.D. programs in sustainability would be an archetype of the tradition of teaching and learning in the liberal arts. Offering graduate degrees in sustainability thus strongly supports the statutory mission and Board of Regents-approved mission for the University of South Dakota.

¹⁵ Cronon W (1998) “Only Connect...” The goals of a liberal education. *The American Scholar* 67(4). Available at https://www.grinnell.edu/sites/default/files/documents/Cronon_Only_Connect.pdf.

¹⁶ Rhodes FHT (2006) Sustainability: The ultimate liberal art. *Chronicle of Higher Education*. Available at <http://www.chronicle.com/article/Sustainability-the-Ultimate/29514>.

¹⁷ Weissman NB (2012) Sustainability & liberal education: Partners by nature. *Liberal Education* 98(4). Available at <https://www.aacu.org/publications-research/periodicals/sustainability-liberal-education-partners-nature>.

Developing a Master's and Ph.D. program in sustainability would advance the Board of Regents Strategic Plan 2014-2020 in the following ways.

Goal 1: Student Success – Reflecting rates of growth in total graduates over the last five years, grow degree production to 7,450 per year by 2020.

One of the outcomes for this goal is to increase the number of graduate degrees awarded. By offering new graduate degrees at the Master's and Ph.D. levels that are in a field that is increasing in demand, we expect the graduate program in sustainability to contribute to achieving this goal.

A second outcome for this goal is to increase the number of degrees awarded to Native American students. A focus of the undergraduate program is practicing Inclusive Excellence including being welcoming to students of color. For the example, 24% of the current sustainability majors are students of color, which is higher than the University-wide demographics.¹⁸ The Sustainability Program has received programmatic grants that focus on Native American issues. The NSF Sustainable RIVER REU program is focused on recruiting Native American students, has topical foci on Native American issues, and collaborates with two tribal colleges. The NSF STEP Center subaward included a focus on the disproportionately negative impacts that the management of the Missouri River has had on Native American tribes. Research in the NSF EPSCoR grant will involve Native American tribes in the Upper Missouri River Basin. To help facilitate recruitment of Native American students, Dr. Jarchow and other members of the Sustainability Program faculty are and have been actively seeking collaborations with tribal colleges in the region.

Goal 2: Academic Quality and Performance – Document that academic programs are of the highest quality.

One of the outcomes for this goal is the addition of new graduate programs, such as the program this document is proposing.

A second outcome is to grow the number of students participating in experiential learning. “By its nature, sustainability also breaks down barriers between higher education and the wider world.”¹⁹ Sustainability studies are grounded in applied topics (i.e. “real-world issues”), and sustainability students should be trained in how to solve complex problems and be change agents.²⁰ We have quantified the number of experiential learning opportunities for eighteen students who recently completed the sustainability major. On average the undergraduate students participated in ten experiential learning opportunities focused on sustainability while studying at USD.²¹ We expect the graduate programs in sustainability to be even more experiential than the undergraduate program because most of the students will be conducting research and generating new knowledge and informing of their findings in open literature.

Goal 3: Research and Economic Development – Increase annual system research and contract expenditures to \$150M by 2020 to advance knowledge, enhance technology transfer, commercialization, and catalyze economic development.

¹⁸ Jarchow ME, unpublished data.

¹⁹ Weissman NB (2012) Sustainability & liberal education: Partners by nature. Liberal Education 98(4). Available at <https://www.aacu.org/publications-research/periodicals/sustainability-liberal-education-partners-nature>.

²⁰ Wiek A, Withycombe L, Redman CL (2011) Key competencies in sustainability: A reference framework for academic program development. Sustainability Science 6(2):203-218.

²¹ Jarchow ME, unpublished data.

One of the outcomes for this goal is to increase grant and contract expenditures. As described in question #1, grants focusing on the Sustainability Program have already received more than \$2.2 million in federal funds. The Sustainability Program has been a focus of two additional, unfunded NSF EPSCoR grants and one Board of Regents grant. The development of a graduate, especially Ph.D., program in sustainability is expected to increase USD's competitiveness for external grants.

A second outcome for this goal is to increase the number of graduates from STEM programs. Sustainability includes both natural and social sciences. Therefore, the program will increase the number of natural science (i.e. STEM) graduates in the state.

In summary, the proposed Master's and Ph.D. program in sustainability is well aligned with the USD and Board of Regents' goals.

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?

The Master of Science in Sustainability at Black Hills State University is the most closely related program that exists within the Regental system. The Master of Science in Sustainability from BHSU is an online-only, non-thesis graduate program. Therefore, the proposed Master's and Ph.D. programs in sustainability at USD would be distinct from the BHSU program in the following ways.

- USD is proposing to offer M.A., M.S., and Ph.D. degrees.
- The USD program would be developed as a primarily in-person degree.
- The USD program would create synergies with the existing graduate, including Ph.D., programs at the University.
- The Master's and Ph.D. degrees would leverage the existing faculty and infrastructure from the undergraduate Sustainability Program that includes 25 faculty drawn from more than a dozen departments.

Sustainability is an interdisciplinary field of study, and the existing disciplines present at USD provide robust resources for sustainability pedagogy and research. Sustainability is often described as having three pillars: environmental sustainability, social sustainability, and economic sustainability. USD has tremendous existing faculty expertise in all three of these areas including environmental sustainability expertise through departments such as Biology, Chemistry, and Earth Science; social sustainability expertise through departments such as Political Science, Sociology, Anthropology, and Philosophy; and economic sustainability through the Beacom School of Business. Faculty from across USD are currently engaged with the undergraduate Sustainability Program, and we expect that engagement to increase with a graduate program in sustainability. Expanding the Sustainability Program to include graduate education aligns with USD's current strategic plan in multiple ways including our goal for expanding interdisciplinary research, scholarship, and creative work.

We anticipate that having a graduate program in sustainability would create new opportunities for USD to collaborate with other SD public universities. As USD expands its research capacity in

sustainability, we anticipate applying for more programmatic grants such as the EPSCoR RII Track 1 grants that usually involve intra-state collaborations. We anticipate that the graduate programs in sustainability would also offer opportunities for collaborations on course offerings across the state. For example, we would work with BHSU to see if there could be synergies between their online Master of Science in Sustainability degree and our graduate program in sustainability. We would also seek to incorporate the expertise available at other SD public universities into the program, such as the environmental engineering and life cycle assessment (LCA) expertise at SD School of Mines & Technology or the geospatial expertise at SDSU.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?

	Institution	Program Title
Minnesota	University of Minnesota Twin Cities	Science, Technology, and Environmental Policy (M.S.)
	University of Minnesota Duluth	Environmental Education (M.Ed.)
North Dakota	University of North Dakota	Environmental Management (M.S.)
Montana	University of Montana	Environmental Studies (M.A./M.S.)
Wyoming	None	

The Master's and Ph.D. program at USD will be distinct from these programs because USD will be offering a degrees focused on sustainability rather than environmental conservation, education, or policy. Furthermore, USD will be offering a Ph.D., which is not currently offered in any of the states in the region.

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

USD anticipates that most of the students enrolling in this program will be new to the University. For example, the NSF EPSCoR grant provides funding for research assistant positions for three Ph.D. students in sustainability who will be recruited to the University for the specific projects in the grant.

USD plans to evaluate the possibility of offering dual majors or joint degrees as are currently being offered through the School of Law at USD. If students were able to earn joint degrees, we anticipate that some of the students would be shared with other graduate programs (i.e. some students initially coming to USD for the sustainability program and adding another degree and vice versa).

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

We anticipate that four to ten students will enroll in the graduate program in sustainability annually through the first five years (see Table 1). Of these students, we anticipate that most (60-80%) of the students will be pursuing Master's degrees and the remaining students will be pursuing Ph.D. degrees. By the end of five years (2022), we expect to have graduated 17-24 Master's students and 5-7 Ph.D. students.

Table 1. Estimated graduate student enrollment in the graduate program in sustainability from 2017 to 2026.

<i>Year</i>	Ph.D. students admitted	M.A. + M.S. students admitted	Ph.D. graduates	M.A. + M.S. graduates
2017	3*	0	0	0
2018	1-2	3-5	0	0
2019	1-2	4-6	0	3-5
2020	1-3	5-6	3	4-6
2021	2-3	5-7	1-2	5-6
2022	2-3	5-7	1-2	5-7
2023	2-3	5-8	1-3	5-7
2024	2-4	5-10	2-3	5-8
2025	2-5	5-10	2-3	5-10
2026	2-6	5-10	2-3	5-10

*We anticipate officially starting the graduate program in sustainability in August 2018. The three Ph.D. students who will be hired for the NSF EPSCoR grant will be starting in August 2017 due to the requirements of the grant. It is expected that those students will change degrees to Ph.D. in sustainability once it is available.

These estimates were based on evaluating the Master's and Ph.D. program in the Departments of Biology, Political Science, and Psychology at USD. All three of these program have approximately equal numbers of Master's and Ph.D. students. During the first 5-10 years of the graduate program in sustainability, we expect to have more Master's students because our program will involve departments such as Earth Science and Anthropology that currently do not have graduate programs. We expect that faculty in these departments will primarily advise Master's students initially.

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	<i>If Yes, list location(s)</i>	<i>Intended Start Date</i>
Off-campus	No		

	Yes/ No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>

Distance Delivery	No		
--------------------------	----	--	--

10. What are the university's plans for obtaining the resources needed to implement the program?

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	Yes	Yes
Ask Board to seek new State resources	No	No
Ask Board to approve a new or increased student fee	No	No

The University does not request new State resources although starting a new graduate program does take additional resources. These additional resources, including the additional research and teaching expertise of two faculty members and paid stipends for three Ph.D. students, will be provided by the NSF EPSCoR grant.²² Faculty members associated with the Sustainability Program are actively seeking additional programmatic and individual research grants focused on sustainability. For example, faculty members of the Sustainability Program have submitted a full proposal to the National Science Foundation (NSF) Research Traineeship (NRT) grant program for a project titled “NRT-INFEWS: Graduate training to promote sustainable food, energy, and water systems (Sustainable FEWSion).” If funded, this \$3,000,000 grant would fully support 12 Ph.D. students²³ in graduate sustainability education. The grant would also provide resources for faculty training and the hiring of a project coordinator. In addition to the NRT, faculty members of the Sustainability Program are actively seeking grants to support sustainability-focused research.

All of the courses in the program will be taught by current USD faculty or the new faculty hired through the NSF EPSCoR grant. The coursework in the program will be supported by existing courses and by reassigning faculty to a small number of anticipated new courses. This will not significantly impact their teaching or research workloads.

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

The curricula for Arizona State University and Rochester Institute of Technology were not selected as examples because both universities are able to offer a curriculum based almost exclusively on sustainability-specific courses. The selected example is Iowa State University, which has Master of

²² Although the research and teaching expertise of the two new faculty hires will greatly enhance our capacity to offer a graduate program in sustainability, these two new faculty members will not only teach courses for the graduate program in sustainability. Their teaching will benefit the Sustainability Program in general, including teaching undergraduate and graduate sustainability courses and advising sustainability majors, and other departments on campus such as the Biology Department.

²³ Eight Ph.D. students would be funded at \$34,000 per year plus tuition and fees for four years, and four Ph.D. students would be funded at the same rate for three years.

Science and Doctor of Philosophy degrees in sustainable agriculture. Iowa State University offers “double degree programs,” which are similar to joint degrees. The Iowa State University curriculum utilizes primarily pre-existing courses, as USD intends to do. The Iowa State University curriculum is similar to the expected USD curriculum in that it has a set of core courses, most of which are specifically designed for the program, and also requires students to take coursework from at least two different topical/disciplinary areas. The content of courses required would differ between the Iowa State University sustainable agriculture program and USD’s graduate sustainability programs, but the structure would be similar.

Appendix A Curriculum Example

Iowa State University Graduate Program in Sustainable Agriculture
Available at: <https://susag.iastate.edu/academics/#curriculum-reqs>

Master of Science

Degree requirements: 35 credits

- Agroecosystem analysis (SUSAG 509) – 4 credits
- Foundations of sustainable agriculture (SUSAG 610) – 3 credits
- Sustainable agriculture colloquium (SUSAG 600) – 4 credits
- Statistical methods for research workers (STAT 401) – 3 credits
- Cross-disciplinary courses from *two* cross-disciplinary areas – 6 credits
- Electives – 9 credits
- Research/creative component (SUSAG 599/699) – 6 credits

Doctor of Philosophy

Degree requirements: 76 credits

- Agroecosystem analysis (SUSAG 509) – 4 credits
- Foundations of sustainable agriculture (SUSAG 610) – 3 credits
- Sustainable agriculture colloquium (SUSAG 600) – 6 credits
- Statistical methods for research workers (STAT 401) – 3 credits
- Cross-disciplinary courses from *two* cross-disciplinary areas – 12 credits
- Electives – 30 credits
- Research (SUSAG 699) – 18 credits

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – G (5)

DATE: May 9-11, 2017

SUBJECT: Intent to Plan: USD BAS in Technical Leadership

University of South Dakota (USD) has submitted an Intent to Plan requesting approval to develop a Bachelor's of Applied Science (BAS) in Technical Leadership. Approval or waiver of an Intent to Plan is required prior to the submission of a formal program proposal. The proposed program is an interdisciplinary degree intended for students who have earned technical and/or Associate of Applied Science (AAS) degrees and want to complete a bachelor's degree. The intent is for the degree to provide knowledge and skills required for leadership and supervisory roles that complement the technical expertise the student acquired at a community college or technical institute. The degree may be completed immediately after completion of an AAS or after the student has gained additional technical experience in the field.

University Mission and System Strategic Goals

The proposed degree supports the statutory mission of USD. SDCL 13-57-1 provides the mission as in part to offer “*undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.*” The proposal also supports the Board's implementation of the statutory mission in [Policy 1:10:1](#), authorizing USD to “promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond.”

The proposal supports [Board of Regents Strategic Plan 2014-2020](#) by growing the number of undergraduate degrees awarded and contributing to the state's workforce and economic development.

Related Programs in the System

No related programs currently exist within the Regental system.

Workforce Need, Student Demand, Projected Graduates

The program will aid students and workers needing additional workplace and professional skills beyond technical education. The US Census Bureau reports that only 27% of South Dakota residents over the age of 25 have obtained a bachelor's degree or higher; this program would create

(Continued)

DRAFT MOTION 20170509_6-G(5): I move to authorize USD to develop a proposal for a Bachelor's of Applied Science (BAS) in Technical Leadership as presented.

a pathway for AAS degree holders to obtain higher levels of education. In addition, Governor Daugaard's 2014 Workforce Summits resulted in employers stating a need for "soft skills" for employee advancement. The program will benefit all technical fields and sectors of employment within the state. USD projects 25 graduates per year after full implementation.

Board Policy

USD is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

USD is requesting authorization to deliver the program online and at the University Center-Sioux Falls.

Budget and Resources

USD does not request any new State resources to implement or maintain the proposed program.

Conditions for Approval

The approval of this request will be contingent upon the following:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Intent to Plan for a New Program

UNIVERSITY:	USD
DEGREE(S) AND TITLE OF PROGRAM:	Bachelor of Applied Science
INTENDED DATE OF IMPLEMENTATION:	Fall 2017

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

James W. Abbott

President of the University

Click here to enter a
4/6/17 date.

Date

1. What is the general nature/purpose of the proposed program?

A Bachelor of Applied Science degree program in Technical Leadership is an interdisciplinary degree intended for students who have earned an A.A.S. technical associate degree or have completed "career" degree program. The proposed program will provide the knowledge and skills needed to undertake leadership and supervisory roles that complement the technical expertise the student acquired at the community or technical college. Students will be able to enter this program after completing their associate degree program or after years of technical experience in the field.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?

According to the United States Census Bureau, only 27% of South Dakota residents over the age of 25 have obtained a bachelor's degree or higher.¹ There is a call for states and higher education institutions to adequately address the needs of our adult learners; some states, including South Dakota, have degree attainment goals.² South Dakota offers many technical degree options to residents. Half of the U.S. workforce lacks the skills to function well in the new global economy. The proposed program will help meet the need for technical professionals to assume leadership roles in the global economy. Graduates from technical programs in industrial technology, human services, business, electronics, engineering technology, transportation technology, media communications, or medical technology would benefit from our proposed program.

¹ <https://www.census.gov/quickfacts/table/PST045215/46>

² http://knowledgecenter.csg.org/kc/system/files/Finch%202016.pdf?hsCtaTracking=a48fbc5f-5652-4725-9b13-21fb05f188b7%7Cc2f05bec-8b6a-44da-97a7-901dd250d5d8&_hstc=259760725.b9703b28540067194192be29da4c98a8.1488474185878.1488474185878.1488578538950.2&_hssc=259760725.8.1488578538950&_hsfp=1077434969

3. How would the proposed program benefit students?

The proposed program will build on expertise the student has gained from the technical program. Technical school graduates need the following skills for advancement: business oral and written communication, project management and conflict resolution, leadership of diverse teams and staff development, small business development, training and development, regulatory affairs and safety, personnel supervision, and accounting and budgets. Employers are searching for professionals with technical expertise with the combination of business soft skills to lead workgroups, teams, and departments. This program will benefit the students and it will benefit our employers in the state. This is a strategic and tactical approach to increase workforce quality, productivity and inclusiveness.

The program will aid those students who need additional workplace and professional skills beyond their technical education. In 2014, Governor Dennis Daugaard conducted a series of Workforce Summits around the state. The meetings revealed that employers see many workers as lacking the skills needed for advancement. Specifically, employers reported, “Job seekers’ soft skills do not always match employer expectations.”³ The Bachelor of Applied Science program would assist in addressing this issue.

4. How does the proposed program relate to the university’s mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?⁴

The statutory mission of the University of South Dakota is provided in SDCL 13-57-1⁵:

Designated as South Dakota’s liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in BOR Policy 1:10:1, University of South Dakota Mission Statement⁶:
The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and

³ Market Street Services, Sioux Falls Area Action Agenda Workforce Sustainability Analysis, April 2015, p. 9-10, available from

<http://www.forwardsiouxfalls.com/publications/Sioux%20Falls%20Area%20Workforce%20Sustainability%20Analysis.pdf>.

⁴ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

⁵ http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-57-1

⁶ <https://www.sdbor.edu/policy/1-Governance/documents/1-10-1.pdf>

beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

The proposed degree program supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

Goal 1 – Student Success

- Increase the total undergraduate degrees awarded.

Goal 3 – Research and Economic Development

- Contribute to the state's workforce and economic development.

The Bachelor of Applied Science degree program is an ideal fit for USD's liberal arts mission. The liberal arts foundation coupled together with selected business coursework provided at USD will enable students to seek out and find solutions that others will miss because they lack the breadth of knowledge that comes along with a liberal arts education.

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?⁷

None. At this time, there are no other related active programs that exist in public universities in South Dakota (BHSU eliminated their Bachelor of Applied Technical Science program in 2015). All of the regental schools, excluding the South Dakota School of Mines & Technology, currently offer the Bachelor of General Studies degree program. This degree program does not necessarily meet the need to couple together technical skill area coursework with a degree completion program.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.⁸

	Institution	Program Title
Minnesota	University of Minnesota	Bachelor of Science in Applied Studies Bachelor of Applied Science- transfer
North Dakota	Bismarck State College	Bachelor of Applied Science in Energy Management
Montana	University of Montana	Bachelor of Applied Science
	Montana State University	Bachelor of Applied Science
	Montana Tech	Bachelor of Applied Science in Business
Wyoming	University of Wyoming	Bachelor of Applied Science

⁷ Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

⁸ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

The State of South Dakota is one of the few states that does not offer a B.A.S. degree program option. There is currently not an opportunity for a technical student with standard degree option of A.A.S. to complete a 4-year degree program in South Dakota. The University of South Dakota would like to provide access to education and promotion. This degree will be helpful to allow a student to stack their technical degree program to a B.A.S. degree program.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

During the first few years of the program we expect to enroll 25 students and that this enrollment will grow to 50 students per year as job opportunities emerge in the market. We expect 20 graduates initially and growth to 40. These estimates are based on conversations with several members of the Sioux Falls advisory board as well as conversations with the South Dakota technical schools.

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?⁹

	Yes/No	If Yes, list location(s)	Intended Start Date
Off-campus	Yes	Sioux Falls	Fall 2017

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Online	Fall 2018

10. What are the university's plans for obtaining the resources needed to implement the program?

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	No	No
Ask Board to seek new State resources ¹⁰	No	No
Ask Board to approve a new or increased student fee	No	No

⁹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹⁰ Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. Identify the college or university and explain why the selected program is a model for the program under development.

Bloomsburg University of Pennsylvania, University of Iowa, and University of Nebraska are all exemplary program that has a track record of success. The curricular model for the B.A.S. degree at Bloomsburg University of Pennsylvania is a 120-credit program with 60 credit hours awarded through an A.A.S. degree program from an accredited two-year institution. The remainder of the 120 credits will be 21-24 credits of management and leadership in technical fields, 15-18 credit hours of advanced coursework in the specialization, and 18-24 credit hours of elective courses to enhance their analytical and critical thinking skills. See Appendix A for outline of curriculum.

Appendix A:

Degree requirements

The B.A.S. student must have completed an A.A.S. degree in a technical field and meet all applicable BOG and institutional academic policies. Some key BOG requirements (BOG Policy 1990-06-A) for the proposed program include that B.A.S. students must attain general education competencies consistent with those expected of all students at a PASSHE University; must complete a total of 120 semester credit hours required for all baccalaureate degree programs; and must have at least 42 semester credits hours of advanced coursework. Some key institutional policies are that the B.A.S. student must attain a minimum overall 2.0 GPA and a minimum 2.0 GPA in all courses required by the major program. The proposed Technical Leadership program is designed to ensure that B.A.S. students complete an applied program that is consistent with both PASSHE Board of Governors and University expectations for graduates.

Coursework for B.A.S. in Technical Leadership:

<u>Transferred into program from A.A.S. degree</u>	<u>60 credits</u>
--	-------------------

Coursework in Core component (21-24 credits)

INSTTECH 465	Leading Co-located and Virtual Teams	3 credits
ITM 322	Project Management	3 credits
BUSED 350	Valuing Diversity in Business	3 credits
ACCT 220	Financial Accounting	3 credits
INSTTECH 466	Technical Leadership Capstone I	3 credits
INSTTECH 467	Technical Leadership Capstone II	3 credits
INSTTECH 490	Technical Leadership Internship	3 credits
<u>Total</u>		<u>21 credits</u>

Coursework in Major-related component (15-18 credits)

INSTTECH 450	Instructional Design	3 credits
INSTTECH 485	eLearning Concepts	3 credits
ITM 175	Information Technology Management Applications	3 credits
INSTTECH 470	Introduction to Website Development	3 credits
BUSED 333	Business Communication and Report Writing	3 credits
COMMSTUD 313	Conflict Management and Resolution	3 credits
<u>Total</u>		<u>18 credits</u>

Coursework in the Elective component (18-24 credits)

Technical Leadership program students will be provided with course options and advised in course selection so that, when combined with the general education coursework taken in their A.A.S. degree program, they will meet the requirements of the BU General Education program and PASSHE policies. Coursework will be included in the Elective options lists based on its contribution toward one or more of the student learning outcomes of the Bloomsburg University General Education program and toward the requirement of advanced coursework.

<u>Total</u>	<u>21 credits</u>
--------------	-------------------

<u>Total Technical Leadership degree program</u>	<u>120 credits</u>
--	--------------------

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – H

DATE: May 9-11, 2017

SUBJECT: FAFSA Completion Initiative

In 2014, the U.S. Department of Education began partnering with state student grant agencies to allow agencies to provide secondary schools, school districts, and certain designated entities with limited information on student progress in completing the FAFSA (see Attachment I). Under the original design of the initiative, South Dakota and four other states were unable to participate due to the lack of a centralized state grant aid program. Beginning with the 2017-2018 FAFSA cycle, the U.S. Department of Education has decided to open the program to all states.

In the 45 states where the state student aid agency is currently participating in the FAFSA Completion Initiative, schools, school districts, and states are demonstrating that the FAFSA Completion Initiative can be a powerful resource in boosting FAFSA completion rates helping more students to access student financial aid. This is because the information received by the high schools from their state student aid agency can be used to tailor personalized communications, support, and counseling to students, while helping the high schools track their students' FAFSA progress. The participating state student aid agencies use FAFSA information received from the U.S. Department of Education (the Department) in the form of students' Institutional Student Information Records (ISIRs).

The Colorado Department of Higher Education, with an award from the Kresge Foundation, has developed a software portal to help state agencies process and utilize the data (see Attachment II). The portal is available to agencies at no cost as well as tech support. With the ISIR data and the portal, staff will be able to work directly with school counselors to ensure that all students are completing their FAFSA. Once implemented – likely for the 2018-2019 FAFSA cycle – the FAFSA Completion Initiative will fit under the larger umbrella of programs related to the Attainment Goal including Proactive Admissions and College Application Week.

Currently, Linda Shumaker (ESC), Kathleen Christiansen and Jill Christian (RIS), Sharon Kienow (NSU), Molly Hall-Martin and Monte Kramer (SDBOR) have been working to move South Dakota towards implementation.

INFORMATIONAL ITEM

FAFSA Completion Initiative: Questions & Answers

March 2014

As part of the U.S. Department of Education's new *FAFSA Completion Initiative*, state student grant agencies may provide participating secondary schools, school districts, and certain designated entities with limited data about students' progress in completing and filing the Free Application for Federal Student Aid (FAFSA) form. While the detailed requirements for state student grant agencies to participate and enroll in the *FAFSA Completion Initiative* will be provided in the revised Student Aid Internet Gateway (SAIG) agreement for state student grant agencies, these Questions and Answers (Q&As) summarize this new initiative, including its goals, requirements, and procedures.

Q1. What is the *FAFSA Completion Initiative*?

- A1. The *FAFSA Completion Initiative* is a new initiative through which the U.S. Department of Education (the Department) is partnering with state student grant agencies to allow these agencies to provide secondary schools, school districts, and certain designated entities with limited, yet important, information on student progress in completing the FAFSA form. This limited information is referred to as FAFSA Filing Status Information.

To participate, a state student grant agency must sign a new SAIG agreement with the Department (as described in Question 4) and enter into a data sharing agreement with a secondary school, school district, or a specific designated entity (as discussed in Question 8). The agency can then share only the specified FAFSA Filing Status Information with the secondary school, school district, or designated entity.

The *FAFSA Completion Initiative* builds and expands on the success of the Department's FAFSA Completion Pilot Project, in which the Department partnered directly with selected secondary schools and school districts to share this limited information.

Q2. Why has the U.S. Department of Education launched the *FAFSA Completion Initiative*?

- A2. To accomplish the President's goal of once again having the highest proportion of college graduates in the world by the year 2020, the United States must dramatically increase its high school graduation and college completion rates, especially among students from low-income families. Because the timely completion of a FAFSA form is an essential step for many families in obtaining financial aid to pursue a postsecondary education, the *FAFSA Completion Initiative* will enable state student grant agencies and their school and district partners to identify those students who have not filed a FAFSA form and better target counseling, filing help, and other resources to those students. Because FAFSA completion is essential for receiving Federal financial aid, identifying such students can promote college access and success by ensuring students, particularly low-income students, have access to financial aid to fund their education.

Q3. Are state student grant agencies, secondary schools, school districts, and designated entities required to participate in the *FAFSA Completion Initiative*?

A3. No. Participation is voluntary for state student grant agencies, schools, districts, and designated entities. However, the Secretary of Education encourages participation in the initiative in order to promote student access to financial aid that can help increase college enrollment and completion.

Q4. How can state student grant agencies participate in the *FAFSA Completion Initiative*?

A4. In 2014, all state student grant agencies will execute a revised Student Aid Internet Gateway (SAIG) Agreement with the Department. The revised SAIG agreement includes the requirements for the *FAFSA Completion Initiative* and, once executed, will provide the state student grant agency with the authority to share FAFSA Filing Status Information (in accordance with applicable laws and regulations) with secondary schools, districts, and designated entities under the SAIG parameters. Thus, to participate, state student grant agencies will execute a revised SAIG agreement with the Department. Nonparticipating state student grant agencies will execute the same SAIG, but will have no obligation to share the FAFSA Filing Status Information. Secondary schools, school districts, and designated entities may participate only under agreement with state student grant agencies.

Q5. What FAFSA Filing Status Information can a state student grant agency share with secondary schools, school districts, and designated entities under the *FAFSA Completion Initiative*?

A5. Only defined FAFSA Filing Status Information may be shared under the *FAFSA Completion Initiative* and only under certain conditions, as identified in Question 11 below. Specifically, the state student grant agency may only disclose: (1) the student's last name; (2) the student's first name and middle initial; (3) the student's date of birth; (4) the student's zip code (not full address); (5) if filed, the date the FAFSA form was submitted to the Department; (6) the date the Department processed the FAFSA form, if applicable; (7) a flag indicating the need for the FAFSA applicant to provide additional information, if applicable; and (8) a FAFSA completion status flag, as determined by the state student grant agency (i.e., FAFSA not submitted, FAFSA complete, or FAFSA incomplete).

Q6. Does the creation of the *FAFSA Completion Initiative* mean that the Department will begin disclosing student FAFSA information to state student grant agencies for the first time?

A6. No. State student grant agencies already receive FAFSA information under the existing SAIG agreement. Under section 483(a)(3) of the Higher Education Act, States (state student grant agencies) are specifically authorized to receive student FAFSA submissions provided to the Department. However, the revised SAIG agreement and the new *FAFSA Completion Initiative* will permit state student grant agencies to make FAFSA Filing Status Information (as described in Question 5) available under certain conditions to permissible organizations.

Q7. When can state student grant agencies begin participating in the *FAFSA Completion Initiative*?

A7. After executing the revised SAIG Agreement and establishing the required agreements, systems, and processes with secondary schools, school districts, and designated entities, state agencies may share the information. There is no deadline for participation in the *FAFSA Completion Initiative*.

Q8. What “designated entities” can receive FAFSA Completion Information from state student grant agencies?

A8. A designated entity that can receive FAFSA Completion Information from a state student grant agency is a public or nonprofit entity that the Department has designated as eligible to receive FAFSA Filing Status Information. In order to be designated as eligible to receive FAFSA Filing Status Information, an entity must have an “established relationship” with the student, as defined in the SAIG. An established relationship exists for a designated entity when the student is enrolled in or has registered with or is receiving services from the designated entity in pursuit of postsecondary education. The Department expects to publish an initial listing of designated entities in 2014.

Q9. Under the *FAFSA Completion Initiative*, can state student grant agencies share FAFSA Filing Status Information with any entity they choose?

A9. No. State student grant agencies may only provide FAFSA Filing Status Information to participating schools, districts, and designated entities, and only when certain conditions are met. A state student grant agency may not provide FAFSA Filing Status Information to any other entity. In all instances, before sharing any FAFSA Filing Status Information, the state student grant agency must have a written data sharing agreement with a secondary school, school district, or designated entity.

Q10. Can state student grant agencies share students’ social security numbers (SSNs), student and parent financial information, or any other information from a student’s FAFSA form, under the *FAFSA Completion Initiative*?

A10. No. The only information that may be shared under the *FAFSA Completion Initiative* is the limited FAFSA Filing Status Information as described in Question 5. State agencies cannot share students’ SSNs, student and parent financial information, or any other information from the FAFSA form.

Q11. What requirements must be met before a state student grant agency may share FAFSA Filing Status Information with secondary schools, school districts, and designated entities under the *FAFSA Completion Initiative*?

A11. A state student grant agency with a revised SAIG Agreement may not begin sharing FAFSA Filing Status Information until the agency has a written data sharing agreement with the school, district, or designated entity. The written agreement must include procedures for oversight by the state student grant agency; appropriate privacy and data

security provisions; and assurances from the secondary school, school district, or designated entity that it will appropriately safeguard the information, that it will not redisclose the information, and that it will comply with applicable privacy laws, including the Family Educational Rights and Privacy Act (FERPA).

Q12. What participating secondary school, school district, or designated entity staff may have access to FAFSA Filing Status Information?

A12. The revised SAIG agreement limits the use of FAFSA Filing Status Information to “authorized personnel.” In general, the SAIG agreement defines “authorized personnel” to include employees, volunteers, and authorized agents, such as contractors or other parties to whom the LEA, secondary school, or designated entity has outsourced any of its services or functions and who are under the “direct control” of the participating secondary school, school district, or designated entity with respect to the use and maintenance of the information. Any disclosure of FAFSA Filing Status Information to “authorized personnel” must comply with all applicable privacy laws, such as FERPA.

Q13. May a participating secondary school, school district, or designated entity redisclose or otherwise share FAFSA Filing Status Information received from a state student grant agency under the *FAFSA Completion Initiative*?

A13. FAFSA Filing Status Information received by a participating secondary school, school district, or designated entity may not be redisclosed or otherwise shared with any other entity or individual other than the FAFSA applicant and, if the FAFSA applicant is under the age of 18, with his or her parents. However, the FAFSA Filing Status Information may be shared with another party with the FAFSA applicant’s consent or the consent of the FAFSA applicant’s parents if the FAFSA applicant is under the age of 18, or if such sharing is required by law and such use is consistent with all applicable privacy laws, including the privacy provisions of section 483(a)(3)(E) of the Higher Education Act of 1965, as amended, 20 U.S.C. 1090(a)(3)(E) and FERPA, 20 U.S.C. 1232g.

Q14. Are there any Federal financial resources available to support a state student grant agency’s participation in the *FAFSA Completion Initiative*?

A14. No Federal financial resources are available to support participation in the *FAFSA Completion Initiative*.



The FAFSA Completion Collective Impact Initiative: Following the Colorado Model

Colorado Department of Higher Education



COLORADO
Department of
Higher Education

Last Six Years... Nationally

- [2010 Announcement](#) - 20 entities participate in Phase 1
- [2014 Dear Colleague Letter to State Grant Agencies](#) (revision of SAIG) - [Questions and Answers](#) for the above
- [Student Aid Internet Gateway Application & Instructions](#)
- 2014 First Lady launches Reach Higher Initiative
- 2015 #BetterMakeRoom launches

What about my state? [Please see State Contacts by DOE](#)

Last Six Years... Nationally

- [Dear Colleague Letter](#) - Designated Entities (1st Set)
 - Defined as “. . . is a public or nonprofit entity that the Department [of Education] has designated as eligible to receive FAFSA Filing Status Information.”
 - VIP - the designated entity must have an established relationship with the student. An established relationship exists between a student and a designated entity when the student is enrolled in, has registered with, or is receiving services from the designated entity to assist the student in the pursuit of postsecondary education.
 - Entities that US DOE actually lists: The Talent Search, Upward Bound, and Student Support Services programs (the TRIO Programs); The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP); American Indian and Alaskan Native Educational Entities that are - Tribal Education Agencies; and Indian Organizations

Last Six Years... Nationally

- [Dear Colleague Letter](#) - College Access Organizations (2nd Set)
 - “additional set of DE’s that may be eligible, on a case-by-case basis”
- The nonprofit organization (NPO) must meet the following:
 - **501c3 by IRS**
 - NPO has part of its mission...promoting college access and a legitimate and reliable record
 - NPO provides services primarily to economically disadvantaged
 - NPO does not charge students, families, clients, or schools
 - NPO, its affiliates or parent organization have **NOT** been formally accused of committing fraud or any other law involving Federal, state or local government funds
 - NPO has submitted written statement to the state grant agency certifying each of the above is met and they will immediately notify in writing if there is a change

Sharing Student Level Data

The state student grant agency may only disclose the following fields from the Institutional Student Information Record (ISIR):

- (1) the student's last name;
- (2) the student's first name and middle initial;
- (3) the student's date of birth;
- (4) the student's zip code (not full address);
- (5) if filed, the date the FAFSA form was submitted to the Department;
- (6) the date the Department processed the FAFSA form, if applicable;
- (7) a flag indicating the need for the FAFSA applicant to provide additional information, if applicable; and
- (8) a FAFSA completion status flag, as determined by the state student grant agency (i.e., FAFSA not submitted, FAFSA complete, or FAFSA incomplete).

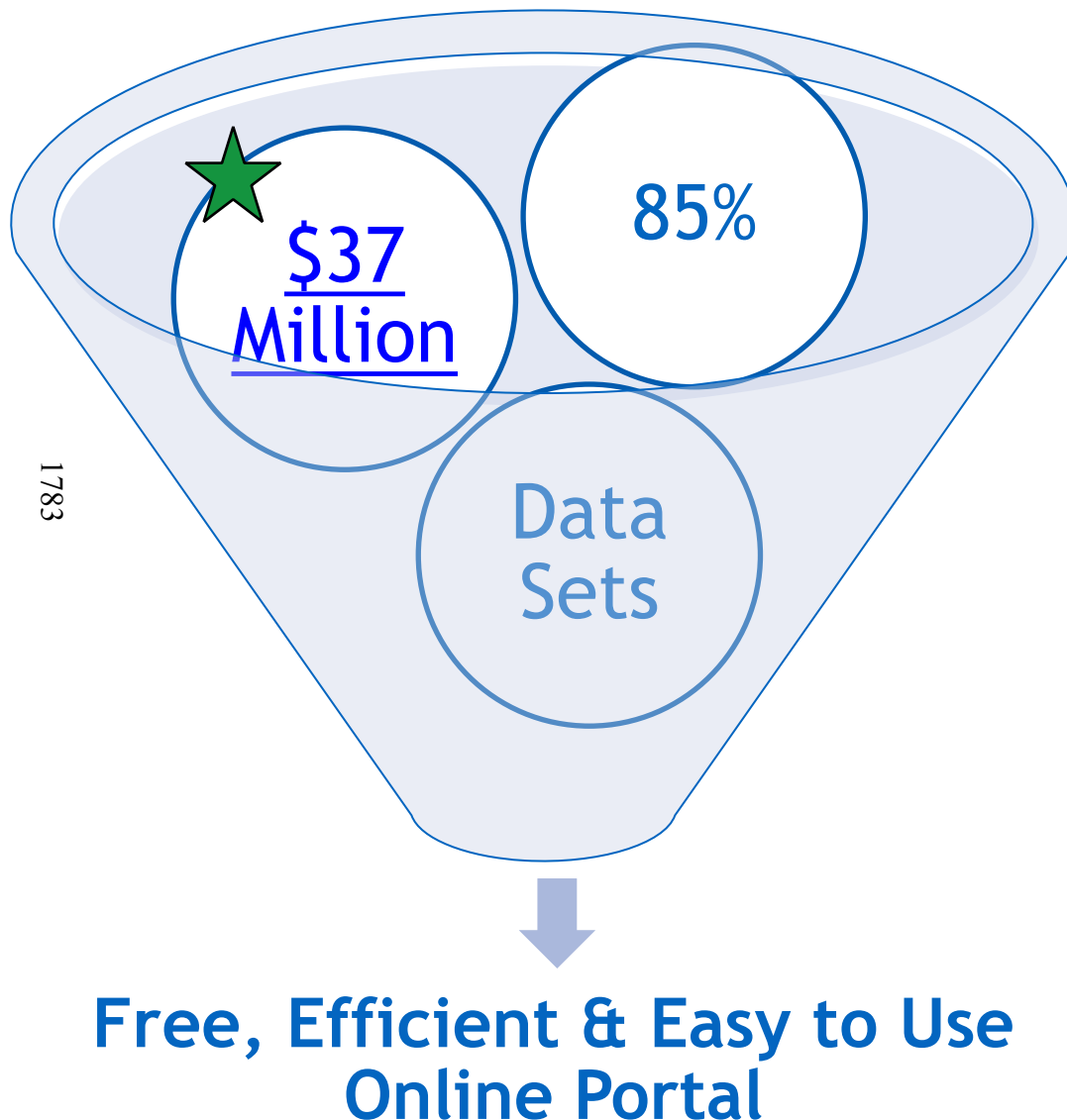
No news to most of you: ISIR contains highly sensitive data. Please ensure that only the authorized individual, as noted in your SAIG has access.

Last Six Years... Colorado

- 2011 - Colorado Portal (V1) launches
 - 5% increase & a Big Horn Sheep:



- 2014 - Receives 3 year grant from the Kresge Foundation to package V2 of the tool and PLC (ends Oct. 2017)
- 2016 - more than 20 states participating in initiative...without recreating the wheel.



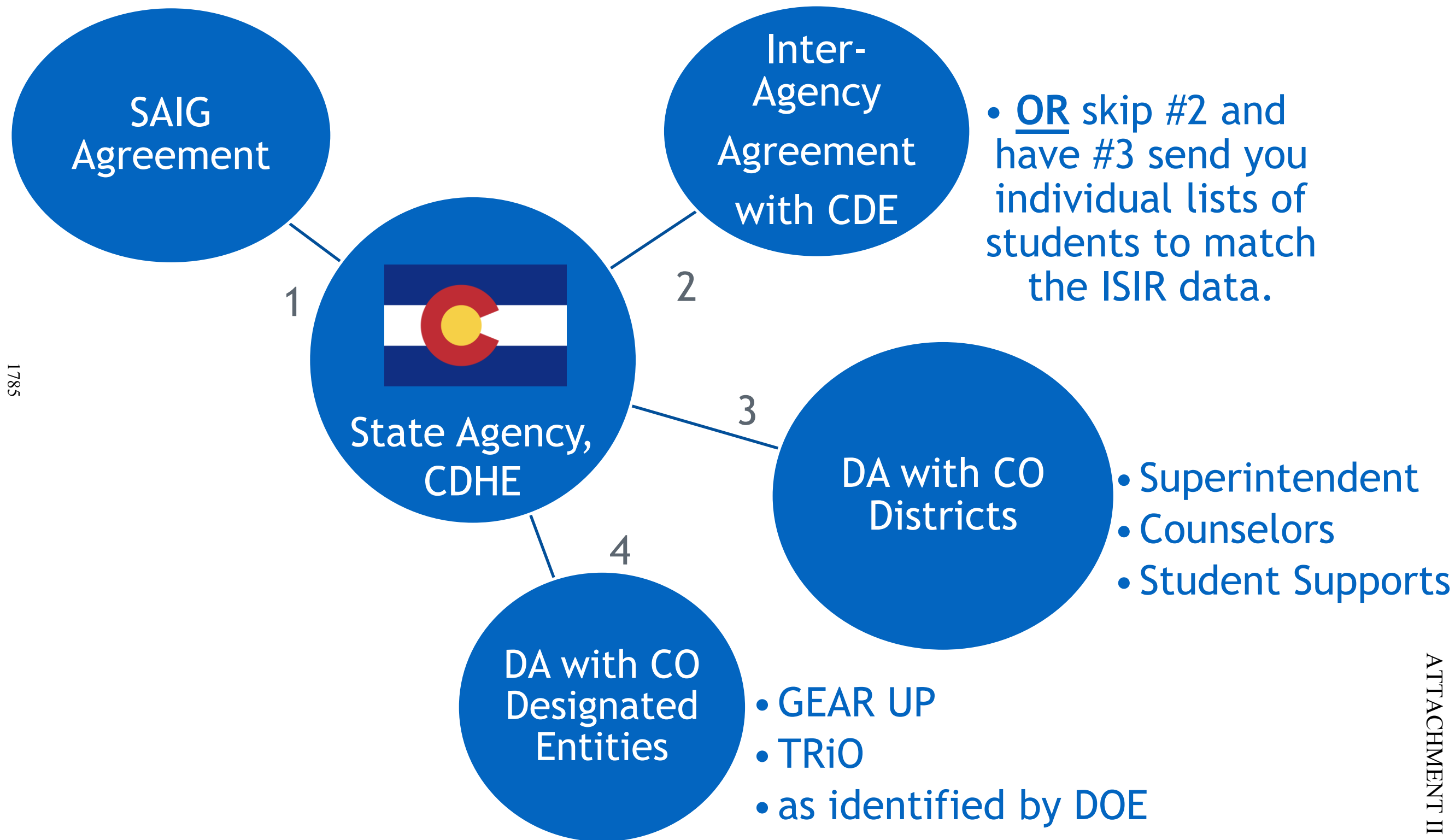
The Free Colorado Model



- Think of the application as an oven
- It goes in your kitchen (server room)
- You add your own ingredients (data)
- To your own recipe (formula & match)
- Colorado is your Butterball hotline if you need anything. But has NO access to your kitchen, oven or ingredients.
- We will send an oven update in September for the 18-19 FAFSA.

- 1784 ✓ State Signs MOU
- ✓ Colorado Sends Zip File
- ☐ Server Installation
- ☐ Application Installation
- ☐ Upload Data
- ☐ Testing

Data Agreements Needed to Share





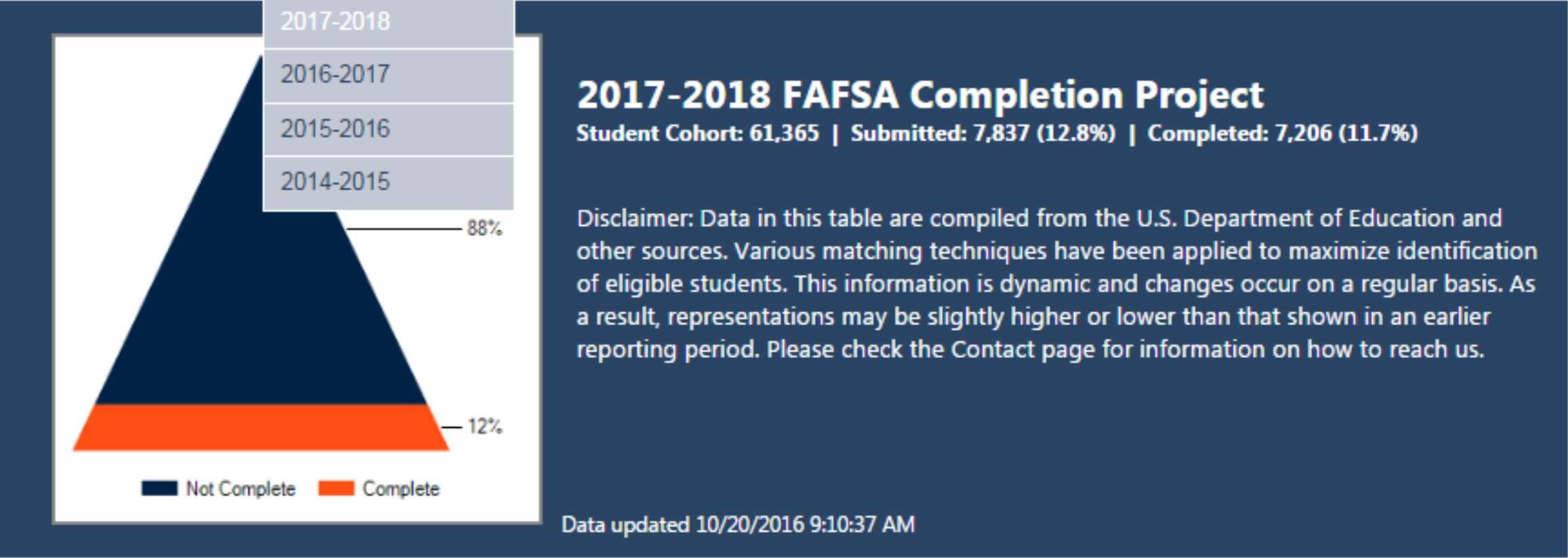
1785

After Secure Log In

FAFSA Completion

You are logged in as [stephanie.ricker@dhe.state.co.us](#) [Log off](#)

Summary  Student Detail Resources 



Paging: Size:

The filter options below use "Begins with" logic. Type a whole or partial value and tab/click out of the textbox. Data will refresh automatically.

District Name: School Name:

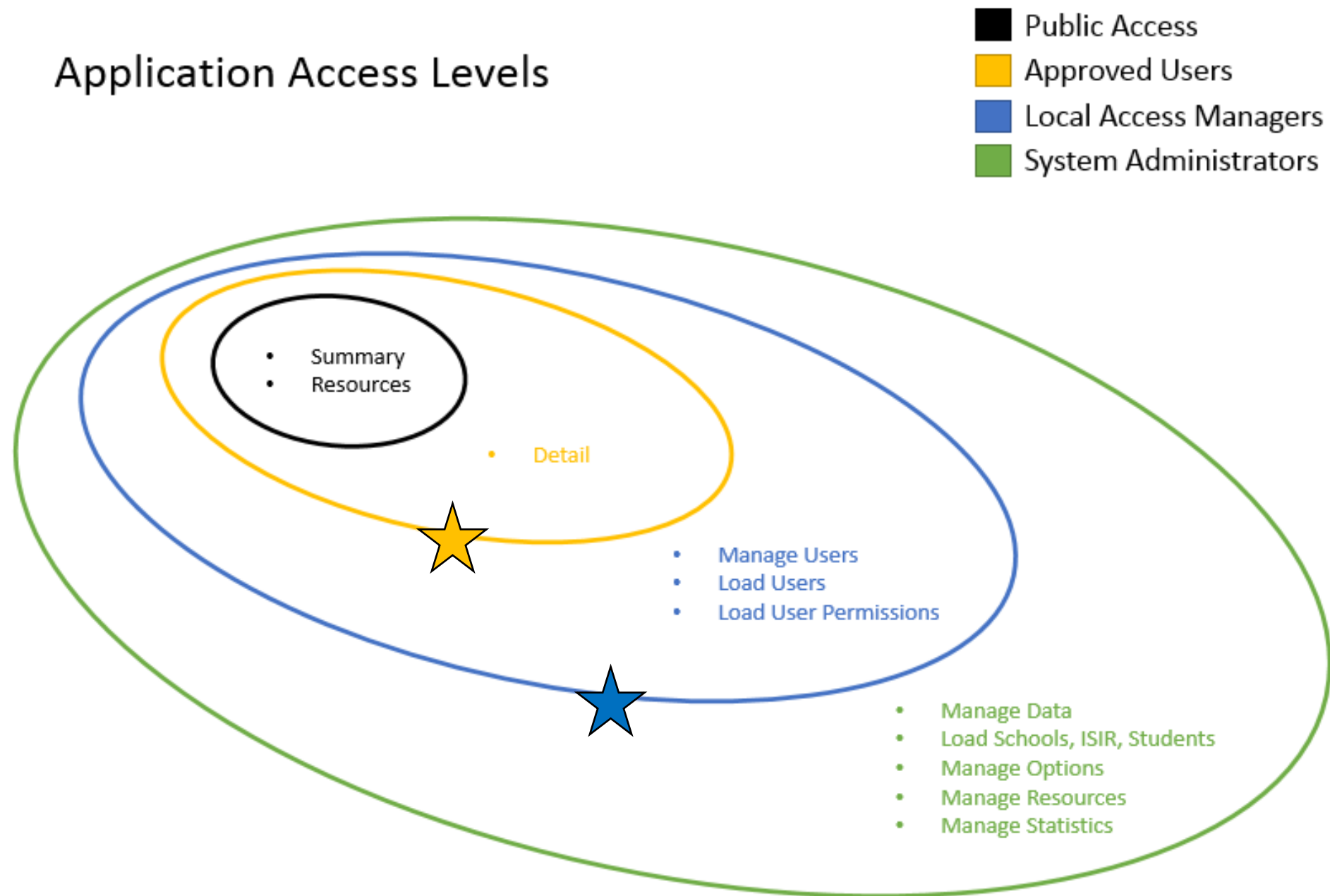
* is shown in place of cohort counts 10 or less

[Export to Excel](#) [Export to CSV](#)

District Name	School Name	# Cohort	# Submitted	% Submitted	# Complete	% Complete
---------------	-------------	----------	-------------	-------------	------------	------------

Circles of Trust - Colorado

Application Access Levels



2017-2018 Detail. Use this page to view and download student data

Welcome to the FAFSA Application Detail

Paging: Yes Page Size: 10

The filter options below use "Begins with" logic. Type a whole or partial value and tab/click out of the textbox. Data will refresh automatically.

District Name:

School Name:

First Name:

Last Name:

FAFSA Status:

Complete
Not Complete
Student Signature
Parent Signature
Student Signature (Web)

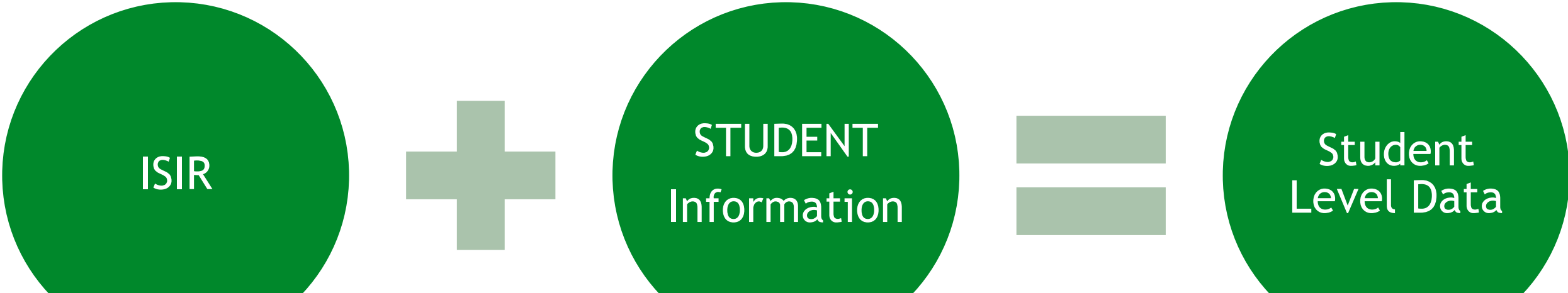
Page 1 of 811

Export to Excel

Export to CSV

District	School	Student A	Student A	SASID	DOB	Complete FAFSA	FAFSA Detail	Date App Submitted	Selected for Verification
District X	School 1	Student A	Student A	#####	##/##/##	No Parent Signature	Missing parent signature on FAFSA or SAR (Reject Code 15)	##/##/##	Y
District X	School 1	Student B	Student B	#####	##/##/##	Complete	Complete FAFSA Application	##/##/##	N
District X	School 2	Student C	Student C	#####	##/##/##	Not Complete	Incomplete FAFSA Application	##/##/##	N
District X	School 2	Student D	Student D	#####	##/##/##	Complete	Complete FAFSA Application	##/##/##	Y

Matching Data Sets



	A	B	C	D	E	F	G	H
1	District Code (4 digits)	SchoolCode (CDE HS code)	First Name	MI	Last Name	Dateofbirth (YYYYMMDD)	Gender (1 - male, 2 - female)	SAISD
2								

1789



	A	B	C	D	E	F	G	H	I	J
1	SchoolCode (CDE HS code)	School Name	School City	School State	School ZIP	District Code	District Name	School Name Alternate 1, 2, 3	Federal School Code	Cohort Count
2										

ATTACHMENT II

The Formula, Student Data

- First you determine what is going to be your denominator. States vary in to accomplish this:
 - Oregon, North Carolina & Colorado use the high school senior enrollment number reported by the public schools to their respective Departments of Education in the fall to determine the FAFSA Completion rate.
 - In Arizona, they use high school graduates indicating themselves as a “dependent” as the denominator. Knowing it doesn't tell the whole story, but it provides a consistent indicator.
- 1 of 2 ways in Colorado: Various matching techniques have been applied to maximize identification of eligible students. Currently, data will be matched based on the following selected criteria:
 - Date of Birth = Date of Birth
 - First Name, Alternates
 - Last Name, Alternates

Updating the Portal

- Determine which method you will execute
- Determine how often
- Determine who will download ISIR
- Determine who will prepare student/school information

FAFSA Completion

You are logged in as [Stephanie.Ricker@dhe.state.co.us](#) [Log off](#)

[Summary](#)

[Student Detail](#)

[Resources](#)

[User Administration](#)

[System Administration](#)

Load ISIR. Use this page to batch load ISIR data

Federal ISIR data can be uploaded and appended to existing data. Once loaded, use the Manage Data page to monitor row counts, execute data matching, and clear data.

[View File Layout](#)

FAFSA Year:

2015-2016 ▼

Select File to Upload:

[Choose File](#) No file chosen

[Submit](#)

Manage Data. Use this page to manage data and initiate data matching

FAFSA Year: 2017-2018 ▼ [Manage Years](#)

[Manage Data](#) [Delete Data](#) [Clean Data](#) [Application Logs](#)


Schools


[Districts](#) 185
[Schools](#) 515
[Matched](#) 0 (0%)
[Last Data Load](#) 11/15/2016 3:32:56 PM

ISIR

[Total Rows](#) 151,119
[Distinct Students](#) 151,028
[Distinct Schools](#) 25,375
[Last Data Load](#) 1/5/2017 1:53:59 PM

Students

[Students](#) 65,536
[Schools](#) 503
[Matched](#) 20,483 (31.3%) 
[Last Data Load](#) 12/14/2016 2:21:08 PM

 Current match results contain 1728 ISIR rows matched to more than one loaded student. Current match results contain 255 Student rows matched to more than one ISIR row. These 'duplicate matches' may be a result of limited matching options used in the matching process. View matched report to see duplicates. It may be necessary to Reset Student Matches, add additional matching criteria, and rerun the matching process.

Execute School Match

Match schools loaded by the state with schools in the ISIR data based on selected fields in the Matching Options. Currently, data will be matched based on the following selected criteria:

1. School City = Federal School City
2. School State = Federal School State
3. School Name = Federal School Name

Has not yet been processed. [Edit Matching Options](#)

Execute Student Match

Match students loaded by the state with students in the ISIR data based on selected fields in the Matching Options. Currently, data will be matched based on the following selected criteria:

1. Date of Birth = Date of Birth
2. One (or more) of the following is true:
 - First Name = First Name
 - First Name Alternate = First Name
 - First Name Alternate 2 = First Name
 - First Name Alternate 3 = First Name
3. One (or more) of the following is true:
 - Last Name = Last Name
 - Last Name Alternate = Last Name
 - Last Name Alternate 2 = Last Name
 - Last Name Alternate 3 = Last Name

Last processed on 1/5/2017 2:05:52 PM [Edit Matching Options](#)

Reset School Matches

This option clears the school connection between loaded ISIR and state schools.
 Has not yet been processed.

Reset Student Matches

This option clears the cohort connection between loaded ISIR and students (or cohort criteria).
 Last processed on 1/5/2017 2:05:52 PM

Frequently Asked Questions

- Deleting Data After Upload?
- Trim SSN after ISIR Upload?
- Change Colors?
- What about after October 2017?
- How much time does it take?

Contact & Questions?

- Stephanie Ricker, Project Manager
- P 303.996.1324 | stephanie.ricker@dhe.state.co.us
- Maggie Yang, Senior Data Systems Engineer/Web Developer
- P 303.974.2490 | maggie.yang@dhe.state.co.us

1794

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – I

DATE: May 9-11, 2017

SUBJECT: Wokini Initiative

President Dunn and the South Dakota State University community, along with members of the Brookings Reconciliation Council, are proposing the creation of the “Wokini Initiative.” The initiative as outlined in Attachment I is designed to offer programming and support for citizens of the nine tribal nations in South Dakota, encourage collaborative research projects related to American Indian communities, preserve the Dakota and Lakota languages, and build a stand-alone American Indian Student Center. The Wokini Initiative programs will be developed by SDSU staff and faculty in collaboration and consultation with the tribes and their leaders, the four tribal colleges serving South Dakota, and tribal members from across the state. South Dakota State University proposes using the annual revenue that the institution and the South Dakota Agricultural Experiment Station (SDAES) receive from their designated land-grant properties to provide sustainable, ongoing funding for the initiative.

President Dunn will provide an overview of the initiative to the Board and be available for questions.

INFORMATIONAL ITEM

The Wokini Initiative: A Strategic Investment to Better Serve the Dakota and Lakota Residents of South Dakota

**Barry H. Dunn, President
South Dakota State University**

January 2, 2017

Introduction

As a part of the historic U.S. land-grant system of public higher education, South Dakota State University (“SDSU” or “University”) stands as a beacon of opportunity. Grounded in our nation’s democratic principles of equality, SDSU is committed to provide access to higher education, to champion and create knowledge and understanding, and to continuously expand the University’s reach and opportunities. It is the University’s responsibility to foster an educated society, which will result in a strong democracy with a prosperous economy.

SDSU is the largest, most comprehensive university in the state — serving more than 12,600 undergraduate and post-graduate students. It attracts students, faculty and staff from around the region, nation and the world. The land-grant heritage commits SDSU to serve the entire state of South Dakota, providing academic programming in four additional communities outside of Brookings and on-line. Research field stations are located in five sites across the state, while eight regional extension centers offer programing in every county and beyond through its web-based extension learning platform, iGrow.

South Dakota currently has one of the lowest unemployment rates in the nation and, in general, has a very healthy economy. However, the people living in the nine Indian reservations within the state have the highest unemployment rate in the nation, reaching more than 80 percent in certain areas. Many of those same people are among the poorest in the nation. SDSU has a responsibility to provide educational opportunities for this underserved population, as it does for all people. A recent Lumina Foundation report on the percentage of people in South Dakota who have completed post-secondary education also provides evidence of an internal dichotomy in South Dakota. Based on 2014 data, the most recent available, 43.1% of South Dakotans ages 25-64 had achieved an associate degree or higher, compared to 20% of the American Indian population.

The University continues to identify opportunities, particularly in the areas of outreach and support, for those in South Dakota who face the greatest economic challenges and who can benefit the most from the educational, research and outreach opportunities SDSU offers.

History

Dakota Agricultural College—today known as South Dakota State University—was founded in 1881 with a small gift of land from the city of Brookings in the Dakota Territory. When South Dakota was granted statehood in 1889, the college was granted land-grant status under the Morrill Act of 1862. As outlined in the Enabling Act of 1889, the financial support provided to the state by the federal government in association with that status came in the form of grants of land: the first, to support the college's academic mission, was 120,000 acres; the second, to support formation of the South Dakota Agricultural Experiment Station ("SDAES") mission under the Hatch Act of 1887, consisted of 40,000 acres. These lands were located across South Dakota, but primarily in the western part of the state.

Those same lands had been previously guaranteed by the U.S. government to the Lakota and Dakota tribes, primarily through The Fort Laramie Treaty of 1868, which designated them as part of the Great Sioux Reservation. Under the Dawes Act of 1887, the federal government claimed much of the land in western South Dakota to use it for a variety of purposes, including committing the afore-mentioned 160,000 acres to the state of South Dakota to support its new land-grant college and SDAES.

Today, South Dakota stills holds title to much of the land-grant property. The annual income from renting the land is used by SDSU and the SDAES for base funding purposes. When any of the land-grant designated property was sold over the years, the proceeds were placed in trust by the state. The annualized return on those investments continues to flow to both SDSU and SDAES. While variable, the total annual income is estimated to be \$600,000.

Education has been and continues to be a critical element in federal and state policies, as well as supported tribal and American Indian programs. Federal trust obligations included educational services to enrolled members of tribal nations. These federal educational responsibilities shifted in part to the states by organization of states from territories along with state constitutions providing equal opportunity and the 1924 Citizenship Act granting citizenship to all Native Americans residing in the United States. Additionally, the 14th Amendment to the

United States Constitution places responsibility for education primarily with the states. By way of example, but in no way exclusion, the State of South Dakota has also recognized its responsibility for American Indian education through legislative establishment of the Office of Indian Education, the Office of Tribal Relations, and postsecondary resident tuition for high school graduates of institutions operated by the Bureaus of Indian Affairs.

Proposal

In Lakota, the word “wokini” means “new life” or “a new beginning.” With this spirit, and with the utmost respect for the Lakota and Dakota people, the administration, faculty, staff and students of SDSU propose the creation of the “Wokini Initiative.”

The new initiative will offer programming and support to those citizens of the nine tribal nations in South Dakota interested in gaining access to educational and advancement opportunities at South Dakota State University and enhanced research and outreach collaborations and programs with tribes, tribal colleges and other tribal organizations.

The Wokini Initiative programs will be developed by SDSU staff and faculty in collaboration and consultation with the tribes and their leaders, the four tribal colleges serving South Dakota, and tribal members from across the state.

SDSU proposes using the annual revenue SDSU and SDAES receive from their designated land-grant properties to provide sustainable, ongoing funding for the initiative. Use of the funds from these lands for the purposes set forth herein bears a reasonable relationship to achieving convergent state interests. With the intent of being even more impactful, every effort will be made by SDSU to leverage these monies in order to secure federal and state grants, grants from private foundations, and private gifts.

For example, the Northwest Area Foundation, Lumina Foundation and W.K. Kellogg Foundation are private foundations that currently commit grant dollars to initiatives and programs that advance economic, social, and cultural prosperity in native communities. USDA-NIFA has multiple grant opportunities that SDSU faculty have been successful in obtaining and certainly can be competitive for in the future. Private individuals have long supported efforts on campus related to American Indian programming and will surely be interested in this new initiative.

Partnerships with tribes, tribal colleges and tribal organizations will enhance the success of obtaining extramural funding.

The Wokini Initiative will have both on-campus and off-campus programs. The following are example components to illustrate the potential of the Wokini Initiative on SDSU's campus:

- Similar to the South Dakota statutorily recognized Indian studies centers at the University of South Dakota and Black Hills State University, a new, stand-alone American Indian Student Center ("AISC") central to campus can be built and could be recognized by the South Dakota Legislature. Across the country, the most successful AISCs include a stand-alone facility with computer labs, study areas, classrooms, and recreational spaces to create a "living room" feeling. While targeted for American Indian students, this facility will serve and benefit all students on campus.
- Working through programs such as the federally and state funded GEAR UP and Jump Start grant programs that are managed through the South Dakota Board of Regents and its institutions, financial aid can be combined with donor funded scholarships and endowments and an expanded support network structured to prepare, attract, recruit, retain, and graduate enrolled tribal members at SDSU. The objective of these efforts is to offer American Indian students the access to academic, personal, health and financial wellness knowledge needed to succeed at SDSU and in life after graduation. The following two examples provide compelling evidence that this effort will be successful. First, NCAA Division I student athletes are provided this same type of multifaceted support, and they consistently outperform the general university student population here at SDSU. Additionally, a successful program providing multifaceted support to students from backgrounds traditionally underserved can be found in the federally funded TRiO programs, including Student Support Services and Upward Bound. Participants must meet one of three criteria in addition to having academic need: first-generation, low income, or physical/learning disability. At SDSU, students in these programs consistently outperform the general university population and significantly outperform eligible non-participant students.
- The SDSU Provost's Dissertation Fellows Program targets individuals from underserved populations. The Wokini Initiative could financially assist those who are enrolled

members of American Indian tribes, and SDSU could emphasize recruitment of individuals meeting this criterion to advance the Initiative.

- Programs could be started as part of SDSU's American Indian Studies major for the preservation of language and an expansion of the arts, two critically important aspects of the Lakota and Dakota cultures.

Off-campus Wokini programing could include:

- SDAES revenue from land-grant property to fund collaborative research projects related to native communities, including key areas of study such as human health and nutrition or natural resource management. These projects would be a partnership between the University and community members, tribal colleges, and the tribes.
- An adult leadership development program that is culturally and historically sensitive, designed around the structure and function of tribal governments, whose goal is to help individuals achieve their personal goals but also improve economic development and stability in tribal communities across South Dakota. Dialogue and conversations with tribal leaders will inform the program to ensure the focus is on areas that will advance the American Indian communities. In addition, inclusion of tribal leaders and American Indian community members in many aspects of the program is desired to enrich the experience and provide mentorship for the students who will lead in the future.

Context

For decades SDSU faculty, staff and students have strived to serve the Lakota and Dakota people while acting in the areas of educational outreach and support. Numerous successful programs have been created and implemented in alignment with SDSU's land-grant mission including: an American Indian Cultural Center on campus; ethnobotany research to help catalog the medicinal use of native plants on the Standing Rock Reservation; SDSU's counseling program in conjunction with Sinte Gleska University; the Prairie Ph.D. which supported tribal member seeking advanced academic degrees; the West River nursing program to increase the number of registered nurses at Pine Ridge Reservation; the SDSU Success Academy in conjunction with the Flandreau Indian School, with multiple extension programs, and many. many more. Unfortunately, these programs generally were underfunded from the start and became unsustainable, as they relied heavily on good intentions and small grants.

The Wokini Initiative is designed to revive the best of these, to allow the creation of new ones, and to remove the common limitation of all of them—their fundamental financial instability.

Request

To be successful, the Wokini Initiative requires consensus among the leadership of South Dakota State University. This includes support from the University Budget Oversight Committee, President's Council, Faculty Senate, Student Association, Professional Staff Advisory Council, Civil Service Advisory Council, Tiospaye Council, and the SDSU Foundation.

Implementation timeline would include having the program concept agreed upon internally by February, with the goal of gaining support from the South Dakota Board of Regents at their March meeting.

Once support is garnered from those constituent groups, SDSU will engage with tribal leadership to gain feedback, input and support for a fall 2017 initiative launch.

Concluding Thoughts

SDSU was founded in 1881 to make it possible for individuals to imagine their potential beyond pre-conceived limitations.

SDSU is a public university whose work clearly benefits its graduates. It also is a comprehensive university, where research and outreach spur economic development and prosperity for all sectors of the state's and region's economy and strengthens community and social structures. As stewards of the land-grant mission, it is the University's collective duty to marshal its resources and efforts toward its continuing goal of providing access for all to the benefits of education.

The Wokini Initiative is a strong step SDSU can take to help ensure all people—including those among the most economically disadvantaged in this state—have access to educational opportunity and are empowered to help strengthen the foundations of its mutual communities and shared interests.

To help them is to help us all.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – A

DATE: May 9-11, 2017

SUBJECT: Building Committee Report

On April 10, 2017, the building committee for the DSU Mad Labs Project, represented by Regent Schaefer, selected Journey Construction Professionals to serve as the Construction Manager at Risk.

On April 10, 2017, the building committee for the DSU Athletic Master Plan Project, represented by Regent Schaefer, selected the team of JLG Architects to serve as the Architect Engineer.

On April 12, 2017, the building committee for the SDSU Stanley J. Marshall Center Additions and Renovations, represented by Regent Roberts, approved the Facility Design Plan for the project with a Total Project Cost of \$13,057,628.

On April 17, 2017, the building committee for the SDSU Harding Hall Renovation and Addition, represented by Regent Morgan, approved the revised Facility Design Plan for the project with a new estimated Total Project Cost of \$8,300,000.

On April 17, 2017, the building committee for the SDSU Student Wellness Center Addition, represented by Regent Morgan, approved a Guaranteed Maximum Price for the project of \$11,503,443 with a Total Project Cost of \$14,399,200.

On April 17, 2017, the building committee for the SDSU Utility Tunnel, Steam/Condensate Infrastructure Repair and Modernization Phase II Project, represented by Regent Jewett, approve the addendum to the Facility Design Plan with an estimated Total Project Cost of \$3,700,000.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B

DATE: May 9-11, 2017

SUBJECT: Capital Project List

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

- 1) Submission of Preliminary Facility Statement for Board approval (proposal and justification).
- 2) Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
- 3) Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
- 4) Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.
- 5) Final Design Plan presented to Building Committee for initial approval prior to Board approval.
- 6) Final Design Plan submitted for Board approval.
- 7) Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
- 8) Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

INFORMATIONAL ITEM

South Dakota Board of Regents Capital Improvement Projects - May 2017

	Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES									
<u>Black Hills State University</u>									
1804	E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012	HEFF Bonds Private	\$3,000,000 \$1,500,000 \$4,500,000	May-12 Facility Stmt	Planning	2022	Bastian
	Infrastructure Repair and Upgrade	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded) HEFF M&R	\$4,000,000 \$500,000 \$4,500,000	May-12 Exempt	Construction	2017	Bastian
	Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
	School of Business			Private		Dec-14 Facility Stmt	Planning		Sutton
<u>Dakota State University</u>									
1804	Event Center					Dec-16 Facility Stmt	A/E Selection		Schaefer
	Information Systems Building AKA Beacom Institute of Technology	FY12 10 Yr Plan	HB1051-2012 SB19-2014 SB110-2015	HEFF (Bonded) Private	\$6,000,000 \$5,400,000 \$11,400,000	Dec-15 Design Plan	Construction	2017	Schaefer
	Madison Cyberlabs (MadLabs)					Oct-16 Facility Stmt	A/E Selection		Schaefer
<u>Northern State University</u>									
	New Regional Science Education Center		HB1010-2017	Private	\$25,175,000	Dec-16 Program Plan	Planning	2019	Morgan
<u>South Dakota School of Mines and Technology</u>									
	Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R HEFF	\$519,000 \$6,040,000 \$6,559,000	Apr-15 Design Plan	Final Inspection		Sutton
	Mineral Industries Bulding			Private		Jun-14 Facility Stmt	A/E Selection		Wink
	Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
	South Dakota Advanced Materials & Manufacturing Institute					Oct-16 Facility Stmt	Planning		Bastian
	Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Sutton

South Dakota Board of Regents Capital Improvement Projects - May 2017

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
South Dakota State University								
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016	Livestock Disease Emergency	\$1,575,000	Oct-16	Design	2020	Morgan
		SB172-2017	Bonded	\$50,039,637	Design Plan			
		Planning	L.D.E & Animal Ready Fund	\$2,600,000				
			Local	\$6,000,000				
			ADRDL Fees	<u>\$1,105,000</u>				
				\$61,319,637				
Harding Hall - Renovation & Addition		SB10 - 2016	HEFF M&R Tuition	\$3,300,000 \$5,000,000 \$8,300,000	Oct-16 Program Plan (revised)	Design	2018	Morgan
New Headhouse New Greenhouse	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded) Private/Local	\$1,000,000 <u>\$3,414,000</u> \$4,414,000	Oct-14 Oct-14 Design Plan	Final Inspection Final Inspection	2015 2016	Morgan
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012 HB1016-2016	HEFF Bonds (Committed) Private Local	\$13,000,000 \$29,349,807 <u>\$6,042,000</u> \$48,391,807	Dec-16 (Revised Funding)	Construction	2018	Morgan
Plant Science Research Support Facility		SB27-2015	Local Grant Private	\$2,400,000 \$1,100,000 <u>\$500,000</u> \$4,500,000	Mar-16 Design Plan	Construction	2017	Morgan
Precision Agricultural Classroom & Laboratory Building	FY12 10 Yr Plan (Redirected Visual Arts \$)		HEFF	\$7,500,000	Dec-16 Facility Stmt	Planning		Morgan
South Dakota Art Museum Addition and Renovation			Private		Dec-15 Facility Stmt	A/E Selection		Morgan
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	\$15,000,000	Dec-16 Program Plan	Design	2018	Roberts
Utility Tunnel (North), Steam/Condensate Infrastructure Repair & Modernization	FY12 10 Yr Plan	HB1051-2012	HEFF Bonds HEFF M&R General Fund	\$7,000,000 \$10,202,000 <u>\$232,000</u> \$17,434,000	Apr-14 Design Plan	Construction	2019	Jewett
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	HEFF 2021 Bonds HEFF M&R	\$5,000,000 <u>\$5,043,000</u> \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2022	Jewett

South Dakota Board of Regents Capital Improvement Projects - May 2017

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
University of South Dakota								
Dakota Hall	FY12 10 Yr Plan	HB1051-2012	HEFF Bonds	\$7,500,000	Aug-13 Program Plan	Planning	2022	
Facilities Management Building - New			Unknown		Oct-15 Facility Stmt	Planning		Schieffer
Graduate Education & Applied Research (GEAR) Bldg Expansion					Aug-14 Facility Stmt	Planning		Schaefer
North Commons Renovation					Mar-17 Facility Stmt	Planning		Adam
Science, Health and Research Lab Building	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded)	\$8,695,000	Dec-13	Construction	2017	Sutton
			HEFF M&R	\$1,500,000	Design Plan			
			Private	\$2,983,795				
			Local	\$2,100,000				
				\$15,278,795				

REVENUE FACILITIES

BHSU	University Wellness Center Addition		Private		Dec-16 Facility Stmt			Bastian
DSU 1806	Trojan Center Student Union Renovation		GAF (Bonded)	\$5,000,000	Oct-16	Construction	Fall 2017	Schaefer
			Local	\$835,229	Design Plan			
			Private	\$2,500,000				
				\$8,335,229				
DSU	Hospital Renovation (Residence Hall - Student Services)		Rents (Bonded)	\$7,000,000	Oct-16	Construction	2017	Schaefer
			Grant/Local	\$464,366				
			HEFF M&R	\$420,357	Design Plan			
				\$7,884,723				
NSU	New Residence Hall		Rent Bonds	\$7,000,000	Mar-16	Construction	2017	Jewett
			Local	\$350,000	Design Plan			
				\$7,350,000				
NSU	New Residence Halls (Jerde Replacement)		Private	\$22,725,000	Feb-17	Design	2018	Jewett
			Aramark	\$150,000	Design Plan			
			Local	\$110,000				
				\$22,985,000				
SDSMT	Surbeck Center Addition		Private		Apr-14 Facility Stmt	A/E Selection		Wink
SDSU	Student Wellness Center Addition		Bonded	\$12,400,000	Dec-16	Construction	2018	Morgan
			GAF	\$2,000,000	Design Plan			
				\$14,400,000				

Board Action:

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design
- 4) Bid - Board approves substantive changes from program Plan

Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design
- 4) Bid
- 5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – C

DATE: May 9-11, 2016

SUBJECT: Capital Asset Purchases Greater than \$500,000

South Dakota State University requests approval of the following item:

Network Rebuild/Refresh: Replacement and upgrade of the original network and fiber is estimated to cost \$3.5M. This refresh will provide four major significant changes from the current network put in place in 2000 with a 2009 upgrade: 1) the network central core equipment will be redundant; 2) the security team will have greater visibility into the traffic traversing the campus to allow faster reaction and preempt an attack or detect malicious activity; 3) the capacity throughout will increase by a factor of ten to better accommodate the increased file size, the amount of data, video and phone traffic traversing the network; and 4) the upgrade will allow SDSU to grow its wireless capacity to match better the increasing internet demand.

The refresh will consist of 424 network devices, comprising of two 100Gb redundant core switches, thirteen 40Gb sub-cores, and 409 10Gb building switches with universal power over Ethernet. To assist in determining its need, SDSU collaborated with peer institutions in other states who currently use 100Gb networks with large file formats and datasets that are terabytes in size. As an example, the Library of Congress collection digitized is only 15 terabytes. SDSU researchers create and move more than that in one day.

Funding for this network rebuild/refresh will primarily come from charge backs along with port charges, tech fees and tuition funds.

University of South Dakota requests approval of the following item:

High Performance Computing Cluster/Supercomputer: The USD Information and Technology Services (ITS) identified a supercomputer cluster for an estimated cost of \$769,911. This high performance computing cluster will serve as a campus-wide resource available to all

USD faculty, staff, postdocs, graduate students, and undergraduates as well as researchers across South Dakota. USD ITS noted the system's key objectives are to 1) accelerate scientific progress and reduce time to discovery, 2) enable and accelerate scientific results not previously possible, and 3) increase student engagement in computationally assisted research. Funding for this purchase will come from the FY16 South Dakota Board of Regents Research and Development Innovation award and the National Science Foundation (NSF) Award #1626516.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – D

DATE: May 9-11, 2017

SUBJECT: Fall 2016 Facility Utilization Report

The Board had been conducting facilities utilization reports since the 1980's. There was a period of time that the report was not generated, but was started again in about 2005. The report gives some sense of the quantity and utilization of space. It should be emphasized that this report does not address the appropriateness or quality of space.

A facilities inventory and utilization study is created by gathering inventory data, including all building characteristics, and combining it with current student enrollment information to determine facility utilization rates. These outcomes provide tools to administrators for determining space needs and ways to more effectively use space. In this study for the fall of 2016, a snapshot of on-campus coursework was considered as it stood at the end of October.

Different types of institutions have unique space needs and will use that space with varying intensity. Schools with graduate programs and that conduct more research will have lower utilization than comprehensive institutions. It is important to keep in mind when making comparisons between the institutions that the missions are unique and that the programs offered will result in different space use and needs.

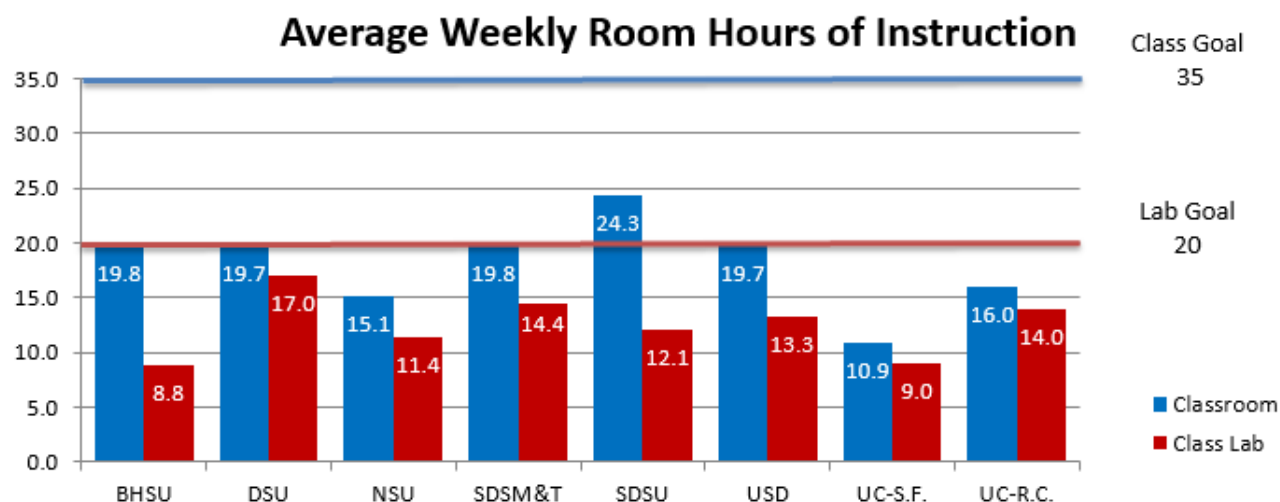
The following is an overview of the report with highlights for each campus. Attached is the full report.

Average Weekly Room Hours of Instruction

Average Weekly Room Hours of Instruction is a measurement of the number of hours per week that a classroom is used for instruction. This number does not include meetings or other non-instruction activities for which the classroom might be used. A goal for classrooms is 35 hours per week and 20 hours for class labs. This is a reachable goal if one considers that rooms are available for use over 60 hours per week.

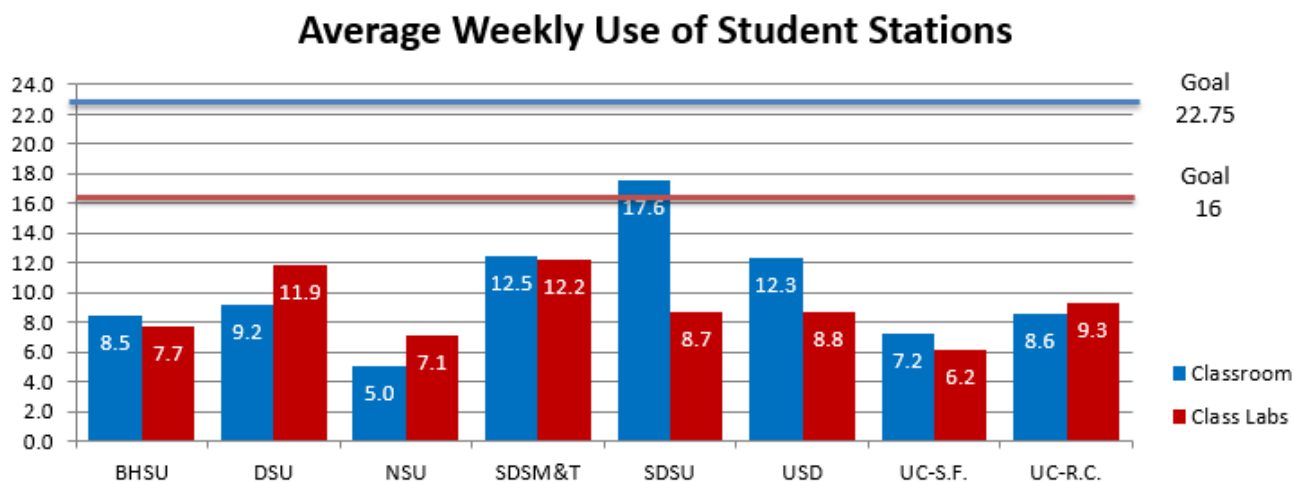
(Continued)

INFORMATIONAL ITEM



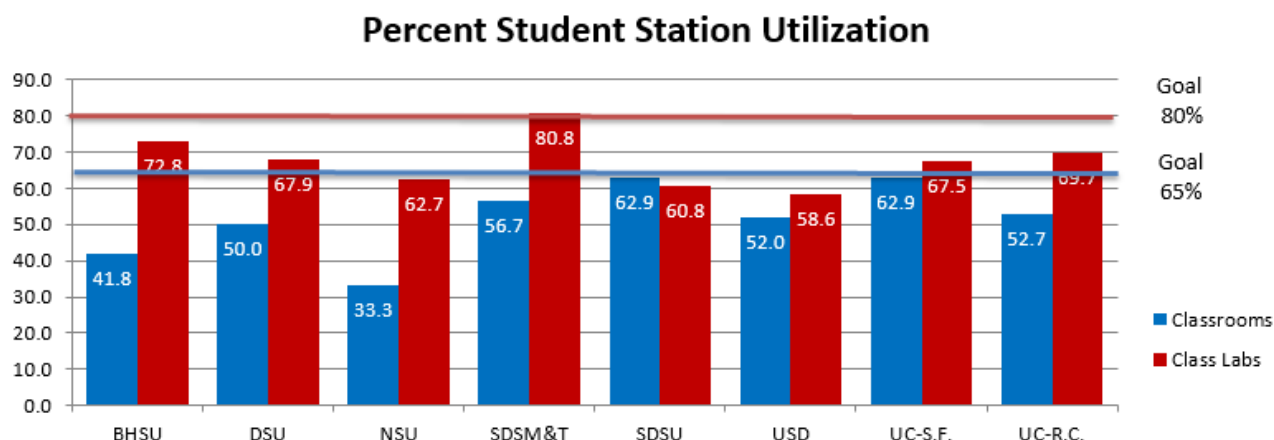
Average Weekly Use of Student Stations

Average Weekly Use of Student Stations is a measurement of how often a student workstation is used during a given week. This number is dependent upon the number of hours a classroom is used and the number of students who are signed up for the classes being taught during those hours. The goal for this variable is 22.75 for classrooms and 16 for class labs. This statistic is very useful in determining how full a classroom is when being used.



Percent Student Station Utilization

Percent of Student Station Utilization is a measurement of the number of desks that are used compared to how many desks are available. The goal for this percentage is 65% for classrooms and 80% for class labs. This percentage can be useful but not by itself. It only measures the room while it is in use. It does not take into account the number of hours that a room is in use. This percentage can also be manipulated by limiting the number of chairs in a classroom.



Square Feet of Academic Facilities per Student FTE

The Square Feet of Academic Facilities per Student FTE number is based on students attending on-campus courses only. The square footage number includes classrooms, labs, offices, and any other space deemed necessary to offer instruction on each campus. The larger the number, the more capacity a campus will have. Research universities tend to have a higher number because of the types of spaces needed. A smaller number would indicate that a campus is more efficient with its space.

	Square Feet of Academic Facilities					
	FTE Enrollment					
Square Feet of Academic Facilities Per FTE Student =	BHSU	DSU	NSU	SDSM&T	SDSU	USD
<u>Assignable Area</u>						
Fall 2016	379,709	181,309	376,033	408,564	1,744,522	1,131,378
Fall 2015	415,383	181,429	320,493	407,627	1,693,495	1,063,108
<u>FTE Enrollment</u>						
Fall 2016	1,626	1,035	1,287	2,305	8,090	5,143
Fall 2015	1,643	995	1,358	2,329	8,110	5,312
<u>Square Feet Per FTE</u>						
Fall 2016	233.52	175.18	292.18	177.25	215.64	219.98
Fall 2015	252.82	182.34	236.00	175.02	208.82	200.13

Residence Hall Utilization

The utilization rate is calculated by taking the number of occupants that the dorm was designed to house and comparing that to the number of students being housed there. It is important to understand that we use the designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles. The designed

capacity could be considered the number of beds the campus would like to have in each building in the perfect scenario to maximize revenue and student needs.

Institution	Designed Capacity	Current Occupancy	Percent Occupied of Designed Capacity*
BHSU	772	676	87.56 %
DSU	655	665	101.53 %
NSU	826	606	73.37%
SDSM&T	1,079	952	88.23 %
SDSU	4,359	4,153	95.27%
USD	2,224	2,105	94.65 %
Total	9,915	9,157	92.36%

Campus Facility Utilization at a Glance

Black Hills State University

- Average classroom hours of use is 19.8, goal is 35. They have the highest use among the comprehensive schools and the Centers.
- Average class lab hours of use is 8.8, goal is 20. This is the lowest rate in the system. It is also the third year in a row with a decrease in this area.
- Classroom student station utilization increased slightly to 41.8%, goal is 65%. The rate is an increase for the third year in a row.
- Residence hall utilization for fall of 2016 was 87.6%. This is a 3.5% increase from fall of 2015.

Dakota State University

- Average classroom hours of use is 19.7, goal is 35. This is an increase over the last couple of years and DSU's third highest rate in the last seven years.
- Average class lab hours of use is 17.0, goal is 20. This is the highest rate in the system and the highest rate for DSU in the last seven years.
- Classroom student station utilization dropped to 50.0%. This is still the best of the comprehensive institutions.
- DSU's residence hall occupancy rate increased to 101.53%. This is the highest rate in the system and a 7% increase over last year's rate.

Northern State University

- Average classroom hours of use is 15.1, goal is 35. This is down by 4.3 hours per week from last year's usage. This rate is the second lowest in the system.
- Average class lab hours of use is 11.4, goal is 20. This is the third lowest rate in the system.

- Class lab student station utilization is 62.7%, goal is 80%. This figure is the third lowest in the system and is down from last year.
- NSU's residence hall utilization continued to drop to 73.37% for fall 2016. This is the lowest rate in the system. This is also a decrease for the fifth straight year in a row.

South Dakota School of Mines and Technology

- Average classroom hours of use is 19.8, goal is 35. This is up slightly from last year's rate. The rate has been very stable over the last several years.
- Average class lab hours of use decreased to 14.4, goal is 20. This is the second highest in the system.
- Class lab student station utilization decreased to 80.8%, goal is 80%. This number is the highest in the system. It is down from last year's rate of 101.1%. Additional labs were brought on-line this fall.
- SDSM&T's residence hall utilization rate dropped to 88.23%. Last year's rate was 99.55%.

South Dakota State University

- Average classroom hours of use is 24.3, goal is 35. This is down slightly for the fourth year in a row. SDSU still has the highest classroom usage rate in the system.
- Average class lab hours of use is 12.1, goal is 20. This figure has also dropped four years in a row. SDSU's rate is the fourth lowest in the system.
- Classroom student station utilization increased to 62.9%, goal is 65%. SDSU's classroom seat utilization number is tied for the highest in the system.
- SDSU's residence hall utilization is at 95.27%. This reverses the trend of four straight years of declines in SDSU's occupancy rate.

University of South Dakota

- Average classroom hours of use is 19.7, goal is 35. This is down slightly from last year. It is a fairly stable rate for USD.
- Average class lab hours of use is 13.3, goal is 20. This puts them about in the middle of the system.
- Class lab student station utilization decreased to 58.6%, goal is 80%. This is the lowest rate in the system.
- USD's residence hall utilization is at 94.65%. This is the first time USD's rate has been below 95% in over five years.

University Centers – Sioux Falls

- Average classroom hours of use is 10.9, goal is 35. This is the lowest rate in the system.
- Average class lab hours of use is 9.0, goal is 20. This is down from 12.2 last year.
- Classroom student station utilization rate is 62.9%, goal is 65%. This is tied for the highest rate in the system. While the room use is very low, scheduling is efficient.

University Centers – Rapid City

- Average classroom hours of use is 16.0, goal is 35. This is down from 17.4 last year.
- Average class lab hours of use is 14.0, goal is 20. This is down from last year's rate of 16.3.
- Class lab student station utilization is 69.7%, goal is 80%. This is the third highest in the system.

Summary

There are many factors that affect the changes in the utilization numbers. The most important variables are the number of students actually on campus filling the seats in the classrooms and how often those rooms are used. For the third year in a row, the number of on-campus FTE's for the system declined. The number fell by 269 this year. That coincides with a decline in the number of hours that classrooms are being used. The difference between fall of 2016 and 2015 was 197 hours. While three straight years of reductions in the two main indicators for room utilization does not make a trend, it does bring to light that we have growing capacity at our universities. A study is currently underway that will better define the capacity looking at the type of space available and the programs being offered.

South Dakota
Public University
System

Facility Utilization Report



Fall 2016

Table of Contents

	<u>Page</u>
Introduction.....	1
Section 1: Overall Space Analysis	
Assignable Area by Room Codes.....	6
Percent Distribution of Assignable Area by Room Use.....	7
Net-Assignable Square Feet per Student FTE	8
Square Feet of Academic Facilities per Student FTE.....	9
Residence Hall Utilization	10
Section 2: Classroom Utilization	
Average Weekly Room Hours of Instruction in Classrooms	12
Average Weekly Use of Student Station in Classrooms	14
Percent Student Station Utilization in Classrooms.....	16
Assignable Square Feet per Student Station in Classrooms	18
Average Class Size	20
Section 3: Class Lab Utilization	
Average Weekly Room Hours of Instruction in Class Labs	23
Average Weekly Use of Student Stations in Class Labs.....	25
Percent Student Station Utilization in Class Labs	27
Assignable Square Feet per Student Station in Class Labs	29
Average Class Size	31
Appendix – Room Use Code Definitions.....	A-1

Introduction

The efficient use of campus facilities is a concern to most colleges and universities. This concern is partially a reflection of the high costs involved in constructing and maintaining buildings, but it also stems from a broader recognition of the importance of facility planning. The effective allocation and utilization of space is essential if an institution of higher education is to maximize its resources in accomplishing its objectives in the areas of instruction, research, and public service.

The primary purpose of the Facilities Inventory and Utilization Study is to provide higher education administrators with a detailed statistical profile of the facilities on their own campus and of the other public universities in South Dakota. The study was first commissioned by the Board in the fall of 1992. To assure consistency, a facilities manual was developed by the Facilities Task Force, composed of a representative from each institution and the Executive Director's office, and staff from the Regents Information Systems. The facilities manual is based on the Postsecondary Education Facilities Inventory and Classification Manual, published in May 2006 by the National Center for Education Statistics, and prepared by the National Working Group on Postsecondary Facilities.

The current facilities inventory and utilization system functions on Datatel's Colleague product and is maintained by Regents Information Systems (RIS). The inventory system allows the institutions to track building data including: building name and alpha code, ownership, use (revenue, academic, mixed, etc.), type of construction, year of construction, gross area, construction cost, replacement cost, condition, location, disabled accessibility, and year of major renovation. The system allows the institutions to track room data (classrooms, gyms, labs, offices, etc.) including: room number, floor location, disabled access, room use alpha code (standard set of codes indicating the room use), category code (related to NACUBO programs), department assignment, net square feet, and the number of stations. The inventory system provides the institutions with various reports which sort their inventory in a number of ways. The facilities utilization programs use the inventory data combined with student enrollment data from the Colleague student system to determine classroom and class laboratory facilities utilization.

The data you find in this report are summary data taken from the inventory and utilization reports which have been reviewed and verified by the institutions. The study's purpose is to provide the user with summary data which provide insight into and comparative assessments of the intensity and efficiency of facility utilization and space availability. In short, this publication is intended as an important analytical tool for use in facilities planning.

Institutions Included

The study provides data for the six public Regental institutions of higher education in South Dakota as well as the Centers in Sioux Falls and Rapid City. The universities are listed below along with the name of the facilities and registrar contact person from each institution. The inventory of facilities is maintained by the Physical Plant operation and the scheduling of classes is done by the Registrar's Office.

Black Hills State University and Black Hills State University – Rapid City
Mr. Randy Culver – Physical Plant Director
Ms. April Meeker – Registrar's Office

Dakota State University
Mr. Corey Braskamp – Physical Plant Director
Ms. Kathy Callies – Registrar's Office

Northern State University
Mr. Monte Mehlhoff – Physical Plant Director
Ms. Judy Lapka – Registrar's Office

South Dakota School of Mines & Technology
Ms. Jerilyn Roberts – Physical Plant Director
Ms. Carla Tiu – Registrar's Office

South Dakota State University
Mr. Dean Kattelmann – V.P. of Facilities & Services
Mr. Aaron Aure – Registrar's Office

University of South Dakota
Ms. Roberta Ambur – V.P. of Administration and ITS
Ms. Jennifer Thompson – Registrar's Office

University Center – Sioux Falls
Mr. Jim Barkema – Physical Plant Manager
Mr. Aaron Anthony – Student Success Coordinator

Types of Data Collected

The study is divided into two sections which attempt to look at various elements of instructional space and overall space assignment and availability. The first section looks at overall instructional space, provides gross space measures per FTE students and breaks down the space into its assigned components. The second section on the

utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity in classrooms and class laboratories.

This study is designed to provide only a “snapshot” of institutional facilities at a particular point in time. Facilities data reflect all buildings which were completed as of October 17, 2016 and only the courses which were scheduled as of October 17, 2016, which is the system extract file date used for reporting information to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The data does not take into account any additional instructional activity scheduled off campus.

It should also be noted that different types of institutions will often have very different space needs. As a result, two institutions with facilities which are equally well-utilized may have significantly different utilization data. Thus, it is generally unwise to attempt to make comparisons between two institutions which are dissimilar in terms of their levels or the instructional programs which they offer. In our environment, comparisons are best made between our comprehensive institutions (BHSU, DSU, NSU) and our research / specialty institutions (USD, SDSU, SDSM&T). Peer comparisons or standards provide the most reliable means of assessment.

Procedures Used in Collecting Data

The South Dakota Board of Regents maintains an annually updated computer-based facilities inventory of each institution included in the study. A facilities inventory is comprised of a Building Characteristic Report and a Room Characteristic Report. The Building Characteristic Report lists and provides detailed information about each building on an institution's campus. The Room Characteristic Report lists every room in each building and provides information about its size and capacity. Each room is also coded to reflect its use and the institutional programs which it supports.

The institutions maintain their own inventory on the online facilities inventory system. Each fall the institutions are given a deadline whereby they must have their inventory up to date. RIS extracts the inventory file as of the deadline date. That information is merged with live facility use data and then becomes the file used for utilization purposes.

Space utilization data are based on the fall term courses and student data entered in the Colleague student system by each institution. For each course, the institution provides information indicating when and where the class meets and the number of students enrolled. The Colleague student system data is extracted and run against the updated facilities inventory to generate the Instructional Space Utilization Report. This report indicates how effectively an institution uses its facilities and measures its needs for classroom and laboratory space in relation to comparable institutions.

Both the facilities inventory updates and the utilization data from each school are reviewed by a Board of Regents staff member and the institutions. After each report is

run, the institutions are provided with their report so the data can be verified. Extensive computer edits are also used as a means of ensuring accuracy and consistency. When problems are discovered, the institutions are contacted for additional information or corrections. The data integrity and accuracy is ultimately the responsibility of the universities.

Limitations and Special Situations

This study contains reliable and useful information concerning the facilities of universities in South Dakota and their utilization for instructional purposes. It is important, however, to note two limitations in the data provided.

Although campus facilities would generally be viewed as including such assets as parking lots, tennis courts, and radio towers, this study is limited to data relating to buildings. For purposes of the study, a building is defined as any roofed structure.

The data elements collected, formats maintained, and statistics generated by the South Dakota Board of Regents adhere very strongly to nationally developed standards and procedures for facilities inventory and utilization surveying. The standard procedures occasionally will not allow state or individual campus idiosyncrasies to be treated as uniquely as some users would like. For example, classes held in telecommunications studios are not included in classroom utilization data as the rooms are considered special use facilities and not regular classrooms.

It should be noted that the Agricultural Experiment Station farm facilities and research facilities have been excluded from the analysis. Agricultural Experiment related courses are included in the study.

Analysis of the University Centers in Sioux Falls and Rapid City will be limited to Sections 2 & 3. Since they do not have the makeup of a traditional college campus, Section 1 would not give a comparable picture.



Black Hills State University – Rapid City



Beacom School of Business at the University of South Dakota

Section 1: Overall Space Analysis

Assignable Area by Room Codes.....6

Percent Distribution of Assignable Area by Room Use.....7

Net-Assignable Square Feet per Student FTE8

Square Feet of Academic Facilities per Student FTE.....9

Residence Hall Utilization10

Assignable Area by Use Codes

A system of codes has been developed which includes virtually all types of rooms, in terms of specific use, which can be found at a college or university. The Room Use Code definitions are summarized in the Appendix.

The table below provides the assignable square feet distribution by room use codes. The included space is located only on the main campus sites. Off-site and leased space is excluded. Agricultural Experiment Station farm and research facilities are also excluded.

The table breaks down the space (in square feet) into the eleven major room use code divisions.

Fall 2016	BHSU	DSU	NSU	SDSM&T	SDSU	USD
Non- Assignable	187,723	97,775	206,916	178,950	987,186	617,262
Unclassified	0	0	355	15,224	8,583	39,697
Classroom	47,441	27,280	61,876	44,626	111,437	100,487
Laboratory	49,793	20,840	28,191	114,276	369,852	204,862
Office	95,852	50,769	83,355	103,543	359,860	283,350
Study	34,148	20,290	9,880	42,126	119,769	89,969
Special-Use	108,260	35,190	128,101	35,105	484,835	323,076
General-Use	50,097	56,840	75,730	64,295	309,815	200,739
Support	23,070	10,786	40,336	22,588	198,922	49,176
Health Care	1,431	240	190	318	21,652	3,280
Residential	104,292	67,535	94,454	67,857	523,464	349,079
Total Sq. Ft.	702,107	387,545	729,384	688,908	3,495,375	2,260,977
Fall 2015	713,267	394,990	717,651	691,563	3,323,398	1,946,164
Lab Breakdown						
Instruction	38,005	20,840	25,848	71,776	184,523	126,522
Research	11,788	0	2,343	42,500	185,329	78,340
Total Sq. Ft.	49,793	20,840	28,191	114,276	369,852	204,862
Fall 2015	48,239	20,840	18,229	109,449	385,476	204,924

Percent Distribution of Assignable Area by Room Use

This table provides percentage distributions among the ten major room use code divisions using the information from the previous page. The non-assignable division, which includes custodial, circulation, mechanical, and restroom facilities, has been excluded as the space is dedicated service area unavailable for alternative purposes.

The data from the 1974 HEGIS Facility survey, conducted by the National Center for Education Statistics, serve as the basis for the norms. While this study is dated, there have been no updates or more comprehensive studies completed.

Fall 2016	BHSU	DSU	NSU	SDSM&T	SDSU	USD	HEGIS Norm
Unclassified	0.00%	0.00%	0.07%	2.99%	0.34%	2.42%	2.20%
Classroom	9.22%	9.41%	11.84%	8.75%	4.44%	6.11%	8.00%
Laboratory	9.68%	7.19%	5.40%	22.41%	14.75%	12.46%	14.50%
Office	18.63%	17.52%	15.95%	20.30%	14.35%	17.24%	13.00%
Study	6.64%	7.00%	1.89%	8.26%	4.78%	5.47%	6.80%
Special-Use	21.05%	12.14%	24.52%	6.88%	19.33%	19.66%	8.90%
General-Use	9.74%	19.62%	14.49%	12.61%	12.35%	12.21%	12.00%
Support	4.48%	3.72%	7.72%	4.43%	7.93%	2.99%	6.50%
Health Care	0.28%	0.08%	0.04%	0.06%	0.86%	0.20%	1.40%
Residential	20.28%	23.31%	18.08%	13.31%	20.87%	21.24%	26.70%

Lab Detail

Instruction	7.39%	7.19%	4.95%	14.07%	7.36%	7.70%
Research	2.29%	0.00%	0.45%	8.33%	7.39%	4.77%

Net-Assignable Square Feet per FTE Student

Another way to look at the total space available to an institution is to look at it based on the equivalent number of students being served. This approach has limitations since it does not take into account the level or complexity of the institution. It can, however, be very useful when peer institutions have been identified for comparison purposes.

FTE Enrollment

Full-time equivalent (FTE) enrollment was computed using the total credit hours generated by all on-campus courses and dividing the undergraduate hours by 15, the graduate level hours by 12, and medical school hours by 19, to determine full-time enrollment at a given level. The FTE totals for each campus represent the on-campus FTE's.

The table provides the assignable square feet (ASF) per student FTE. It needs to be emphasized that the table provides information based on the room use codes assigned by the campuses. Perceived excesses or shortages in one area could be due to the way the space has been assigned and may not mean that there is an overall excess or shortage of space.

Please note that residential facilities are not included below. Using total campus FTE per residential square footage doesn't give an accurate picture. The residential utilization is shown on page 10.

Assignable Sq. Ft. Per Student FTE

Fall 2016	BHSU	DSU	NSU	SDSM&T	SDSU	USD	System
Fall 2016 FTE*	1,626	1,035	1,287	2,305	8,090	5,143	19,486
Non-Assignable	115.5	94.5	160.8	77.6	122.0	120.0	116.8
Unclassified	0.0	0.0	0.3	6.6	1.1	7.7	3.3
Classroom	29.2	26.4	48.1	19.4	13.8	19.5	20.2
Office	58.9	49.1	64.8	44.9	44.5	55.1	50.1
Study	21.0	19.6	7.7	18.3	14.8	17.5	16.2
Special-Use	66.6	34.0	99.5	15.2	59.9	62.8	57.2
General-Use	30.8	54.9	58.8	27.9	38.3	39.0	38.9
Support	14.2	10.4	31.3	9.8	24.6	9.6	17.7
Health Care	0.9	0.2	0.1	0.1	2.7	0.6	1.4
Total	337.0	289.1	471.4	219.9	321.6	331.9	321.8

Lab Breakdown

Lab - Instruction	23.4	20.1	20.1	31.1	22.8	24.6	24.0
Lab - Research	7.2	0.0	1.8	18.4	22.9	15.2	16.4
Lab Total	30.6	20.1	21.9	49.6	45.7	39.8	40.4
Total	367.7	309.2	493.3	269.4	367.4	371.7	362.2
Fall 2015	363.5	329.1	457.2	267.8	345.2	325.4	339.2
Net Change	4.2	-19.9	36.1	1.6	22.2	46.3	23.0

* These are on campus FTE's only

Square Feet of Academic Facilities per Student

The ratio of an institution's square footage of academic facilities to its full-time equivalent enrollment represents an important index of the instructional utilization of campus facilities.

Academic Facilities

Academic facilities refers to an institution's total assignable area less the square footage of all rooms bearing program codes for Museums and Galleries, Social and Cultural Development, Public Relations/Development, Auxiliary Enterprises, Independent Operations, and Operations.

In addition, space with the following specific codes is also excluded from academic facilities: Non-Assignable Facilities, Unclassified Facilities, Athletic Facilities Spectator Seating, Food Facilities, Food Facilities Service, Merchandising Facilities, Merchandising Facilities Service, all Medical Care, and all Residential Facilities.

Square Feet of Academic Facilities Per FTE Student =			Square Feet of Academic Facilities			
			FTE Enrollment			
	BHSU	DSU	NSU	SDSM&T	SDSU	USD
<u>Assignable Area</u>						
Fall 2016	379,709	181,309	376,033	408,564	1,744,522	1,131,378
Fall 2015	415,383	181,429	320,493	407,627	1,693,495	1,063,108
<u>FTE Enrollment</u>						
Fall 2016	1,626	1,035	1,287	2,305	8,090	5,143
Fall 2015	1,643	995	1,358	2,329	8,110	5,312
<u>Square Feet Per FTE</u>						
Fall 2016	233.52	175.18	292.18	177.25	215.64	219.98
Fall 2015	252.82	182.34	236.00	175.02	208.82	200.13

Residence Hall Utilization

The Table on page 8 considered net-assignable square feet per FTE by dividing assigned space by the FTE total. Although a residence hall is assigned space and the same formula is often used to calculate the net-assignable square feet per FTE, this calculation is not indicative of how residence hall space is utilized. FTE totals and utilization rates of residence halls are independent variables. A range of circumstances, such as location, type of institution, and others, more accurately dictate the need for residence hall space.

The table below indicates residence hall facility utilization.

Campus Housing Utilization					
Institution	Designed Capacity*	Current Occupancy	Fall 2016 Percent Occupied of Designed Capacity	Fall 2015 Percent Occupied of Designed Capacity	Fall 2014 Percent Occupied of Designed Capacity
BHSU	772	676	87.56%	84.08%	89.41%
DSU	655	665	101.53%	93.59%	86.26%
NSU	826	606	73.37%	76.94%	82.65%
SDSM&T	1079	952	88.23%	99.55%	98.55%
SDSU	4,359	4,153	95.27%	92.29%	95.43%
USD	2,224	2,105	94.65%	98.43%	98.82%
Total	9,915	9,157	92.36%	92.48%	94.29%

*Designed Capacity is defined as current structural designed capacity and permanent changes including changing rooms to alternate uses and offering doubles as singles.



Chemical and Biological Engineering and Chemistry Building at SD School of Mines and Technology

Section 2: Classroom Utilization

Average Weekly Room Hours of Instruction12

Average Weekly Use of Student Stations.....14

Percent Student Station Utilization16

Assignable Square Feet per Student Station18

Average Class Size2

Average Weekly Room Hours of Instruction in Classrooms

The average weekly room hours of instruction is calculated by dividing the total room hours of instruction by the total number of classrooms. In more general terms, it is the average number of hours that an institution's classrooms are used for instructional purposes each week.

The total room hours of instruction is the number of hours each week that each classroom is used for regularly scheduled classes. Thus, a classroom which is used Mondays, Wednesdays, and Fridays from 9:00 a.m. until 10:00 a.m. and on Tuesdays and Thursdays from 8:30 a.m. until 10:45 a.m. would generate 5.5 room hours (1 hour/day x 3 days/week + 1.25 hour/day x 2 days/week).

$$\text{Average Weekly Room Hours of Instruction} = \frac{\text{Total Room Hours of Instruction}}{\text{Total Number of Rooms}}$$

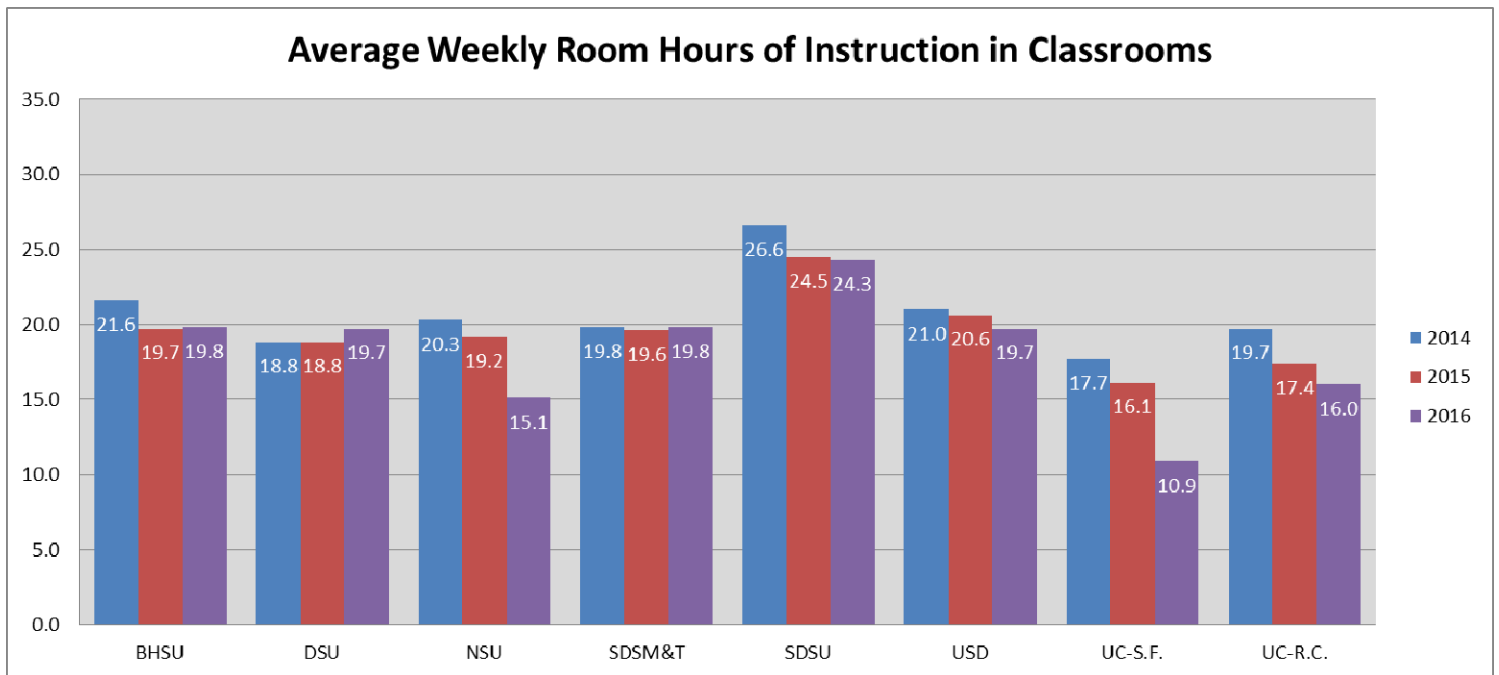
The column "Percentage of Available Hours Used" assumes that every classroom is available for use 40 hours per week. This percentage is calculated by taking the total room hours and dividing it by the product of the number of classrooms multiplied by 40.

Classrooms

For purposes of this study, a classroom is defined as a room used to conduct class that doesn't require special-purpose equipment for student use. Thus, a classroom is, by definition, a general use facility which could be used for teaching the lecture portion of any course. If a room is used for regularly scheduled classes but has special equipment which ties it to a particular subject matter, the room is a class laboratory and its use would not be taken into account in this calculation.

The average weekly room hours of classroom instruction can serve as an indicator of the adequacy of the number of classrooms at an institution. An average of 35 hours of classroom instruction per week is the norm sought after. All of the South Dakota institutions fall well below the 35 hours of use per week, indicating ample classroom availability.

Average Weekly Room Hours of Instruction in Classrooms					
Institution	Total Room Hours	Total Classrooms	Avg. Weekly Room Hours	Percentage of Available Hours Used	Variance from Hourly Norm (35)
BHSU	772.5	39	19.8	49.5%	15.2
DSU	610.0	31	19.7	49.3%	15.3
NSU	785.0	52	15.1	37.8%	19.9
SDSM&T	1,012.3	51	19.8	49.5%	15.2
SDSU	2,498.3	103	24.3	60.8%	10.7
USD	1,971.3	100	19.7	49.3%	15.3
UC-S.F.	339.3	31	10.9	27.3%	24.1
UC-R.C.	352.3	22	16.0	40.0%	19.0



Average Weekly Use of Student Stations in Classrooms

Average weekly use of student stations in classrooms is calculated by dividing the total number of student clock hours generated in classrooms by the total number of student stations in classrooms. More generally, it can be thought of as the average number of hours each week that each classroom student station is used.

$$\text{Average Weekly Use of Student Stations} = \frac{\text{Total Student Contact Hours}}{\text{Total Student Stations}}$$

The average weekly use of student stations can serve as an indicator of the adequacy of the number of student stations in classrooms. If overall room use is low, it will impact the average weekly use of student stations.

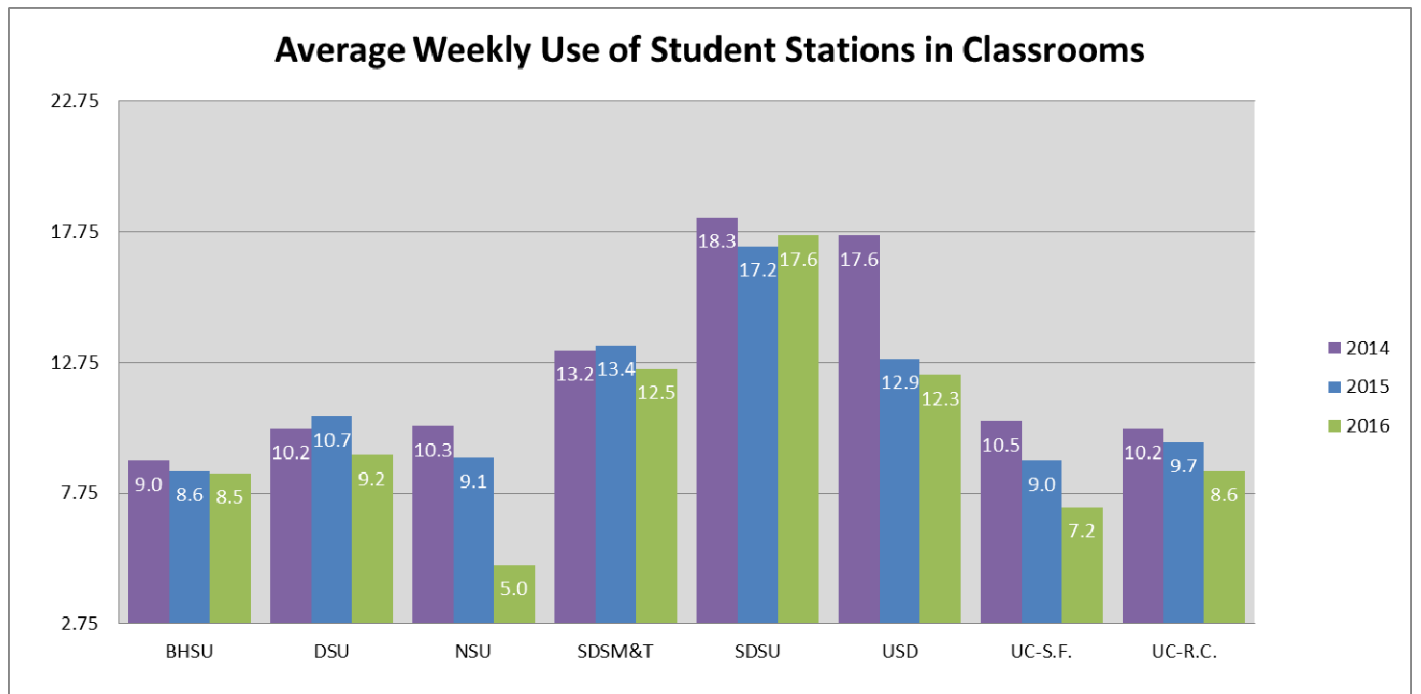
Student Contact Hours

A student contact hour (SCH) equals an hour of time a student spends in a class or laboratory in a typical week of a semester. Student contact hours are computed by multiplying for each course the number of hours that the course meets each week by the number of students enrolled. (To compute the number of hours that the course meets each week, the class length is rounded to the nearest quarter of an hour and multiplied by the number of times the class meets weekly.)

Classrooms

A norm which has been frequently cited is 22.75 hours per week. This figure is based on the assumption that the average weekly use of classrooms is 35 hours and that there is 65% utilization of student stations when classrooms are in use. South Dakota colleges and universities fall below this level. Scheduling classes has a big influence on the average weekly use of student stations; since there are a finite number of classrooms and class sizes vary from semester to semester, scheduling classes to get the maximum number of stations filled during the student preferred hours is a major challenge.

Average Weekly Use of Student Stations in Classrooms				
Institution	Contact Hours	Student Stations	Avg. Hours Weekly Use	Variance from Hourly Norm (22.75)
BHSU	18,769.8	2,207	8.5	14.3
DSU	11,550.3	1,110	9.2	10.4
NSU	15,893.5	3,168	5.0	17.8
SDSM&T	29,379.3	2,356	12.5	10.3
SDSU	94,944.0	5,380	17.6	5.2
USD	59,472.8	4,843	12.3	10.5
UC-S.F.	9,022.5	1,253	7.2	15.6
UC-R.C.	7,291.5	851	8.6	14.2



Percent Student Station Utilization in Classrooms

Percent student station utilization indicates the average percentage of student stations that are occupied when classrooms are in use. It is calculated by dividing the student clock hours generated in classrooms by the potential student clock hours for classrooms or class labs and multiplying by 100 to convert to a percentage. Potential student clock hours are computed on a room-by-room basis by multiplying the number of student stations in each room by the room hours of instruction generated by the room. It indicates the number of student clock hours which would be generated if every room were filled to capacity (i.e., if the number of students equaled the number of stations) each time a course met in the room.

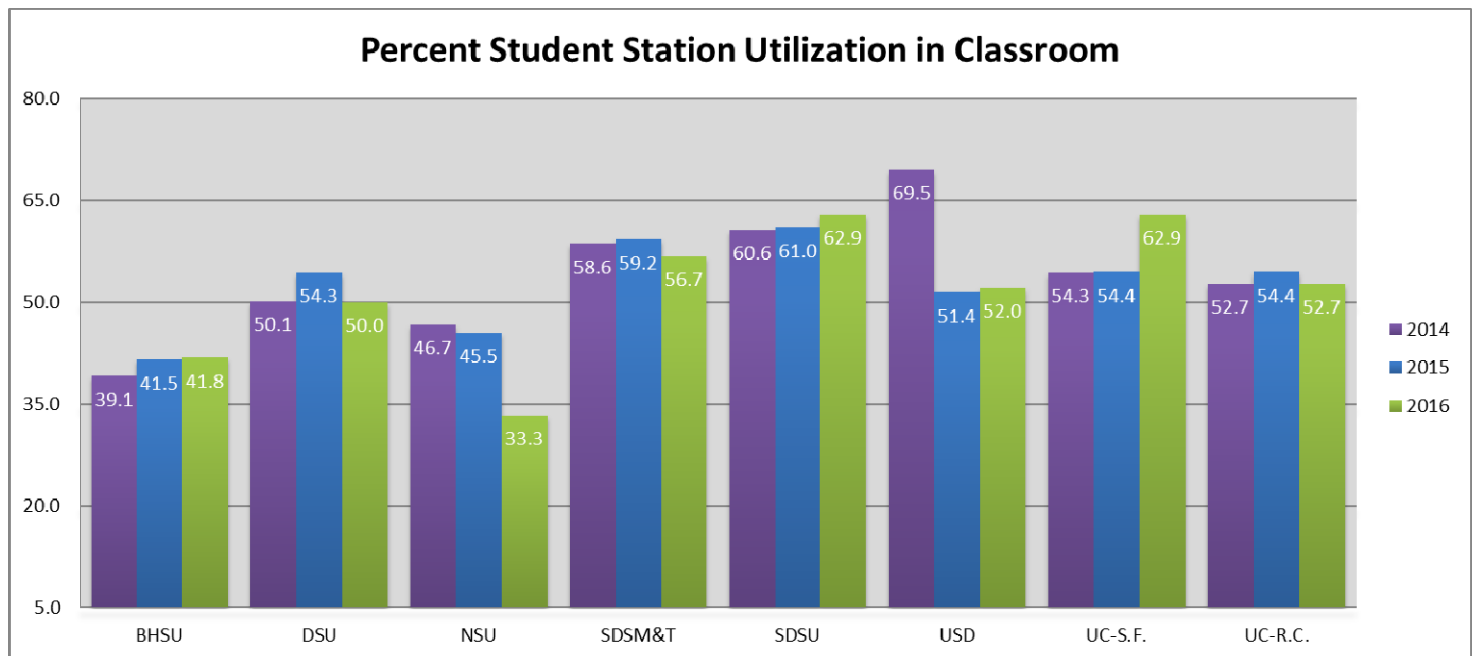
It needs to be emphasized that the percent student station utilization assesses the utilization of rooms only when they are in use. This figure is therefore a helpful indicator of how close to capacity an institution's courses are to the rooms in which they are scheduled. It does not, however, indicate the overall efficiency of utilization since it does not take into account how frequently a room is used.

$$\text{Percent Student Station Utilization} = \frac{\text{Student Contact Hours}}{\text{Potential Student Contact Hours}}$$

Classrooms

A frequently cited norm for percent student station utilization is 65% for classrooms.

Percent Student Station Utilization in Classrooms				
Institution	Total Student Contact Hours	Potential Student Contact Hours	% Student Station Utilized	Variance from Percentage Norm (65.0)
BHSU	18,812.3	45,036.3	41.8	23.2
DSU	11,550.3	23,092.3	50.0	15.0
NSU	15,893.5	47,667.8	33.3	31.7
SDSM&T	29,379.3	51,790.0	56.7	8.3
SDSU	94,944.0	151,030.8	62.9	2.1
USD	59,472.8	114,274.5	52.0	13.0
UC-S.F.	9,022.5	14,353.8	62.9	2.1
UC-R.C.	7,291.5	13,832.8	52.7	12.3



Assignable Square Feet per Student Station in Classrooms

The number of students that a classroom can accommodate is an important factor in determining how efficiently classroom space is used. This can be measured in terms of assignable square feet (ASF) per student station and the average number of stations per classroom. The assignable square feet per student station in a classroom is largely determined by the number and type of stations in the room. Generally, rooms with relatively large numbers of stations require less space per station. As for types of stations, tables and chairs require more space per station than standard student desks, which require more space than theater seating.

$$\text{Assignable Sq. Ft. Per Student Station} = \frac{\text{Total Assignable Square Feet}}{\text{Total Student Stations}}$$

Classrooms

The Higher Education Facilities Planning and Management Manuals list norms which are based on the number stations per room and type of station:

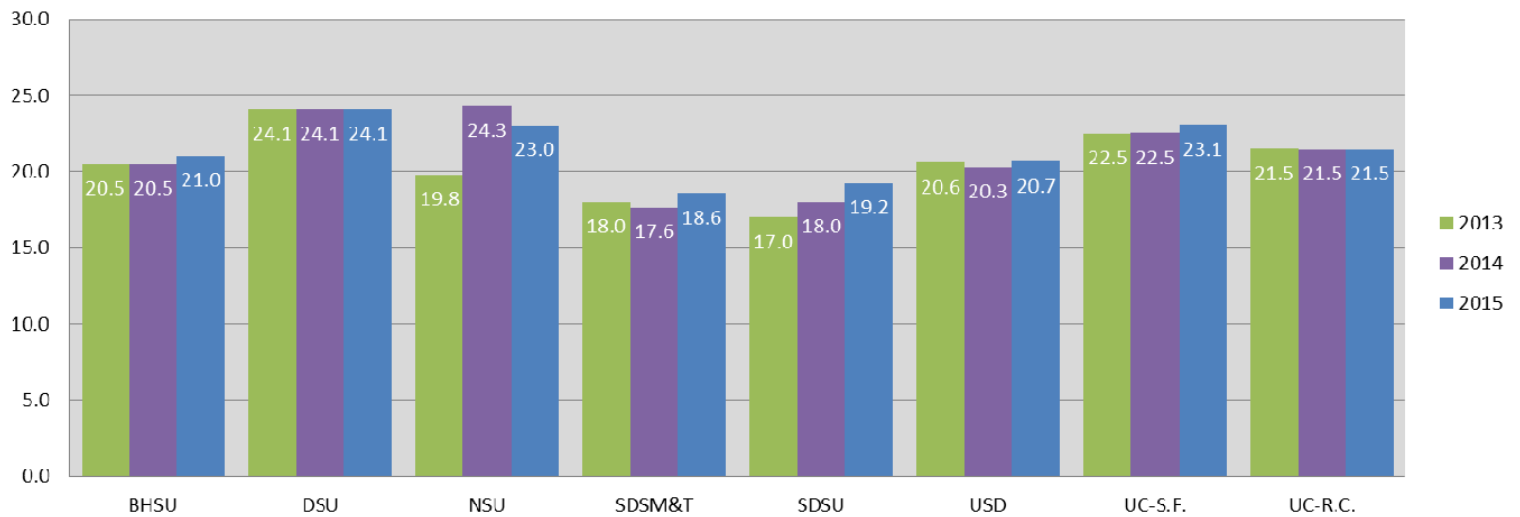
Assignable Square Feet per Station Criteria

Number of Stations	ASF for Tables and Chairs	ASF for Armchair Desks Small	ASF for Armchair Desks Large
10 - 19	20 - 30	18	22
20 - 29	20 - 30	16	20
30 - 39	20 - 25	15	18
40 - 59	18 - 22	14	16
60 - 99	18 - 22	13	15
100 - 149	16 - 20	11	14
150 - 299	16 - 20	10	14
300 +	16 - 18	9	12

The average number of stations per classroom tends to vary according to the size and instructional philosophy of the institution. Graduate institutions and institutions which rely heavily on large lecture courses will generally have a higher number of lecture halls which will lower the average ASF per station. Campuses should try to be in the range of 16 to 19 ASF with the smaller campuses trending to the top of the range and larger campuses towards the bottom.

Assignable Square Feet Per Student Station in Classrooms			
Institution	Total Class Area	Total Student Stations	ASF Per SS
BHSU	47,221	2,207	21.4
DSU	26,746	1,110	24.1
NSU	55,230	3,168	17.4
SDSM&T	43,933	2,356	18.6
SDSU	103,922	5,380	19.3
USD	98,146	4,843	20.3
UC-S.F.	28,926	1,253	23.1
UC-R.C.	18,276	851	21.5

**Assignable Square Feet Per Student Station
in Classrooms**



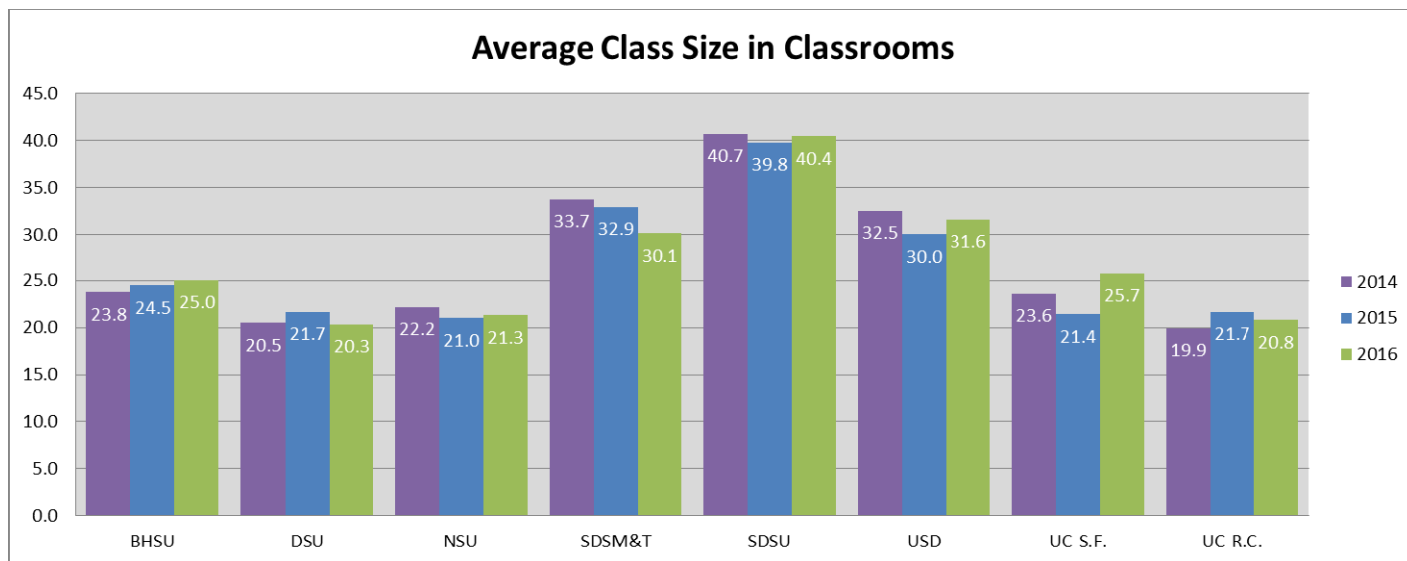
Average Class Size in Classrooms

The average class size in classrooms is usually reflective of the size and degree complexity of an institution. One might assume that a graduate level institution might have smaller class sizes. In reality, what is most often found is that the larger institutions, which are more often graduate level institutions, rely on larger lecture classes and also have a greater potential to schedule large classes because they have more students and larger facilities.

This table can be used with other classroom utilization tables to help identify possible reasons for low or high classroom utilization. If an institution has small classrooms, scheduling small classes is not a choice and will not lower utilization performance; however, scheduling small classes in large classrooms will negatively affect utilization.

$$\text{Average Class Size} = \frac{\text{Accumulated Students for All Periods}}{\text{Accumulated Class Periods}}$$

Average Class Size in Classrooms			
Institution	Accumulated Students	Accumulated Class Periods	Average Class Size
BHSU	16,553.5	661	25.0
DSU	10,660.0	524	20.3
NSU	14,208.5	666	21.3
SDSM&T	27,283.0	906	30.1
SDSU	83,965.5	2,077	40.4
USD	50,625.0	1,601	31.6
UC-S.F.	3,655.0	142	25.7
UC-R.C.	2,913.0	140	20.8





Avera Health Science Center at South Dakota State University

Section 2: Class Laboratory Utilization

Average Weekly Room Hours of Instruction	23
Average Weekly Use of Student Stations.....	25
Percent Student Station Utilization.....	27
Assignable Square Feet per Student Station	29
Average Class Size	31

Average Weekly Room Hours of Instruction in Class Labs

The average weekly room hours of instruction is calculated by dividing the total room hours of instruction by the total number of class labs. In more general terms, it is the average number of hours that an institution's class labs are used for instructional purposes each week.

The total room hours of instruction is the number of hours each week that each class lab is used for regularly scheduled classes. Thus, a class lab which is used Mondays, Wednesdays, and Fridays from 9:00 a.m. until 10:00 a.m. and on Tuesdays and Thursdays from 8:30 a.m. until 10:45 a.m. would generate 5.5 room hours (1 hour/day x 3 days/week + 1.25 hour/day x 2 days/week).

$$\text{Average Weekly Room Hours of Instruction} = \frac{\text{Total Room Hours of Instruction}}{\text{Total Number of Rooms}}$$

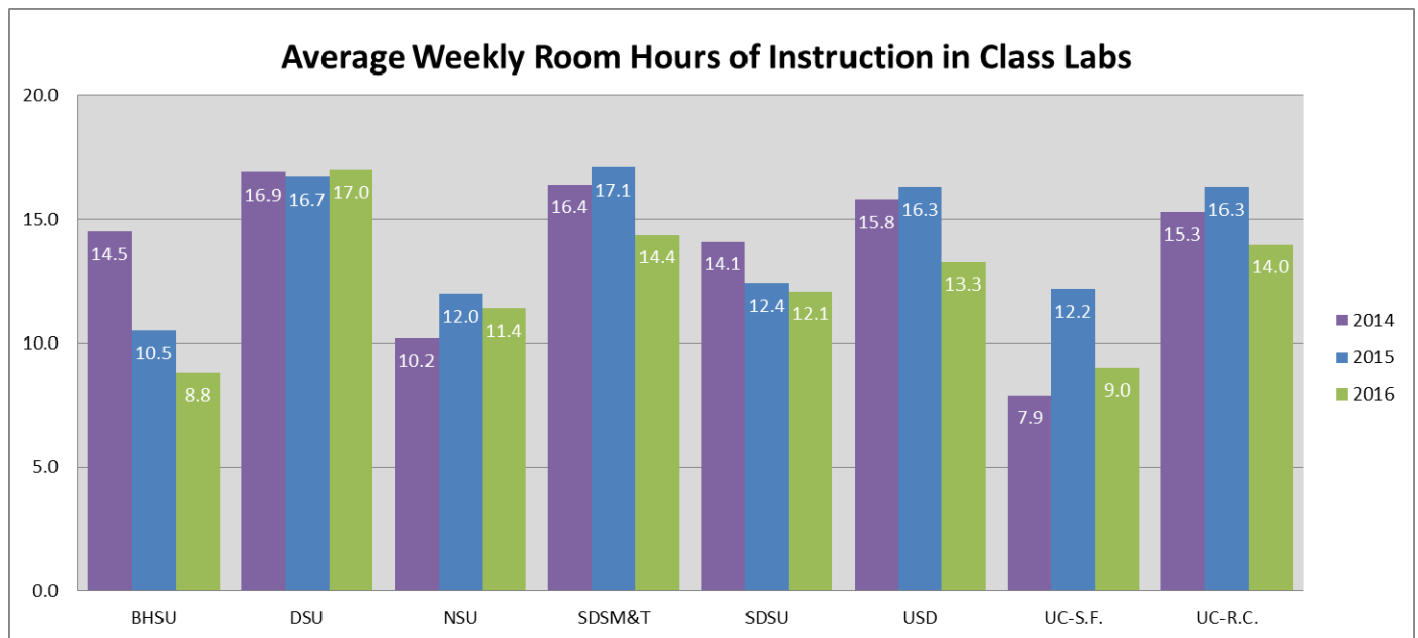
The column "Percentage of Available Hours Used" assumes that every class lab is available for use 40 hours per week. This percentage is calculated by taking the total room hours and dividing it by the product of the number of classrooms multiplied by 40.

Class Laboratories

For purposes of this study, a class laboratory is defined as a room used primarily for regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study. This definition excludes room use for regularly scheduled classes (i.e., classrooms) which have no special-purpose equipment and also excludes rooms with special-purpose equipment which are not used for regularly scheduled classes (i.e., other kinds of laboratories).

Because each class laboratory is designed for use in a particular field of study, most of them are not used as frequently as classrooms. A commonly cited norm for the average use of class laboratories is 20 hours per week. BHSU, DSU, and SDSU show the highest use of class labs. NSU and USD fall well below the norm. SDSM&T labs are very specialized which would lower their average.

Average Weekly Room Hours of Instruction in Class Laboratories					
Institution	Total Room Hours	Total Class Laboratories	Avg. Weekly Room Hours	Percentage of Available Hours Used	Variance from Hourly Norm (20)
BHSU	194.5	22	8.8	22.0%	11.2
DSU	204.3	12	17.0	42.5%	3.0
NSU	149.0	13	11.4	28.5%	8.6
SDSM&T	215.5	15	14.4	36.0%	5.6
SDSU	1,540.5	127	12.1	30.3%	7.9
USD	531.3	40	13.3	33.2%	6.7
UC-S.F.	72.0	8	9.0	22.5%	11.0
UC-R.C.	56.0	4	14.0	35.0%	6.0



Average Weekly Use of Student Stations in Class Labs

Average weekly use of student stations in class laboratories is calculated by dividing the total number of student clock hours generated in class laboratories by the total number of student stations in class laboratories. More generally, it can be thought of as the average number of hours each week that each class laboratory student station is used.

$$\text{Average Weekly Use of Student Stations} = \frac{\text{Total Student Contact Hours}}{\text{Total Student Stations}}$$

The average weekly use of student stations can serve as an indicator of the adequacy of the number of student stations in class laboratories.

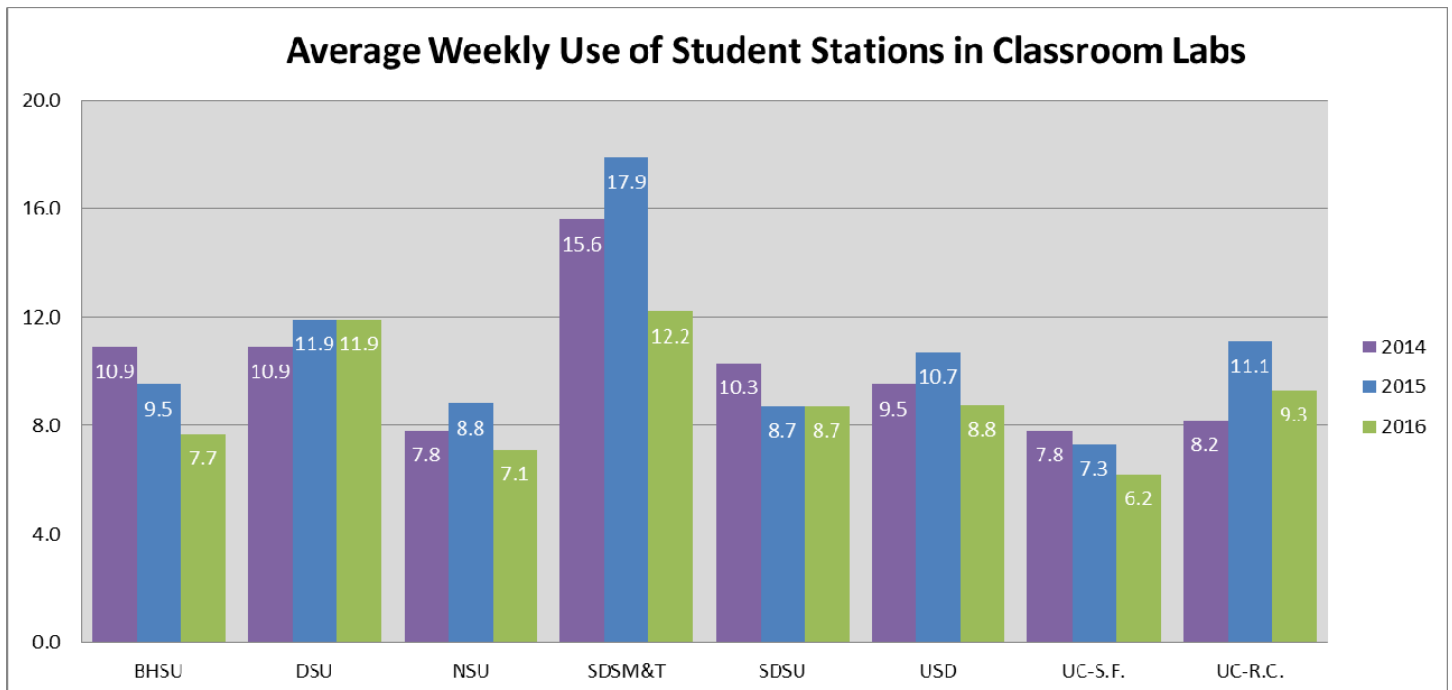
Student Contact Hours

A student contact hour (SCH) equals an hour of time a student spends in a class or laboratory in a typical week of a semester. Student contact hours are computed by multiplying for each course the number of hours that the course meets each week by the number of students enrolled. (To compute the number of hours that the course meets each week, the class length is rounded to the nearest quarter of an hour and multiplied by the number of times the class meets weekly.)

Class Laboratories

A norm which has been frequently cited is 16 hours per week. This figure is based on the assumption that the average weekly use of class laboratories is 20 hours and that there is 80% utilization of student stations when class laboratories are in use. All South Dakota universities fall below this norm. This fact suggests a surplus of class laboratory student stations but gives no indication whether this surplus exists for all types of class laboratories or is limited to the laboratories of certain academic disciplines.

Average Weekly Use of Student Stations in Classroom Laboratories				
Institution	Contact Hours	Student Stations	Avg. Hours Weekly Use	Variance from Hourly Norm (16.0)
BHSU	3,832.0	493	7.7	8.3
DSU	3,474.0	292	11.9	4.1
NSU	2,470.5	346	7.1	8.9
SDSM&T	4,215.5	344	12.2	3.8
SDSU	32,195.5	3,714	8.7	7.3
USD	9,941.3	1,135	8.8	7.3
UC-S.F.	1,167.3	188	6.2	9.8
UC-R.C.	1,025.0	110	9.3	6.7



Percent Student Station Utilization

Percent student station utilization indicates the average percentage of student stations that are occupied when class laboratories are in use. It is calculated by dividing the student clock hours generated in class labs by the potential student clock hours for class labs and multiplying by 100 to convert to a percentage. Potential student clock hours are computed on a room-by-room basis by multiplying the number of student stations in each room by the room hours of instruction generated by the room. It indicates the number of student clock hours which would be generated if every room were filled to capacity (i.e., if the number of students equaled the number of stations) each time a course met in the room.

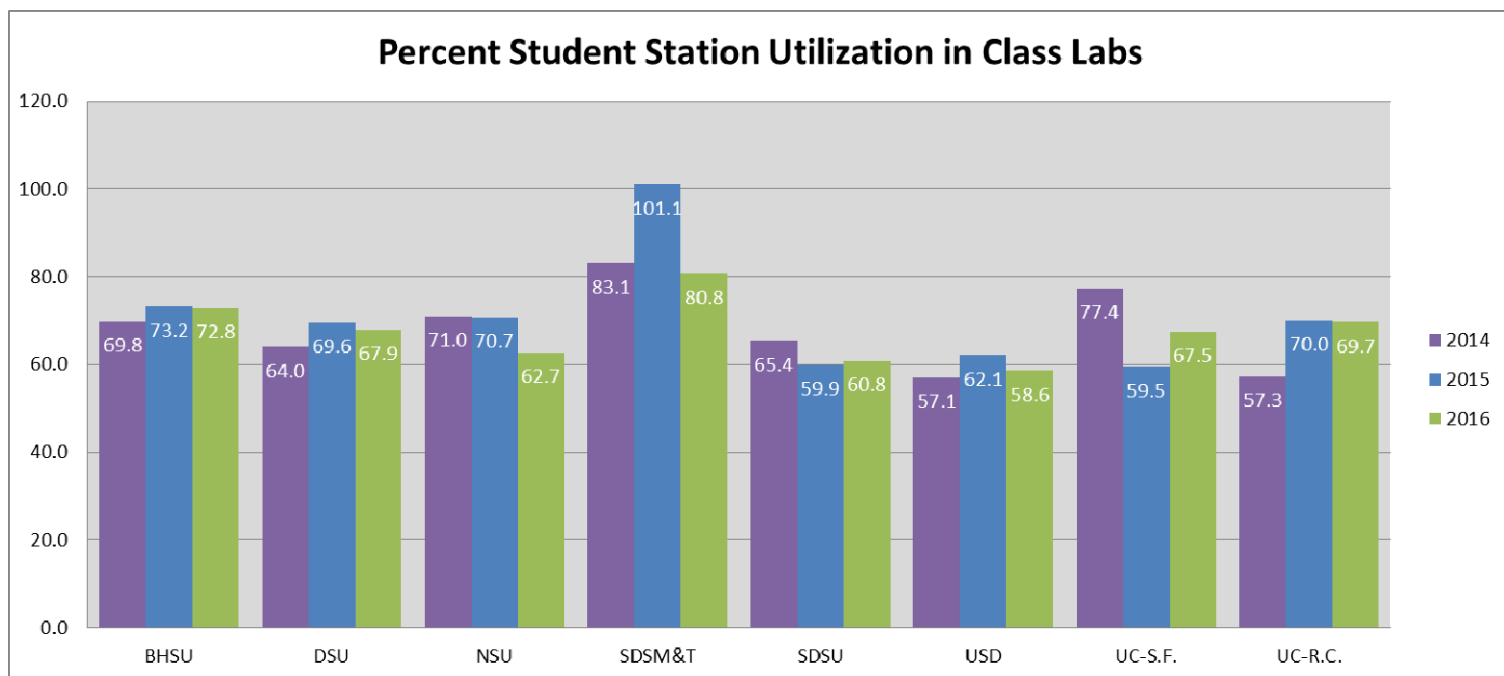
It needs to be emphasized that the percent student station utilization assesses the utilization of rooms only when they are in use. This figure is therefore a helpful indicator of how close to capacity an institution's courses are to the rooms in which they are scheduled. It does not, however, indicate the overall efficiency of utilization since it does not take into account how frequently a room is used.

$$\text{Percent Student Station Utilization} = \frac{\text{Student Contact Hours}}{\text{Potential Student Contact Hours}}$$

Class Laboratories

A frequently cited norm for percent student station utilization is 80% for class laboratories. The higher percentage for class labs versus classrooms reflects the assumption that these rooms, although used less frequently than classrooms because of their specialized equipment, are usually closer to being filled to capacity when they are in use.

Percent Student Station Utilization in Classroom Laboratories				
Institution	Total Student Contact Hours	Potential Student Contact Hours	% Student Station Utilized	Variance from Percentage Norm (80.0)
BHSU	3,787.0	5,195.0	72.8	7.2
DSU	3,474.0	5,118.0	67.9	12.1
NSU	2,470.5	3,938.0	62.7	17.3
SDSM&T	4,215.5	5,216.5	80.8	-0.8
SDSU	32,195.5	52,972.0	60.8	19.2
USD	9,941.3	16,952.5	58.6	21.4
UC-S.F.	1,167.3	1,728.0	67.5	12.5
UC-R.C.	1,025.0	1,470.0	69.7	10.3



Assignable Square Feet per Student Station

The number of students that a classroom can accommodate is an important factor in determining how efficiently classroom space is used. This can be measured in terms of assignable square feet per student station and the average number of stations per classroom. The assignable square feet per student station in a classroom is largely determined by the number and type of stations in the room. Generally, rooms with relatively large numbers of stations require less space per station. As for types of stations, tables and chairs require more space per station than standard student desks, which require more space than theater seating.

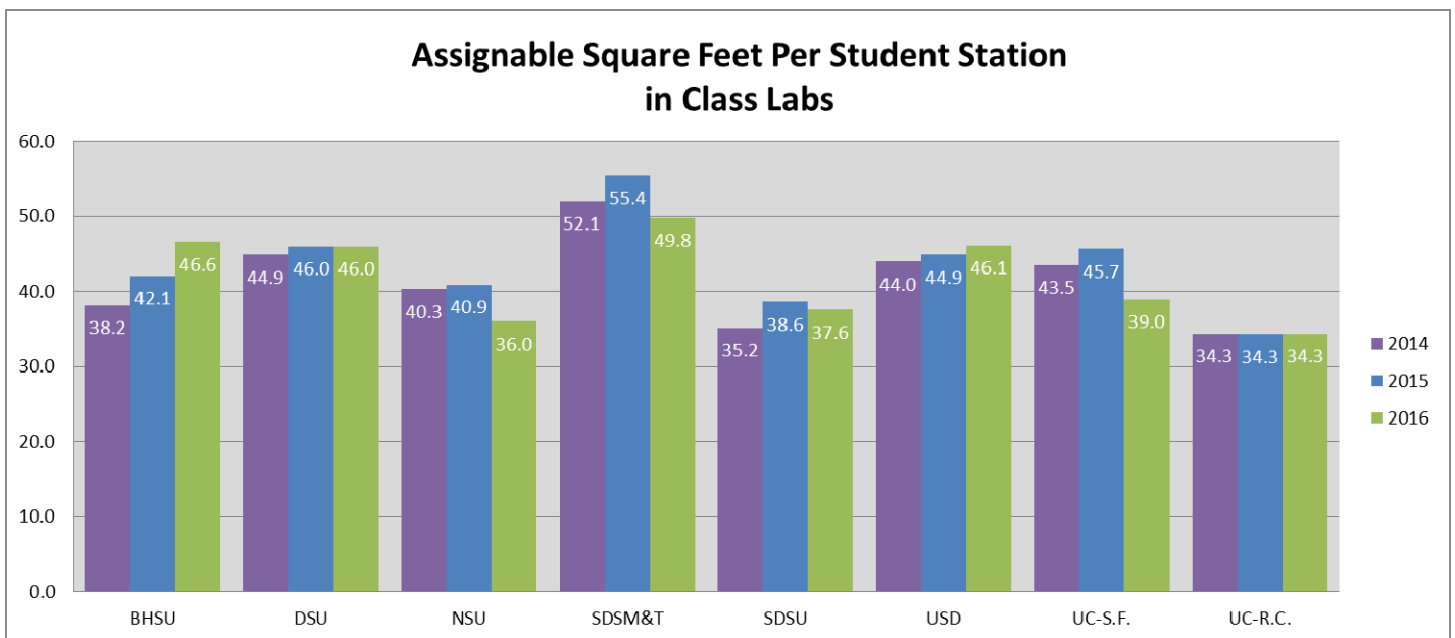
$$\text{Assignable Sq. Ft. per Student Station} = \frac{\text{Total Assignable Square Feet}}{\text{Total Student Stations}}$$

Class Laboratories

The square footage per student station (SS) in class laboratories varies to a greater extent than in classrooms because of the widely differing space requirements of the various kinds of laboratories. An automotive lab, for example, usually requires much more space per station than a chemistry lab. In general, institutions which offer academic programs in such areas as agriculture, engineering, or medicine require more class lab space per station than do institutions which focus on liberal arts, business, and education. Moreover, graduate level laboratories usually require more space per station than undergraduate labs. Based on ranges provided by the Higher Education Facilities Planning and Management Manuals, South Dakota laboratories could range from 30 ASF for a biology lab to 70 ASF for an engineering lab.

Given the various types of laboratories and the wide range of standards it is difficult to analyze class laboratories without giving some consideration to the level of the institution and the disciplines offered.

Assignable Square Feet Per Student Station in Class Labs			
Institution	Total Class Area	Total Student Stations	ASF Per SS
BHSU	22,967	493	46.6
DSU	13,424	292	46.0
NSU	12,463	346	36.0
SDSM&T	17,130	344	49.8
SDSU	139,527	3,714	37.6
USD	52,356	1,135	46.1
UC-S.F.	7,324	188	39.0
UC-R.C.	3,777	110	34.3



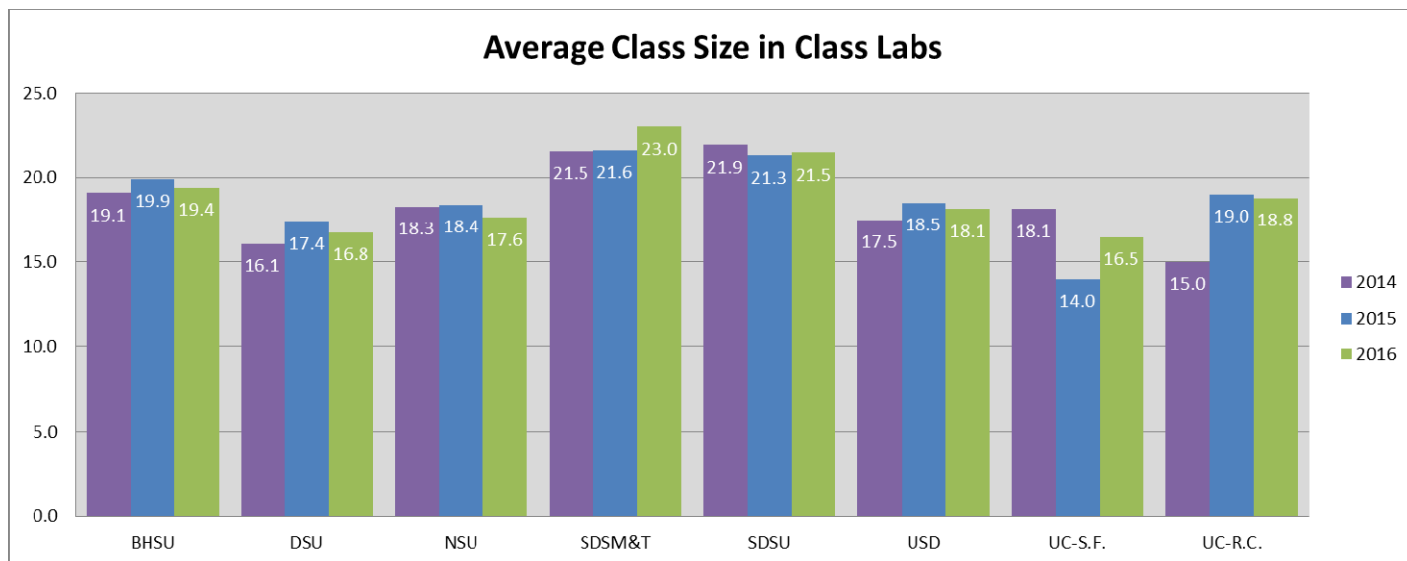
Average Class Size

The average class size in class labs is usually reflective of the size and degree complexity of an institution. One might assume that a graduate level institution might have smaller class sizes. In reality, what is most often found is that the larger institutions, which are more often graduate level institutions, rely on larger lecture classes and also have a greater potential to schedule large classes because they have more students and larger facilities.

This table can be used with other class lab utilization tables to help identify possible reasons for low or high class lab utilization. If an institution has small class labs, scheduling small classes is not a choice and will not lower utilization performance; however, scheduling small classes in large classrooms will negatively affect utilization.

$$\text{Average Class Size} = \frac{\text{Accumulated Students for All Periods}}{\text{Accumulated Class Periods}}$$

Average Class Size in Class Labs			
Institution	Accumulated Students	Accumulated Class Periods	Average Class Size
BHSU	2,385.0	123	19.4
DSU	2,012.0	120	16.8
NSU	1,427.0	81	17.6
SDSM&T	1,310.0	57	23.0
SDSU	16,048.0	748	21.5
USD	4,769.0	263	18.1
UC-S.F.	461.0	28	16.5
UC-R.C.	413.0	22	18.8





Johnson Fine Arts Center at Northern State University

Appendix

Room Use Code Definitions.....A-1

Room Use Code Definitions

Non-Assignable Facilities – The sum of all areas on all floors of a building not available for assignment to an occupant or for specific use, but necessary for the general operation of a building. Included should be space subdivisions of the three non-assignable space use categories – building service, circulation, and mechanical – that are used to support the building's general operation.

Unclassified Facilities – Inactive, remodeling and unfinished are the three areas that make up this classification. These rooms are temporarily unavailable for assignment.

Classroom Facilities – Classroom facilities are potentially an institution wide resource. Even though these areas may fall under different levels of organizational control, the need for this type of space should be evaluated for the entire campus. The term “classroom” includes not only general purpose classrooms, but also lecture halls, recitations rooms, seminar rooms, and other room used primarily for scheduled non-laboratory instruction. Classroom facilities include any support rooms that serve the classroom activity. A classroom may contain various types of instructional aides or equipment which do not tie the room to instruction in a specific subject or discipline.

Laboratory Facilities – a laboratory is a facility characterized by special purpose equipment or a specific room configuration which ties instructional or research activities to a particular discipline or a closely related group of disciplines. These activities may be individual or group in nature, with or without supervision. Laboratories may be found in all fields of study including letters, humanities, natural sciences, social sciences, vocational and technical disciplines, etc. Laboratory facilities can be subdivided into three categories: class, open, and research laboratory. A class laboratory is used for scheduled instruction. An open laboratory supports instruction but is not formally scheduled. A research laboratory is used for research, experimentation, observation, research training, or structured creative activity which supports extension of a field of knowledge.

Office Facilities – Office facilities are individual, multi-person, or workstation space specifically assigned to academic, administrative, and service functions of a college or university. While some institutions may wish to classify all office space as Office, others may wish to differentiate through additional codes for academic administrative, staff, secretarial, clerical, or student assistant offices, etc.

Study Facilities – Study space is classifies into five categories: study room, stack, open-stack study room, processing room, and study service. Offices used for library activities are coded as office facilities. A study room may contain equipment or materials which aid the study or learning process and which do not restrict the room to a particular academic discipline or discipline group. Whereas a study room may appear in almost any type of building on campus, stacks, open-stack study rooms, and processing rooms are typically located in, but not limited to, central, branch, or departmental libraries.

Special-Use Facilities – This category includes several room use types that are sufficiently specialized in their primary activity, function, or design to merit a unique room code. Areas and rooms for military training, athletic activity, media production, clinical activities, demonstration, agricultural field activities, and animal and plant shelters are included here. Although many of these special use facilities provide service to other areas, their special use, design, or configuration dictates that these areas not be coded as service rooms.

General-Use Facilities – General use facilities are characterized by a broader availability to faculty, students, staff, or the public than are special use facilities, which are limited to a small group or special population. Together, general use facilities comprise a campus' general service or functional support system for the institutional and participant community populations.

Supporting Facilities – Support facilities, which provide centralized space for various auxiliary support systems and services of a campus, help keep all institutional programs and activities operational. While not as directly accessible to institutional and community members as general use facilities, these areas provide a continuous, indirect support system to faculty, staff, students, and the public. Support facilities are centralized in that they typically serve an area ranging from an entire building or organizational unit to the entire campus. Included are centralized areas for computer-based data processing and telecommunications, shop services general storage and supply, vehicle storage, central services, and hazardous materials areas.

Health Care Facilities – This series provides room use classification for patient care rooms that are located in separately organized health care facilities: student infirmaries, teaching hospitals and clinics, and veterinary and medical schools.

Residential Facilities – Residential facilities include housing for students, faculty, staff and visitors to the institution. Hotel or motel and other guest facilities are included in this series if they are owned or controlled by the institution and used for purposes associated with defined institutional missions.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – E

DATE: May 9-11, 2017

SUBJECT: FY19 Informal Budget Hearing Format

Board of Regent budget hearings have historically been held in conjunction with the June Board meeting. Last year's format was an individual presentation from each of the presidents, superintendent, and the executive director discussing highest priorities and key budget issues. The campuses will be instructed to provide documentation of their top five priorities during their presentation.

In addition to the campus priorities, the Board should identify areas and specific issues that they would like the special schools and the universities to address. After the Board has identified these items the campuses will be given guidance regarding their presentations.

The current plan is to have the informal budget hearings on June 27th and 28th. The proposed schedule is below.

FY19 Informal Budget Hearings	Tuesday, June 27, 2017
SDSU/CES/AES	3:00 - 4:00 pm
USD/SSOM	4:00 – 5:00 pm
	Wednesday, June 28, 2017
SDSBVI & SDSD	8:00 – 8:45 am
SDSM&T	8:45 – 9:30 am
DSU	9:30 – 10:15 am
Break	10:15 – 10:30 am
NSU	10:30 – 11:15 am
BHSU	11:15 – 11:45 am
Lunch	11:45 – 12:15 pm
Dr. Rush	12:15 - 1:00 pm
Board Deliberations	1:00 – 2:00 pm

A final budget adoption will occur at the August Board meeting.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F

DATE: May 9-11, 2017

SUBJECT: USD Law School Discipline Fee

The general fund request to support Law School student success was not approved for FY18. USD has already taken steps through admissions standards to improve the quality and success of the students coming to the Law School this fall. USD continues to evaluate ways to support student success and has decided that incorporating preparation for the bar exam into the curriculum would best serve students. This change will require an increase to the discipline fee for law students. USD had requested additional time beyond the usual April fee approval in order to fully evaluate the benefits and the cost impact of incorporating bar preparation throughout the curriculum.

USD Law School Discipline Fee

	<u>USD</u>
FY17 Discipline Fee - Semester	\$1,154.25
FY18 Approved Discipline Fee	\$1,162.00
Requested Rate for FY18	\$1,562.00
Semester Increase	\$400.00
Percentage Increase	34.4%
Annual Revenue Increase	\$157,684.50

USD requests an increase of \$400.00 above inflation to the Law School Discipline Fee for FY18. USD School of Law is in the process of creating a formalized structure for providing academic and bar support for the students. One aspect of developing this program involves contracting with BARBRI – the leading market provider for bar preparation instruction – for the purchase of a price-discounted array of services and materials that would allow USD to develop the curriculum in this area.

Materials and services from BARBRI include: 1) “train the trainer” educational courses 2) access to a bevy of online materials that have been developed with an eye toward strengthening students’ analytical skills; 3) ancillary services from BARBRI itself related to the assessment of individual student strengths and weaknesses beginning even before first-year law school orientation; 4) books, outlines, subject-matter lectures, etc.; and 5) a substantial tuition discount

from the cost of the summer free-standing six week BARBRI course that the overwhelming majority of our students take in preparation for the bar exam itself. The negotiated cost of this program is \$400/student/semester, for an anticipated total cost over 3 years of \$2,400/student.

The total cost increase of \$2,400 over three years represents a substantial financial savings to students. Most of the students purchase BARBRI's summer bar preparation course, and the list price for that course alone is \$3,495. Under the proposed arrangement, students would pay more than \$1,000 *less* for the summer bar preparation course *as well as* receiving all of the additional services and materials over the course of three years.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – G

DATE: May 9-11, 2017

SUBJECT: DSU Madison Cyber Labs Building Facility Program Plan

Dakota State University requests approval of its Facility Program Plan to construct the Madison Cyber Labs (MadLabs) building for an estimated cost of \$18,000,596. The project's Preliminary Facility Statement was approved by the Board at its October 2016 meeting.

The new DSU facility will address the following needs: Research Excellence, Economic Development, Collaboration, and Secure Technology. Currently, the square footage of the building is estimated at 40,000 square feet. Portions of the building will be dedicated to conducting classified research and providing secure access to leading-edge technologies. This type of space is required to perform high-level government and industry classified cyber work. At this time, DSU is not equipped to compete for these types of security contracts.

In addition, the MadLabs building will provide advanced technology infrastructure, networking, and labs that are not presently available anywhere in South Dakota. This will allow the creation of a hub of cyber security expertise and applied research and development. DSU students will be working to create real world cyber experience and foster spin-off companies to drive economic development for the state and the region.

The new two story building will be located on the Lowry Hall Site along the southwest side of the DSU campus. The existing building is two stories with approximately 12,000 square feet while the new MadLabs two story building will be almost 20,000 square feet on each floor. The existing building will be demolished to make room for this new facility. Additional details on site selection can be found in DSU's attached Facility Program Plan document.

The primary programmatic spaces of the building will include administrative spaces, meeting spaces, open work spaces and a secure space. The administrative areas would be small proportional to the building program and would include office areas for a receptionist, security officer, MadLabs director and some meeting space. Spaces will be designed to be flexible and will be accessible to the public during special events. Initially, the secure space will comprise about

(Continued)

DRAFT MOTION 20170509_7-G: I move to approve DSU's Facility Program Plan to construct the Madison Cyber Labs Building at an estimated cost of \$18,000,596. Funding for this project is expected to come from \$18,000,596 in private funds raised by the university prior to moving forward with construction.

half of the proposed building. This space will include work areas, collaborative spaces, a copy room, storage and secure conference room.

The projected cost of this new building is \$18,000,596. This cost includes construction, fees, demolition, site costs and furnishings. The university will need to raise private funds to move this project forward.

Additional project details can be found in DSU's attached document, site map, site plan, basic illustrative floor plans and elevation sketch. Regent Schaefer serves as the building committee representative for this project.

Dakota State University

Madison Cyber Labs Building

Facility Program Plan

Dakota State University requests approval of the Facility Program Plan to construct the Madison Cyber Labs (MadLabs) building on the campus of Dakota State University. The Preliminary Facility Statement for this building was approved by the Board of Regents at its October 2016 meeting.

A. Programmatic justification for discrete spaces:

This new facility will address the following needs:

- 1) **Research Excellence:** Provide specific space and infrastructure for applied cybersecurity research and development.
- 2) **Economic Development:** Attract students, researchers and industry professionals and stimulate specialized cybersecurity and technology related growth in South Dakota.
- 3) **Collaboration:** Support innovation by fostering relationships between University, private and governmental organizations.
- 4) **Secure Technology:** Enable specialized infrastructure and spaces required for classified and unclassified work as well as institutional IT needs.

This future DSU building would be approximately 40,000 square feet on the DSU Madison campus. Portions of this building would be dedicated to conducting classified research and providing secure access to leading-edge technologies. This type of space is required to do high-level government and industry classified and/or highly sensitive confidential or proprietary cyber work. Currently DSU is unable to compete for these types of security contracts.

In addition, the MadLabs will provide advanced technology infrastructure, networking and labs that are not presently available in South Dakota. The MadLabs will create a hub of cyber security expertise and applied research and development. Creating real world cyber experience for DSU graduates will foster spin-off companies and will be a driver of economic development in the state and region. An Arizona State University study reports that a \$10 million investment in public research and development creates 334.5 jobs, \$8.65 million in wages, \$452,000 in state revenue, and \$13.5 million in sales. Investing in R&D technology application is extremely powerful.

B. Gross Square Footage

The total estimated gross square footage of the new facility is 40,000 gross square feet. The total building square footage will be divided approximately equally between the first and second floor.

C. Site Analysis

The university has reviewed multiple sites for the location of the new Madison Cyber Labs building (MadLabs) and concluded the **Lowry Site to be the best location for this new facility**. The criteria

used – Location, Infrastructure, and Other factors – and the analysis of each site based on these criteria are in the following.

Criteria used to evaluate each site:

Location:

- Defines Campus Entry
- Scale (# of stories/footprint size)
- Location in Historic District
- Location in Flood Plain
- Demolition or Clean Site
- Potential for Future Expansion
- Auxiliary (Housing Master Plan)
- Alignment with Campus Master Plan
- Parking
- Accessible for Off-Campus Visitors
- Proximity to other businesses

Infrastructure:

- Access to Campus Infrastructure (Steam Plant)
- Utility Infrastructure
- Technology Infrastructure and Connectivity

Other:

- LEED Criteria

Potential Viable Sites and Analysis (See Attachment I: Site Options Map for additional details):

1. East Hall Site

This site possesses positive and negative features; based on the following criteria this site is not the most desirable site for the MadLabs building location.

Location:

The East Hall site is on the west side of Washington Avenue N. directly across from the future Beacom Institute of Technology building. Locating the MadLabs building on this site would further define this entry to campus, but locating the Beacom Institute of Technology and the MadLabs building adjacent might cause them to compete aesthetically. The Beacom Institute of Technology will also be a very active building and could be disruptive to those working in the MadLabs building, which will require a more quiet and secure atmosphere. The proposed two-story, 40,000 square feet MadLabs building would relate proportionally to the multi-story Beacom building and East Hall. The East Hall site is in the Madison Historic District, but is not within the flood plain. Special consideration and extra time will be necessary to work through the SHPO (SD State Historic Preservation Office) process, but is not a major deterrent for choosing this site. This site would not require demolition of an existing building, which is positive. Building on this site would require disrupting existing greenspace and many trees on

campus. Future expansion would be limited on this site, but future expansion is not a major priority for the MadLabs building project. If expansion is necessary, additional space can be explored with existing or future facilities at a different site location. The East Hall site does not conflict with the existing Auxiliary Master Plan nor does it directly conflict with the Campus Master Plan.

There is off street parking adjacent to the East Hall site directly to the south. There is also an existing parking lot across Washington Ave N., but the Beacom Institute of Technology is currently under construction on this site and the future number of parking spaces north of the completed building will be a small number. This site is accessible and easy to find for off-campus visitors, but it is also a more congested area of campus with other important and active buildings in close proximity. The East Hall site is not directly adjacent to nearby businesses; however, it is one of the closest sites to downtown Madison and businesses to the south of campus on Washington Ave N.

Infrastructure:

Located on the southeast corner of campus, the East Hall site could have access to campus steam, but would require significant addition of infrastructure. The campus steam plant has available capacity for the needs of the MadLabs building. Technology and connectivity infrastructure could be connected to this site.

Other:

The MadLabs Building is required to meet LEED Silver standards. The East Hall building site is currently undeveloped and therefore some points associated with site will be difficult to achieve. However, because the site is on campus and in close proximity to existing urban fabric other credits will be attainable. The State of South Dakota prohibits the use of green power and carbon offset credits, green parking credits, and limits use of bicycle facilities credits. These credit limitations will also need to be considered throughout the design process.

2. Beadle Hall and Kennedy Center Site

This site possesses positive and negative features; based on the following criteria this site is not the most desirable site for the MadLabs building location.

Location:

The Beadle Hall and Kennedy Center site is located directly in the center of the southern edge of campus. It sits directly north of 6th St NE. Locating the MadLabs building on this site would not directly contribute to defining the entry to campus as it is not located directly adjacent to Washington Ave N. or Egan Ave N. The proposed two-story, 40,000 square feet MadLabs building would be taller than the Kennedy Center and would block much of the visibility of both Beadle Hall and the Kennedy Center from 6th St NE. This site would provide both proximity for faculty, students and researchers to access other campus amenities as well as provide quieter atmosphere than other campus locations. The Beadle Hall and Kennedy Center site is in the Madison Historic District, but is not within the flood plain. Special consideration and extra time will be necessary to work

through the SHPO (SD State Historic Preservation Office) process, but is not a major deterrent for choosing this site. This site would not require demolition of an existing building, which is positive. Building on this site would require disrupting the beloved lawn and trees of the greenspace on the south side of campus. Future expansion would be limited on this site, but future expansion is not a major priority for the MadLabs building project. If expansion is necessary, additional space can be explored with existing or future facilities at a different site location. Locating the building on this site would not conflict with the existing Housing Master Plan and Campus Master Plan. There is off street parking directly south of the Beadle Hall and Kennedy Center site. This site is accessible and easy to find for off-campus visitors. This site is not directly adjacent to nearby businesses; however, it is one of the closest sites to downtown Madison.

Infrastructure:

Located on the southcentral edge of campus, the Beadle Hall and Kennedy Center site would have access to campus steam, but would require addition of infrastructure to access the site. The campus steam plant has available capacity for the needs of the MadLabs building. Technology and connectivity infrastructure can be affordably connected to this site.

Other:

The MadLabs Building is required to meet LEED Silver standards. The Beadle Hall and Kennedy Center site is currently undeveloped and therefore some points associated with site will be difficult to achieve. However, because the site is on campus and in close proximity to existing urban fabric other credits will be attainable. The State of South Dakota prohibits the use of green power and carbon offset credits, green parking credits, and limits use of bicycle facilities credits. These credit limitations will also need to be considered throughout the design process.

3. Lowry Site

Based on the following criteria the Lowry Site is the most desirable location for the MadLabs building.

Location:

The MadLabs building is an important research facility for the future of Dakota State University and its future initiatives. Locating the MadLabs building on the Lowry site would define the campus entry on the southwest side of campus. This site is not located directly adjacent to private businesses, but it is the closest site in relationship to downtown Madison. The scale of the existing building is two stories with approximately 12,000 square feet compared to the proposed two story, 40,000 square foot program of the MadLabs building. The existing building would need to be demolished to accommodate the space and program needs of the proposed building. While the MadLabs building design is twice as large as the existing Lowry building, it will fit on the site. Future expansion would be limited on this site, but future expansion is not a major priority for the MadLabs building project. If expansion is necessary, additional space can be explored with existing or future facilities at a different site location. The Lowry site is in the Madison Historic District and the Flood Plain. This will require more time and

money in planning and design, but can be accommodated. The Lowry site is in the Madison Historic District; the existing Lowry building is not a contributing member of the Historic District. Special consideration and extra time will be necessary to work through the SHPO (SD State Historic Preservation Office) process, but is not a major deterrent for choosing this site. The Lowry site is also located within the flood plain, which will require further consideration and planning during the design of the project. The Lowry Hall site does not conflict with Auxiliary Master Plan. Razing Lowry Hall and constructing a new facility on this site is a specific component of the Campus Master Plan.

There is off street parking directly west and south of the Lowry site. An existing parking lot is also located north of this site. The Lowry site is accessible and easy to find for off-campus visitors. This site is not directly adjacent to nearby businesses; however, it is the closest site in relationship to downtown Madison.

Infrastructure:

Located on the southwest edge of campus, the Lowry site would have access to campus steam infrastructure and already has the infrastructure connecting the site. The campus steam plant has available capacity for the needs of the MadLabs building. Technology and connectivity infrastructure can be affordably connected to this site.

Other:

The MadLabs Building is required to meet LEED Silver standards. The Lowry site is currently developed and will require demolition and relocation of the current IT and staff office building uses. Utilizing a previously developed site in proximity to existing urban fabric will have a positive impact on achieving location and site LEED credits. The State of South Dakota prohibits the use of green power and carbon offset credits, green parking credits, and limits use of bicycle facilities credits. These credit limitations will also need to be considered throughout the design process.

4. Hospital Parking Site

This site possesses positive and negative features; based on the following criteria this site is not the most desirable site for the MadLabs building location.

Location:

The Hospital Parking site is located on the northern side of campus directly south of the former Madison Community Hospital, which is currently being renovated to serve as a residence hall and learning engagement center. Locating the MadLabs building on this site would not define the entry to campus because it would not be located near a major entry to campus. The proposed two-story, 40,000 square feet MadLabs building would relate to the new residence hall vertically, but would have a significantly smaller footprint. The Hospital Parking site is not in the Madison Historic District or within the flood plain. This site would not require demolition of an existing building, which is positive, but removing the existing hospital parking lot would remove important parking spaces for the future residence hall. Future expansion would be limited on this site, but future expansion is not a major priority for the MadLabs building project. If expansion is

necessary, additional space can be explored with existing or future facilities at a different site location. Locating the building on this site would not conflict with the existing Campus Master Plan. The Auxiliary Master Plan highlights the parking lot south of the former hospital parking lot as a potential site for future housing facilities. Locating the MadLabs building in this location would be contrary to this plan.

There is off street parking adjacent to the Hospital Parking site as well as a parking lot further north at the intersection of 9th St. NE and Washington Ave N. This parking lot will also likely be utilized for the future residence hall. This site is accessible for off-campus visitors, but is a little less visible. The Hospital Parking site is not directly adjacent to nearby businesses.

Infrastructure:

Located on the northern edge of campus, the Hospital Parking site could have access to campus steam, but would require the addition of significant infrastructure with a high cost. The campus steam plant has available capacity for the needs of the MadLabs building. This site is not ideal for connecting technology and connectivity infrastructure, which is very important for the MadLabs building program.

Other:

The MadLabs Building is required to meet LEED Silver standards. Utilizing a previously developed site in proximity to existing urban fabric will have a positive impact on achieving location and site LEED credits. The State of South Dakota prohibits the use of green power and carbon offset credits, green parking credits, and limits use of bicycle facilities credits. These credit limitations will also need to be considered throughout the design process.

5. 9th Street NE and Washington Ave N Site

This site possesses positive and negative features; based on the following criteria this site is not the most desirable site for the MadLabs building location.

Location:

The 9th Street NE and Washington Ave N Site is directly north of the core of campus. It currently serves as a parking lot. Locating the MadLabs building on this site would define the entry to campus on the north side, but this is not considered the main entry to campus. It would also take away parking spaces that are utilized for on campus residents. Future expansion could be accommodated on this site, but future expansion is not a major priority for the MadLabs building project. If expansion is necessary, additional space can be explored with existing or future facilities at a different site location.

The 9th Street NE and Washington Ave N Site conflicts with Auxiliary Master Plan in that it puts a non-auxiliary building in the zone identified for future growth of campus housing. This site would be on the edge but still within the residential zone of campus.

There is not very accessible off street parking adjacent to this site and a parking lot serving the MadLabs facility would need to be considered if this site is chosen. This site is accessible for off-campus visitors, but is a little less accessible to the core of campus. The site is not directly adjacent to nearby businesses and is farther away from downtown compared to other considered sites.

Infrastructure:

Located on the northern edge of campus, the 9th Street NE and Washington Ave N site could possibly have access to campus steam infrastructure, but would require the addition of significant infrastructure to make it possible. The campus steam plant has available capacity for the needs of the MadLabs building. This site is not ideal for connecting technology and connectivity infrastructure, which is very important for the MadLabs building program.

Other:

The MadLabs Building is required to meet LEED Silver standards. Utilizing a previously developed site used for parking will have a positive impact on achieving location and site LEED credits, but this parking lot is currently utilized and will increase in use once the dormitory and learning engagement center is completed. The State of South Dakota prohibits the use of green power and carbon offset credits, green parking credits, and limits use of bicycle facilities credits. These credit limitations will also need to be considered throughout the design process.

6. Dakota Prairie Playhouse Site

Based on the following criteria this site is the second most desirable location for the MadLabs building after the Lowry site.

Location:

The Dakota Prairie Playhouse site is directly north of the existing Dakota Prairie Playhouse site. It is also in close proximity to Dakota State University's athletic facilities. Locating the MadLabs building on this site would define the north side of campus, but this is not considered the main entry to campus and this site is not part of the campus core. Future expansion could be accommodated on this site, but future expansion is not a major priority for the MadLabs building project. If expansion is necessary, additional space can be explored with existing or future facilities at a different site location. Locating the building on this site would not conflict with the existing Housing Master Plan and Campus Master Plan. As DSU athletics plans for future growth and expansion this is important land for that potential growth. Adjacency to the athletic complex does not provide the same positive collaborative adjacencies as being located on campus.

There is not very accessible off street parking adjacent to this site and a parking lot serving the MadLabs facility would need to be considered if this site is chosen. This site is accessible for off-campus visitors, but is not easily accessible to the core of campus. The site is not directly adjacent to nearby businesses and is farther away from downtown compared to other considered sites.

Infrastructure:

The Dakota Prairie Playhouse is located off campus and would not be able to connect to the existing campus steam infrastructure. This site is also not ideal for connecting technology and connectivity infrastructure, which is very important for the MadLabs building program. Providing connectivity would be expensive.

Other:

The MadLabs Building is required to meet LEED Silver standards. Building on a previously undeveloped site would have a negative impact on attaining LEED credits. The State of South Dakota prohibits the use of green power and carbon offset credits, green parking credits, and limits use of bicycle facilities credits. These credit limitations will also need to be considered throughout the design process.

D. Description of Key Building Features

The building design will be a physical representation of the innovative and collaborative work of the students, faculty, researchers and contractors working in the building space. The MadLabs building will project the forward nature of the program it houses, much like the Beacom Institute of Technology building and will serve as the west side entry to campus. The building consists of glass, channel glass and metal panel or as the project develops, equivalent materials providing both the necessary security and cutting edge aesthetic. The building will be sensitive to the surrounding campus buildings and neighborhood through careful consideration of scale, proportion, entry to campus and landscape design.

The primary programmatic spaces of the building will include administrative spaces, meeting spaces, open work spaces and a secure space. The administrative areas would be small proportional to the building program and would include office areas for a receptionist, security officer, MadLabs director and meeting spaces. The meeting space would be a multi-functional conference room, which could also serve as a large meeting room and small classroom. This space would be designed to be flexible and accessible to the public during special events. The open work spaces would accommodate the labs and their associated research spaces. Also, included within close proximity to the open work spaces would be a small kitchen area, research server room, storage and multiple collaborative spaces of different scales. The secure space would include separate work areas for private and government contractors. Designating half of the building as secure space only is desired. In addition to work areas within the secure space, collaborative spaces, a copy room, storage and a secure conference room would be provided.

These spaces would meet the facility and secure technology needs of Dakota State University to work towards the MadLabs project initiatives and innovate through research in applied cybersecurity, stimulate economic development for the state of South Dakota in related technology fields, and build relationships with public, private and governmental partners.

E. Illustrative Floor Plans

See Attachment III – Illustrative Floor Plans

F. Initial Cost Estimates and Funding Sources

Total project cost is \$18,000,596 including construction, fees, demolition, site costs, and furnishings as identified in the following table:

Description	Budget amount
Construction Costs	\$12,693,120
Site (includes building demolition)	\$120,000
Owner Contingency	\$1,921,968
Professional Fees (8.5%)	\$1,252,482
LEED Professional Fee	\$100,000
Reimbursable Expenses	\$10,000
Owner Fees (OSE's 1.5% Fee)	\$221,026
FF&E	\$500,000
Technology Security and Equipment	\$750,000
Site Survey	\$10,000
Geotechnical Report	\$7,000
Hazardous Material Abatement	\$150,000
Special Inspections and Testing	\$25,000
Artwork	\$20,000
Commissioning	\$220,000
Total	\$18,000,596

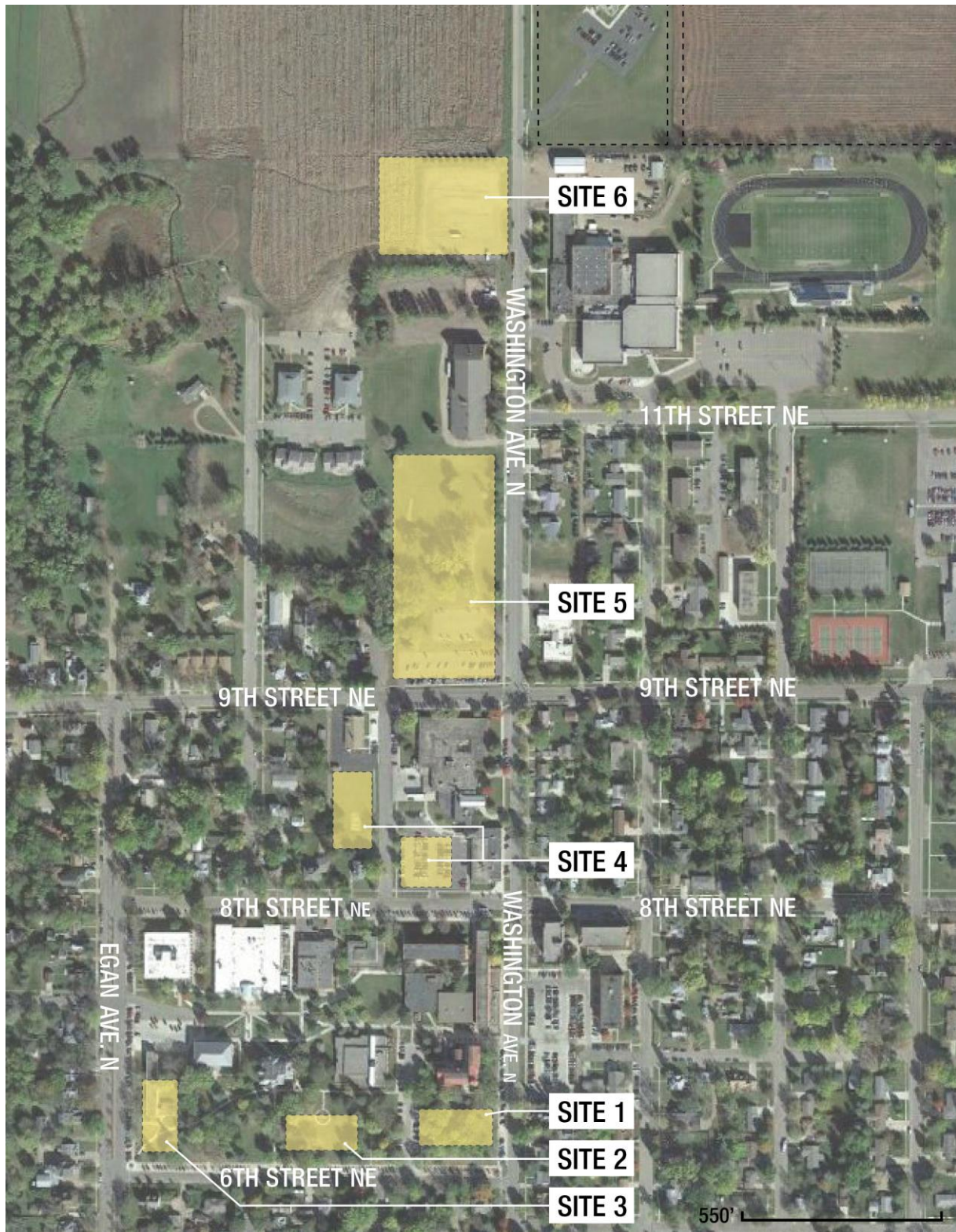
Funding Sources for the new facility will come from private funding of \$18 million.

G. Identification of Fund Sources and Impact to Campus Maintenance and Repair

Operational costs of the new facility will be funded through the university's existing budget, support through outside grants and contracts, and university indirect cost recovery. Funds will be budgeted for additional staff to maintain the facility. Utilities, including electric, natural gas, sewer and water expenses, are estimated to be between \$35,000 and \$40,000 annually based on the size of the new building and the historical costs for utilities on the campus of DSU.

Future Maintenance and Repair costs of this facility will be funded through the university's annual M&R allocations.

Site Options Map



Site Plan



DSU MAD LABS SITE PLAN

APRIL 18, 2017 | © 2017 JLG ARCHITECTS

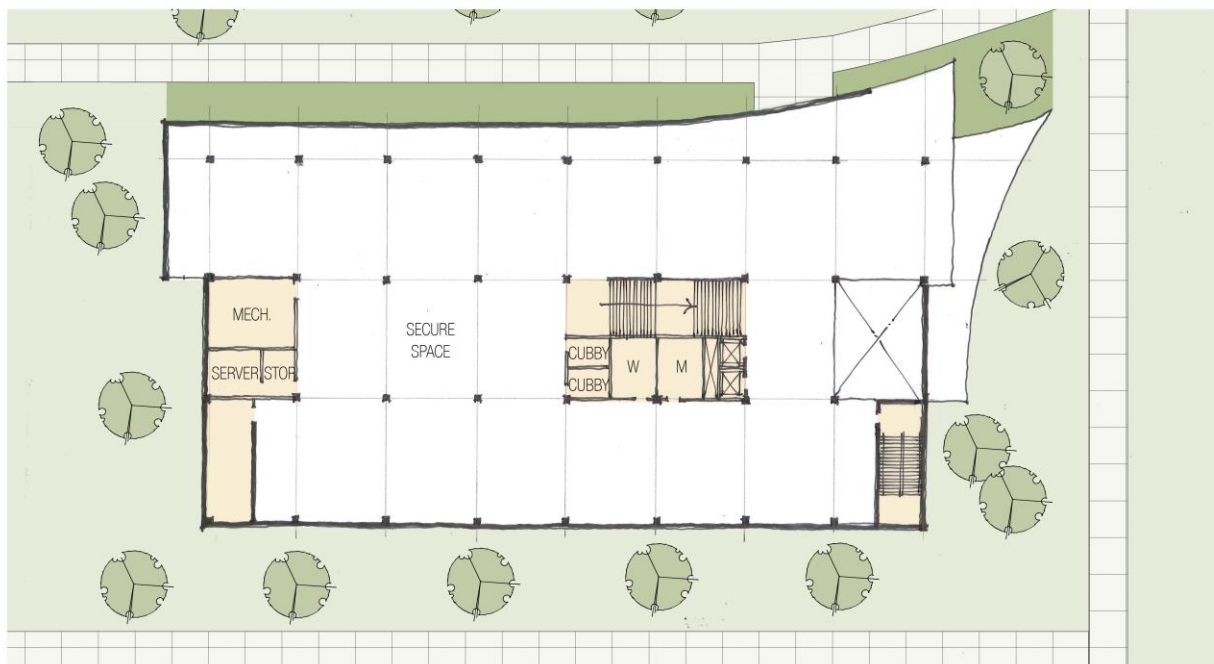


Illustrative Floor Plans



DSU MAD LABS
SCHEMATIC FIRST FLOOR PLAN

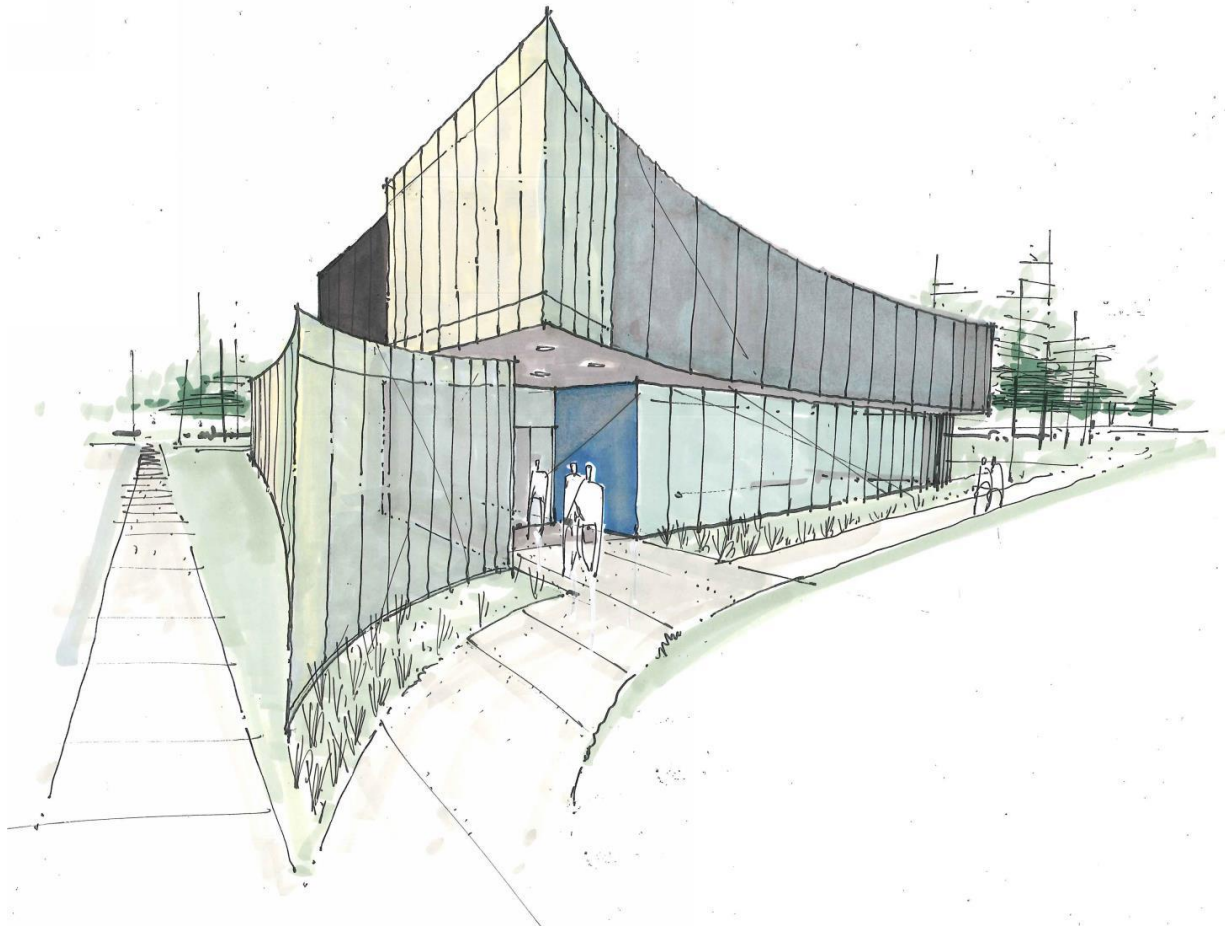
APRIL 18, 2017 | © 2017 JLG ARCHITECTS



DSU MAD LABS
SCHEMATIC SECOND FLOOR PLAN

APRIL 18, 2017 | © 2017 JLG ARCHITECTS





Perspective Sketch Image from southwest building entry

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – H

DATE: May 9-11, 2017

**SUBJECT: NSU Football Practice Field Construction and Athletic Field Renovations
Preliminary Facility Statement**

Northern State University requests approval of its Preliminary Facility Statement to construct a practice football field and renovate existing athletic fields. At the March 2017 meeting, the Board approved a maintenance and repair project of \$550,000 for the natural grass football practice field east of Jerde Hall. This location is currently being used as a women's soccer practice field.

This request is a revision of the previously approved M&R project. The new plan expands the previously approved project to include the renovation of the competition soccer field and construct both the football practice field and soccer field using synthetic turf. These updates will allow the general student population access for intramurals and other recreational events. The space will also be used for an outdoor classroom for exercise science, wellness and education courses.

The existing football practice field is identified as the site for the new NSU Regional Science Education Center, thus the need to establish a new practice field location. The open space east of Jerde Hall, currently used by the soccer program, will be reconstructed as the site of the new practice football field.

In addition, the current competition soccer field will be upgraded to meet NCAA regulations. An option to include a small building for locker rooms and equipment storage as well as fan seating may be included in the project.

Funding for this project will come from a combination of local, private and HEFF funds. The development of the Facility Program Plan for the football field will be funded by local planning funds along with private dollars. The development of the Facility Program Plan for the soccer field will be funded with HEFF planning funds. If approved, a building committee representative should be appointed to oversee the project.

DRAFT MOTION 20170509_7-H: I move to approve NSU's Preliminary Facility Statement to plan construction of a practice football field and renovation to the existing competition soccer field. A building committee representative should be appointed to oversee this project.

PRELIMINARY FACILITY STATEMENT
Athletic & Recreation Fields
Northern State University

Northern State University requests approval of this Preliminary Facility Statement to build a practice football field and renovate the existing fields used by the women's soccer team for practice and competition. NSU received approval at the March Board of Regents meeting to build a natural grass football practice field east of Jerde Hall on the field currently used as a practice field by the women's soccer team. This request is to expand the project approved in March to include the renovation of the competition soccer field and construct both the football practice field and the soccer field using synthetic turf. The fields will also be available for use by the general student population for intramurals and other recreational events and as an outdoor classroom for exercise science, wellness and education courses.

1. GENERAL PROGRAMMATIC NEED TO BE ADDRESSED

The existing football practice field has been identified as the site for the NSU Regional Science Education Center. Therefore, it is necessary to establish a new practice field in another location. The open space east of Jerde Hall is currently used by the soccer program. The proposed project will renovate the existing competition and practice soccer fields into synthetic turf fields, developing a multi-use facility that can be utilized by all students for athletic competitions, practices, intramurals and club sports. The space currently used as the practice soccer field will be the site of the new practice football field and the current competition soccer field will be upgraded to meet NCAA regulations. Fan seating as well as a small building that will include locker rooms and equipment storage may also be included in this project.

2. ANALYSIS OF CONSTITUENTS TO BE SERVED

In addition to meeting the needs of the football team and the women's soccer team, the renovated space will provide other students expanded options for outdoor activities. The fields will also be used by HPE classes, club sports, intramural activities, sports camps and the marching band. Existing outdoor opportunities are limited due to weather related field conditions and wear and tear on the natural grass fields. Synthetic turf fields will expand opportunities for outdoor activities for the entire student body.

3. ADDITIONAL SERVICES OFFERED

The renovation of the soccer facility on NSU's campus will make the competition soccer field compliant with NCAA regulations. It will also provide a turfed training area for football, club sports, intramurals, academic uses and other student activities. Natural grass fields are easily damaged when used during or after rain or snow events which limits the amount of use by the general student body. Field turf is easily cleared of snow, giving athletics, intramurals, club sports and student organizations opportunities during winter, early

spring and late fall that they currently do not have. Another benefit of a multi-use turf field in close proximity to NSU's campus are the expanded academic opportunities for exercise science, wellness courses, education majors and other fields of study.

4. COMPLIANCE WITH THE MASTER PLAN

The 2009 Campus Master Plan is currently being updated. This project is consistent with the goals of both the 2009 Master Plan and what will become the 2017 Campus Plan Update. The fields to be renovated already exist on the outer edge of campus just a short walk from academic buildings or residence halls with convenient access to the Barnett Center and the Barnett Center parking lot.

5. ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT

Not applicable

6. LOCATION

The current soccer fields lie east of Jerde Hall on the north side of 14th Ave SE.

7. REALLOCATION OF OLD SPACE, IF ANY

The renovation of the existing soccer facility allows for the development of the Regional Science Education Center on the current practice football field.

8. PROPOSED FUNDING SOURCE

Private funds will be used for the construction of this athletic and recreational facility.

9. BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN

The cost to develop the facility program plan for the football field will be funded with local planning funds and private dollars. The soccer field planning will be funded with HEFF planning funds.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – I

DATE: May 9-11, 2017

SUBJECT: SDSU Harding Hall Renovation and Addition Facility Design Plan

SDSU had originally planned to do a complete renovation of Harding Hall along with a link to Daktronics Hall at an estimated cost of \$12,000,000. The original plan included \$3.7M of private money, \$5.0M of local funds and \$3.3M of maintenance and repair. This \$12.0M renovation project was approved by the Legislature with the passage of SB10 during the 2016 legislative session. In October of 2016, SDSU brought forward a revised facility program plan that removed the link and reduced the cost to \$8.3M. The private funds were removed from the project. The Board approved the revised Facility Program Plan. SDSU is now requesting approval of the Facility Design Plan for Harding Hall. The Building Committee approved the design on April 17, 2017.

Harding Hall will be renovated for academic use. The building's first floor will be dedicated to two classrooms, study space, and building service space. To meet code requirements, a small addition will be required. This space includes the building elevator, lobby, study space and stairs to floors immediately adjacent to the grade level. The Economics Department will occupy the second and third floors of the building. These two floors will include office spaces, meeting rooms, study space plus office service, building service and circulation space. The proposed south addition link to Daktronics Hall has been removed from the project due to budget restraints. The total usable square footage of the three floors is 24,817 sf. No major changes from the Facility Program Plan were noted.

Funding for design and construction of the Harding Hall renovation project will come from the following sources: planning funds of \$70,000 from FY15 General Funds HEFF M&R, design and construction funds of \$1,730,000 from FY16 General Funds HEFF M&R, and construction funds of \$1,500,000 from FY17 General Funds HEFF M&R. In addition \$5,000,000 will be funded from University Support Fees (USF).

More complete project details can be found in SDSU's attached Facility Design Plan document, exterior elevations, and architectural renderings. The Building Committee for this project is being headed by Regent Morgan.

DRAFT MOTION 20170509_7-I: I move to approve SDSU's Facility Design Plan to renovate and construct an addition to Harding Hall at an estimated cost of \$8,300,000, with no more than \$3.3M coming from maintenance and repair funds.

FACILITY DESIGN PLAN FOR HARDING HALL RENOVATION AND ADDITION SOUTH DAKOTA STATE UNIVERSITY

SDSU requests approval of this Facility Design Plan for renovation and addition to Harding Hall.

The revised Facility Program Plan was approved by the Board of Regents at the October 2016 meeting. A building committee was appointed and the design team of JLG Architects was selected on July 13, 2015. The Preliminary Facility Statement was approved by the Board of Regents at the April 2015 meeting. The State Legislature passed and the Governor signed Senate Bill 10 on February 19, 2016. The bill approved the renovation of Harding Hall for an estimated cost not to exceed \$12,000,000.

1. A. ARCHITECTURAL, MECHANICAL AND ELECTRICAL SCHEMATIC DESIGN

The spaces are consistent with the program requirements and facility described in the Facility Program Plan.

Architectural and Structural Schematic:

As stated in the Facility Program Plan, SDSU is planning to reuse and upgrade Harding Hall for academic use. The first floor of the building will be dedicated to two classrooms, study space, and building service space. The finishes and technology for the classrooms and study space in the lower level have been identified as an add alternate to the project, in order to accommodate budget flexibility and maintain a viable project. A small addition will be required to meet the code required circulation needs of the facility. The proposed addition includes the building elevator, lobby, study space and stairs to floors immediately adjacent to the grade level. The south addition that would have provided a link to Daktronics Hall has been removed from the project scope, due to budget limitations.

Based on the space needs identified in the programming phase; Harding Hall will adequately accommodate the Economics Department. The Economics Department will occupy the second and third floors of the building. Additional space on the first floor has been allocated to University classroom space and student study space, but is insufficient for an additional academic department. The space function, use code and net square footages are enumerated in the following table.

Program Function	Space Use Code*	Net Square Footage (NSF)	Notes
Classroom	110	2,576	University and Department Scheduled Instruction (Classroom & Seminar)
Office	310	6,085	Department Head, Advising, Reception, Faculty Offices and Graduate Student Offices
Office Service	315	2,273	Waiting Area, File, Copy, and Break Room
Meeting Rooms	350	1,560	Conference Rooms, Workroom, and Collaboration.
Study Space	410	1,485	General Open Student Study Space (Not Restricted)
Storage	780	291	General Building, Department, and Student Organization Storage.
Building Service	XXX	3,705	Restrooms, Custodial, Vending, IT, Electrical and Mechanical
Circulation Space	WWW	6,842	General Building Circulation and Entrance Lobby
Total NSF		24,817	*Space use codes as defined by the National Center for Education Statistics Facilities Inventory and Classification Manual (FICM)

The original 1952 structure which consists of cast-in-place concrete floor slabs, joist, beams and interior columns with exterior masonry load bearing walls set on concrete spread footings will remain intact. The spatial configuration is designed to work around existing interior columns. Removal of interior columns would require extensive structural work and be cost prohibitive for the project.

Cut openings through the existing concrete slab may be required for new HVAC ductwork. New openings; as well as, additional roof loads from equipment will require reinforcement of the concrete floor and roof slabs. This will likely be accomplished with carbon-fiber sheet reinforcing.

The building addition will likely be steel framed with metal stud infill wall construction. The addition will likely be clad with a metal panel and curtain wall system. The general aesthetic goal is a combination of masonry, metal, and glass that will tie into the aesthetics of the recently completed Architecture, Mathematics, and Engineering Building. The foundation of the addition is to be standard spread footings located below frost depth. The need for over-excavation or deep foundation systems is not expected.

Maintenance & Repair:

A number of maintenance and repair projects will be a part of this major renovation. The projects include tuckpointing, HVAC replacement, plumbing replacement, asbestos abatement, roof replacement, accessibility alterations, window replacement, improved building envelope, energy efficiency upgrades, electrical upgrades, fire suppression, fire alarm replacement and entrance door replacement.

Asbestos Abatement:

All asbestos containing materials will be abated prior to general construction. A certified asbestos remediation Contractor will be hired to perform the work. Selective demolition has been performed to determine the extents of hazardous materials throughout the building.

Mechanical Schematic:

The design of the building HVAC system shall provide for the safe operation of the building as well as the health and comfort of the occupants. Code requirements and LEED V4 silver rating shall be the standard for the design of the HVAC systems of this facility.

The building is supplied with steam for heating from the Central Heating Plant and will be connected to the Central Chiller Plant with a new line that will extend from a connection located south of the Architecture, Mathematics, and Engineering Building. The new line will be sized to accommodate future connection to Daktronics Engineering Hall. The campus steam service will be reused in place.

Heating

The existing steam piping and pneumatic controls will be removed. The first floor mechanical room will contain steam to hot water heat exchangers, hot water circulation pumps, condensate pumps, and accessories. Multiple heat exchangers are being considered to allow greater flexibility and efficiency in the building heating system. The system will provide tempering of fresh air to

the building, perimeter radiant heating, and terminal heating through a chilled beam system. The chilled beam system pumps heated or chilled water through a piping system that is integrated with the fresh air supply system. As the tempered and dehumidified outdoor air passes over the heated or cooled coils of the chilled beam it is conditioned further to meet the desires of the building occupant.

Cooling

Due to the restricted ceiling space available the mechanical cooling will be provided by a chilled beam system. This system allows for reduced duct sizes, since terminal heating and cooling is being provided by a water loop system. The primary purpose for air being supplied to the building is for indoor air quality. The air is dehumidified and tempered at the air handler and then conditioned to meet occupant comfort needs at the space by the chilled beam system. This system allows for maximum controllability, and efficiency. It also reduces the impact on ceiling height due to reduced duct sizes. Heat recovery will be used within the chiller equipment; as well as, between circuits serving the south and north zones of the building. The heat recovery will allow sharing of heat, while reducing the demand on the central steam and chilled water systems.

Ventilation

The building is not currently mechanically ventilated. The project will include a dedicated outdoor air system consisting of two (2) energy recovery ventilators with total energy wheels. One unit will be installed in the first floor mechanical room. This unit will serve the first floor and north entrance addition. The second unit will be installed on the roof and be dedicated to the second and third floors. Fresh air will be distributed vertically through multiple duct chases to reduce the size and quantity of horizontal duct runs through the chilled beam system.

Controls

The building automation systems shall be designed as a direct extension of the existing campus system. The system shall contain all points and programming as required to allow for automated control and monitoring of the new heating, cooling and ventilation system.

Plumbing Schematic:

Water Service

There is currently a 4" cast iron water service for the building. There is no fire protection service in the building at this time. A new 6" fire protection service will be provided from the 8" main near the northwest corner of the building. It is also the intent of this project to replace the existing domestic water connection due to the age of the cast iron piping. The new sanitary waste for the building will be connected to existing underfloor mains within the existing footprint of the building.

Domestic Piping

Copper piping will be used throughout the building per SDSU design standards.

Waste Piping

The existing roof drain will remain in place and not be modified. Rain leaders will be rerouted as needed due to site modifications.

Above grade waste, vent and storm piping shall be cast iron drain piping with no-hub couplings. Piping below grade shall be PVC, per SDSU design standards. Existing cast iron vent piping that is no longer in use shall be removed.

Plumbing Fixtures

Plumbing fixtures will meet ADA requirements and be low flow sensor operated.

Gas Service

Gas service will only be required for miscellaneous loads. Primary heating and cooling will be provided by the Central Utility Plants.

Electrical Schematic

It is not anticipated that the existing electrical service serving the building will need to be replaced. All of the secondary electrical within the building will be replaced to accommodate changes to the floor plan and occupant needs.

Site Lighting

Site lighting will be a continuation of existing site lighting established for the engineering quadrangle.

Power Distribution

Switchboards: Existing 208 Volt switchboard will remain and serve mechanical equipment loads. New panelboards will be installed as required for plug loads and lighting throughout the building.

Emergency Power

An emergency generator is not required.

Grounding

All grounded buses from switchboards and panelboards will be connected at a central ground system in the electrical room.

Security System

Rough-in for card readers at the main entrances shall be provided.

Lighting Systems

LED lighting fixtures will be utilized where possible. Counseling rooms may require less institutional style lighting. Motion detectors will be used to provide automatic on-off switching of lights in offices, storage rooms, bathrooms, and other selected rooms. The use of task-oriented lighting will also be examined. Daylighting will be used to supplement electrical lighting where appropriate. Exterior lighting will be controlled by a photocell.

Emergency Egress Lighting

Interior light will have a battery backup installed in the fixture for emergency egress lighting. Exit signs will be LED with battery backup.

Data & Communications

Hardwired data ports will be provided in all offices, conference rooms, and classrooms. Wireless system access points will also be provided on the first, second, and third floors.

Fire Alarm System

An addressable fire alarm system will be designed into the project and consist of an upgraded main fire alarm control panel, smoke and heat detectors in accordance with NFPA 101 & 72 standards.

Energy Conservation

There are a number of strategies being implemented to reduce energy consumption within the building. The energy conservation strategies include: variable frequency drives (VFDs), LED light fixtures, occupancy sensors, and optimizing daylight.

1.B. CHANGES FROM THE FACILITY PROGRAM PLAN

Program and Scope Changes

- Due to budget limitations the link addition to Daktronics Hall has been removed.
- Move the existing e-commerce trading room from Berg Ag Hall to Harding Hall.
- Include the first floor classroom and study space furnishings, fixtures, and equipment as an add alternate due to budget limitations.

1.C. IMPACT TO EXISTING BUILDING OR CAMPUS-WIDE HEATING/COOLING/ELECTRICAL SYSTEMS

Campus Utilities

No change is required to campus electrical, water, or sanitary sewer systems as part of this project.

Network Service

A dedicated secure network service will be required as part of the e-commerce trading classroom. All other network and telecommunications will remain unchanged.

Storm Sewer

The existing storm water drainage pathways shall be modified to reduce the potential of water infiltration to the building from storm water runoff.

1.D. TOTAL CONSTRUCTION COST ESTIMATES

Total Probable Project Cost

Probable Construction Cost	\$ 5,411,700
Design Contingency	541,170
Owner Contingency	270,585
Design/Professional Services	753,773
Reimbursable Expenses & Energy Model	51,117
Enhanced Building Commissioning	40,588
Geotechnical & Testing	25,050
Project Administration	374,469
Miscellaneous	58,700
Asbestos Abatement	200,000
Probable Project Cost	\$ 7,727,152

Identified Add Alternates

Alternate 01: First Floor FF&E	918,000
Probable Project Cost w/ Alternates	8,645,152

Construction & Design Funding Sources

FY 15	General Funds HEFF M&R (Planning & Design)	\$ 70,000
FY 16	General Funds HEFF M&R (Design & Construction)	1,730,000
FY 17	General Funds HEFF M&R (Construction)	1,500,000
	Subtotal	3,300,000
Other	Tuition (University Support Fees)	5,000,000
	Total Funding Available	\$ 8,300,000

1.E. CHANGES FROM COST ESTIMATES FOR OPERATIONAL OR M&R EXPENSES

The impact to anticipated M&R, routine maintenance, utilities, and operational cost has not changed from the amounts estimated in the FPP.



Harding Hall Renovation

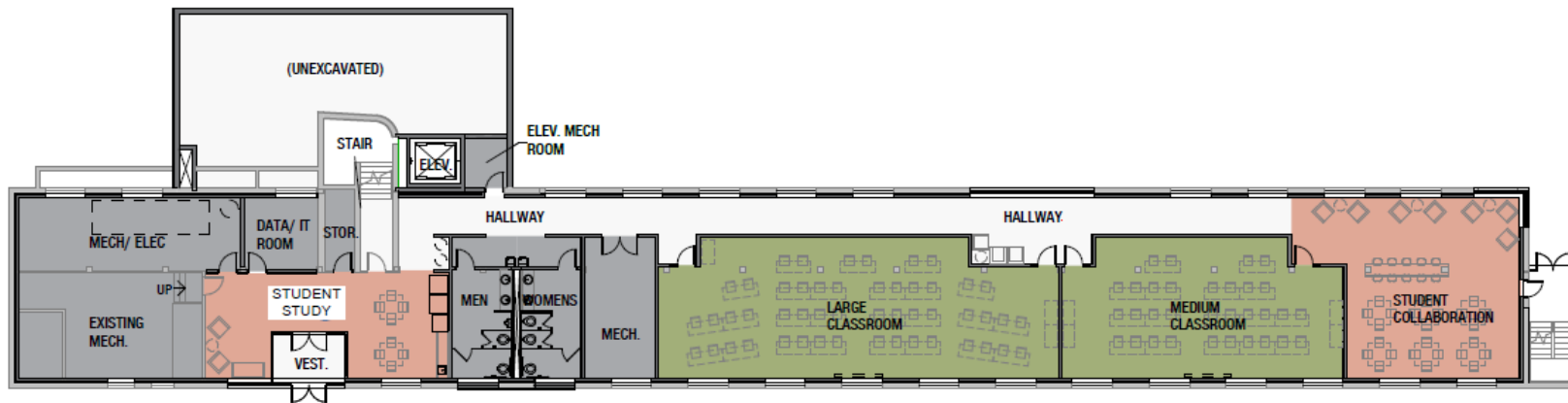
SD SUBMITTAL
02/08/17 | JLG 15088 | © 2017 JLG ARCHITECTS



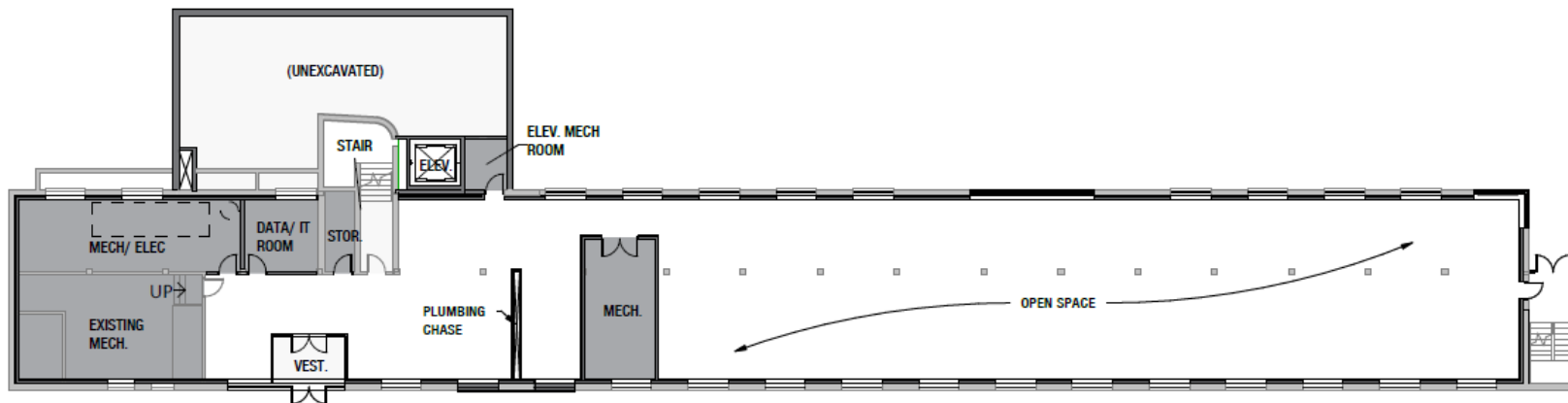
Harding Hall Renovation

INTERIOR RENDERING
02/08/17 | JLG 15088 | © 2017 JLG ARCHITECTS





FIRST FLOOR PLAN - ADD ALTERNATE



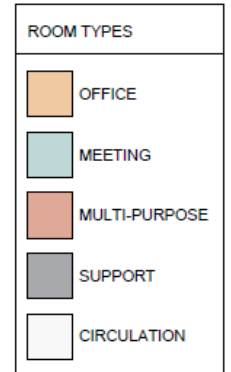
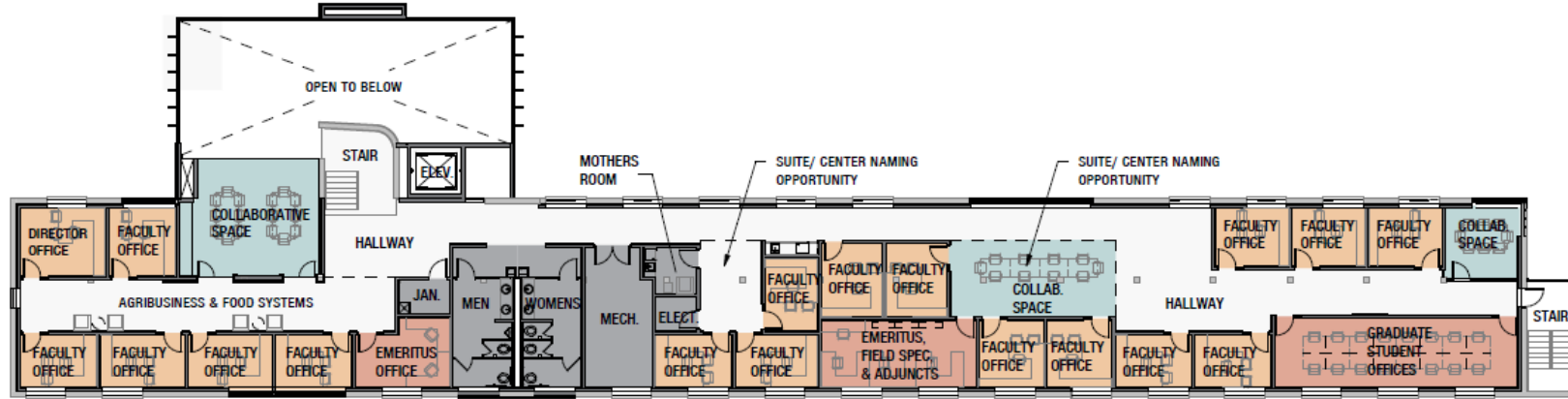
FIRST FLOOR PLAN - BASE BID

Harding Hall Renovation

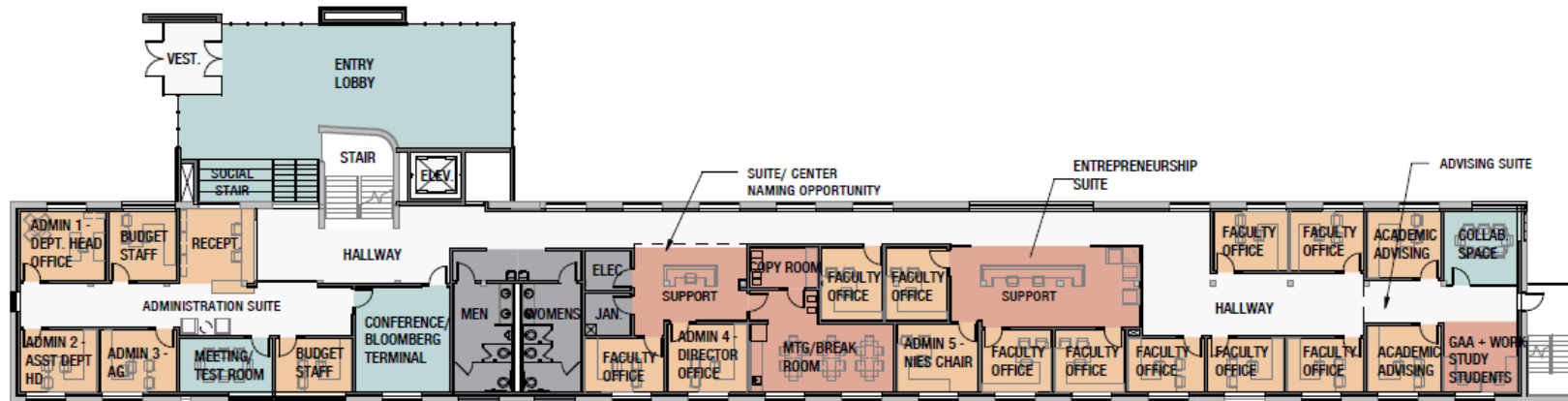
FIRST FLOOR PLANS

02/08/17 | JLG 15088 | © 2017 JLG ARCHITECTS





THIRD FLOOR PLAN



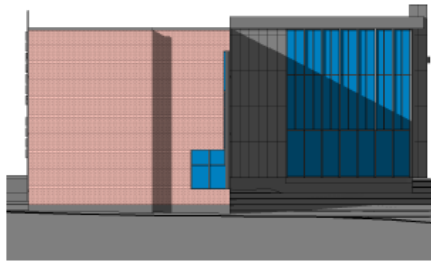
SECOND FLOOR PLAN

Harding Hall Renovation

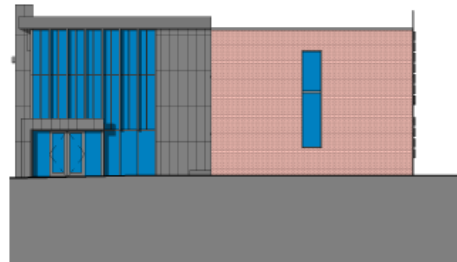
SECOND & THIRD FLOOR PLAN

02/08/17 | JLG 15088 | © 2017 JLG ARCHITECTS

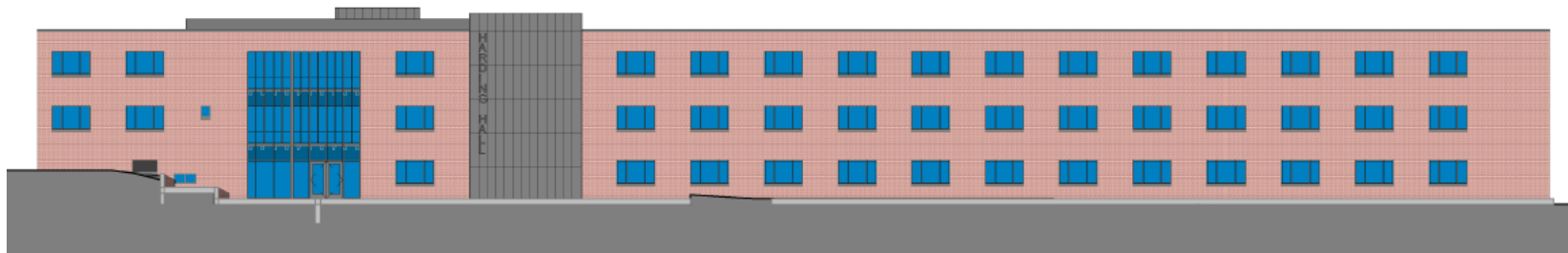




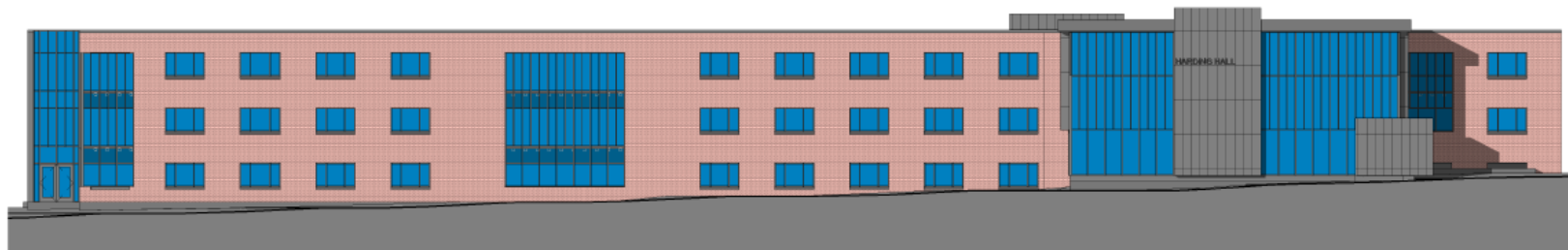
EAST ELEVATION



WEST ELEVATION



SOUTH ELEVATION

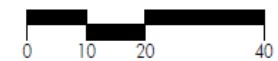


NORTH ELEVATION

Harding Hall Renovation

EXTERIOR ELEVATION

02/08/17 | JLG 15088 | © 2017 JLG ARCHITECTS



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – J

DATE: May 9-11, 2017

SUBJECT: SDSU Stanley J. Marshall Center Additions and Renovation Facility Design Plan

South Dakota State University requests approval of its Facility Design Plan for design and construction of an addition to the Stanley J. Marshall Center. The project's estimated total cost is \$13,057,268. The Board approved this project's Preliminary Facility Statement at the May 2016 meeting. The Facility Program Plan was approved in December 2016. The project was given legislative approval in 2017 with passage of SB18. The building committee for this project met and approved the design plan at its April 17, 2017, meeting.

The first phase of this multiple-phase project will be to construct a 27,012 gross square foot addition to the Stanley J. Marshall Center. This space will provide practice facilities for men's and women's basketball teams along with the women's volleyball team. This addition will be along the south wall of the existing building with approximately thirty feet egress space between the addition and the existing building. The addition will be linked by a connector corridor that will include storage space. The space plan will ensure future phases of improvements to the center will complement existing spaces.

The addition will be divided into two practice gymnasiums with a full-size basketball court in each section. The court will have six surrounding baskets. The basketball courts will also be striped and fitted for volleyball team practice. Additionally, there will be support space for mechanical and electrical use along with storage space for the practice facilities and additional restroom space.

Due to this construction, renovation work will be needed for the mechanical system modifications and the corridor link through an existing concession stand to the main circulation hall of the Stanley J. Marshall Center. The concession stand will be modified to allow for this connection corridor.

The existing building does not have a fire sprinkler system, however, a sprinkler system will be required to serve the entire facility once the concourse is constructed. This segment of the project will be added to a future phase of renovation for the arena and main concourse.

(Continued)

DRAFT MOTION 20170509_7-J: I move to approve SDSU's Facility Design Plan to construct an addition and renovate the Stanley J. Marshall Center at an estimated cost of \$13,057,268. This project will be funded entirely with donated funds.

SDSU intends to extend the north campus chilled water system to the Stanley J. Marshall Center in order to provide chilled water utilities to that building along with the Student Wellness Center, Briggs Library and other future campus development in this area. This will require an additional module and chiller in the North Chiller Plant.

Funding for this project will come entirely from donations and gifts earmarked for the project. To date, SDSU has \$12,600,000 raised and it anticipates reductions to the project costs or additional fund raising to meet the budget available. An updated funding guarantee letter is attached noting the funds raised.

Additional project details can be found in SDSU's attached Facility Design Plan document, exterior elevations and architectural drawings. Regent Roberts heads the Building Committee for this project.

FACILITY DESIGN PLAN
FOR
STANLEY J MARSHALL CENTER ADDITIONS & RENOVATION
SOUTH DAKOTA STATE UNIVERSITY

SDSU requests approval of this Facility Design Plan for design and construction of an addition to the SDSU Stanley J Marshall Center.

The Preliminary Facility Statement (PFS) was approved at the May 2016 Board of Regents meeting. The building committee selected the design team of EAPC Incorporated/Sink Combs Dethlefs/West Plains Engineering on August 11, 2016. The Facility Program Plan (FPP) was approved at the December 2016 Board of Regents meeting. Selection of the Construction Manager at Risk is underway at the present. The project was approved during the 2017 session of the South Dakota Legislature (SB 18).

a. ARCHITECTURAL, MECHANICAL, AND ELECTRICAL SCHEMATIC DESIGN

The first phase of the multiple phase project to add on to and renovate the Stanley J Marshall Center will provide practice facilities for the men's basketball team, women's basketball team, and the women's volleyball team. An attachment to this report illustrates the floor plan of the building. The addition will be positioned approximately thirty feet from the south wall of the existing building. The space between the new addition and existing building has been considered carefully to maintain entrance to and egress from the existing building. This space was also planned to ensure it will complement future phases of the improvements to the Stanley J Marshall Center. The addition will be linked to the Stanley J Marshall Center by a connecting link comprising a corridor and storage space.

The program spaces and floor areas to be provided are as shown below:

Men's Basketball Court	11,560 gsf
Women's Basketball Court	11,560 gsf
Mechanical/Electrical support space	2,352 gsf
Restroom facilities	120 gsf
Storage for practice courts	560 gsf
Corridor Link and Storage Space to the Arena	<u>860 gsf</u>
Total Gross Area	27,012 gsf

The facility would be divided into two practice gymnasiums. Each gymnasium would be a minimum of a full size basketball court with six surrounding baskets. Each gymnasium space would include two shorter cross courts. The basketball courts will be striped and fitted for volleyball team practice. In addition to the practice gymnasiums, support space will be provided in the form of mechanical and electrical space, storage space needed by the practice facilities, and restroom space. The storage space will be positioned between the courts to serve both courts simultaneously. Mechanical and electrical rooms will be distributed between a ground level mechanical room and a rooftop penthouse. The mechanical and electrical space will be sized to serve the future building addition phases.

The addition will be constructed in a similar manner to the existing building. The addition will include slab-on-grade construction and be of masonry and steel construction. Exterior material selections will

resonate with the existing Stanley J Marshall Center including: face brick, masonry, prefinished metal panels, and prefinished storefront glazing systems. Interior material selections will be painted or burnished concrete masonry, gypsum board, wood competition athletic flooring, exposed structural steel framing, polished concrete, and ceramic tile.

The addition will be designed as an assembly type building. It will be fire protected with a sprinkler system. The structural frame will be steel. The structural system of the addition will be similar to the existing arena building, with long span steel trusses. The foundation system will be reinforced concrete foundation walls on concrete footings. The building will have an exposed structural steel frame that supports an exposed composite steel floor deck or roof deck. The floor slabs will be concrete over steel deck or concrete on grade.

Remodeling and work within the Stanley J Marshall Center will be limited to mechanical system modifications and a link that connects the new addition to the existing building. The corridor will be connected through an existing concession stand to the main circulation hall of the Stanley J Marshall Center. The concession stand will be modified to create this corridor connection.

Mechanical:

Campus steam will serve the new facility through the existing mechanical room. Steam supply and condensate return piping will be routed from the Stanley J Marshall Center mechanical room, through the existing building, to the mechanical penthouse of the addition. The existing mechanical room will house any new steam pressure reducing station and heating water systems serving the building addition. Variable speed pumps will be utilized to distribute the hot and chilled water through the facility. This project will use chilled water from the North Campus Chiller Plant. The main distribution piping will extend through the Stanley J Marshall Center to the penthouse of the addition.

Each practice court will be served by one air handling unit, with integral variable frequency drives. Heat recovery will be accomplished through the use of a stand-alone energy recovery ventilator with a total energy recovery wheel. Carbon dioxide sensors will be located in areas of higher occupant loads to provide demand control ventilation. SDSU is examining the use of solar preheated ventilation air that might be utilized to provide not only ventilation, but building heating in the shoulder seasons of the year. Hot water unit heaters will be utilized for all other support spaces in the building.

Electrical:

The building electrical service will include replacement of the existing transformer on the east side of the building. The electrical service primary and secondary services will be installed parallel to existing service lines. The new electrical service will be 277/480v for the mechanical equipment and larger loads with step down transformers for 120/208v loads.

The lighting in the addition will include LED lights throughout the new addition. Emergency egress lighting will be accomplished using emergency batteries. The new exterior lights will be designed using LED, full cutoff fixtures to maintain the lighting levels per the University standards.

b. Changes from the facility program plan

There have been no changes from the project scope described within the facility program plan.

c. Impact to existing building or campus wide heating/cooling/electrical systems

Utility upgrades will be made to serve this phase of the project, but will benefit all future phases and serve to complete backlogged maintenance and repairs for the existing building. All upgrades described are consistent with the project scope described in the Facility Program Plan.

The existing building does not have a fire sprinkler system. In a future phase, when the arena is renovated and the concourse is constructed, a fire sprinkler system will be required to serve the entire facility. The water service line from the utility main east of the facility will be upgraded to provide adequate capacity for a fire sprinkler system for both the addition and the existing building. The water utility main east of the building is adequately sized for current and future development.

Sanitary sewer branch lines will be extended to the practice facility addition. No upgrades to this service are necessary. The electrical transformer and service lines to the building will be upgraded, but are unlikely to require relocation. A campus storm sewer main bisects the parking lot south of the building. This main will need to be relocated to the south, outside of the footprint of the addition.

The Stanley J Marshall Center is connected to the Central Heating Plant and the campus steam distribution system. The steam main is of adequate size and condition to serve the planned addition and future phases of the project. The campus condensate return main has reached the end of its useful life and is not of adequate size to serve the addition or future phases. The condensate return piping will be replaced from Ag Engineering to the Stanley Marshall Center and sized to meet the current and future phases of the Stanley J Marshall Center.

SDSU is planning to extend the north campus chilled water system to the Stanley J Marshall Center, providing chilled water utilities of adequate size to serve all phases of this project, the Student Wellness Center, Briggs Library, and future campus development in this sector of the campus. This project will add a module and chiller to the North Chiller Plant, and extend the chilled water piping from the main serving the Student Wellness Center to the new addition. The chiller piping will be sized to serve the entire Stanley J. Marshall Center.

d. Total Construction Cost Estimates

The cost estimate of the Phase 1 improvements is shown below:

Construction Costs

New Building Construction	\$ 5,803,450
Site Construction/Paving/Parking Lots/Landscaping	\$ 700,000
Utilities Upgrades	\$ 3,000,000
Contingency (CM@R)	\$ 472,673
Parking Replacement	<u>\$ 500,000</u>
Subtotal – Construction Costs	\$10,476,123

Non-construction costs

Masterplanning & Programming	\$ 100,000
------------------------------	------------

Design & Professional Fees	\$ 1,122,949
Project Management & OSE Costs	\$ 533,142
Athletic & Custodial Equipment & Signage	\$ 352,381
Contingency (approximately 5% of construction costs)	<u>\$ 472,673</u>
Subtotal – Non-Construction Costs	\$ 2,581,145

Total Estimated Costs of Phase 1 – Practice Facility Addition \$13,057,268

To date, SDSU has financial commitments of \$12,600,000 from donations and gifts for the project. With acquisition of the CM@R and further refinements in design and construction costs, plus continued fund raising efforts, we anticipate either reducing the project cost to the funding currently committed to the project or raising commitments to the estimated project costs. Senate Bill 18 of the 2017 South Dakota Legislature provided \$15,000,000 in spending authority to meet project scope.

e. Changes from cost estimates for operational or M&R expenses

There are no changes from anticipated construction, operational, or M&R expenses expressed in the Facility Program Plan. Construction of the project will be from donations and gifts raised towards the project. Utility costs will be funded through the budget for the University's utility allocation. Operational costs will be funded through the budget of the University. Maintenance and repair will be funded through the University's HEFF and HEFF fees allocated for M&R.



January 3, 2017

Barry Dunn, Ph.D.
President, South Dakota State University
Administration Building 222
South Dakota State University
Brookings, SD 57006

Dear President Dunn:

The South Dakota State University Foundation has secured sufficient financial commitments from private sources to commit up to \$12,600,000 for costs associated with the additions and renovation of the SDSU Stanley J Marshall Center (a.k.a. Frost Arena expansion).

This commitment is not in addition to, but instead replaces, the \$400,000 commitment provided in a letter dated February 26, 2016, specifically for Facility Design costs of the Frost Arena expansion.

Please contact the Foundation if you have any questions.

Sincerely,

Steve Erpenbach
President & CEO
SDSU Foundation

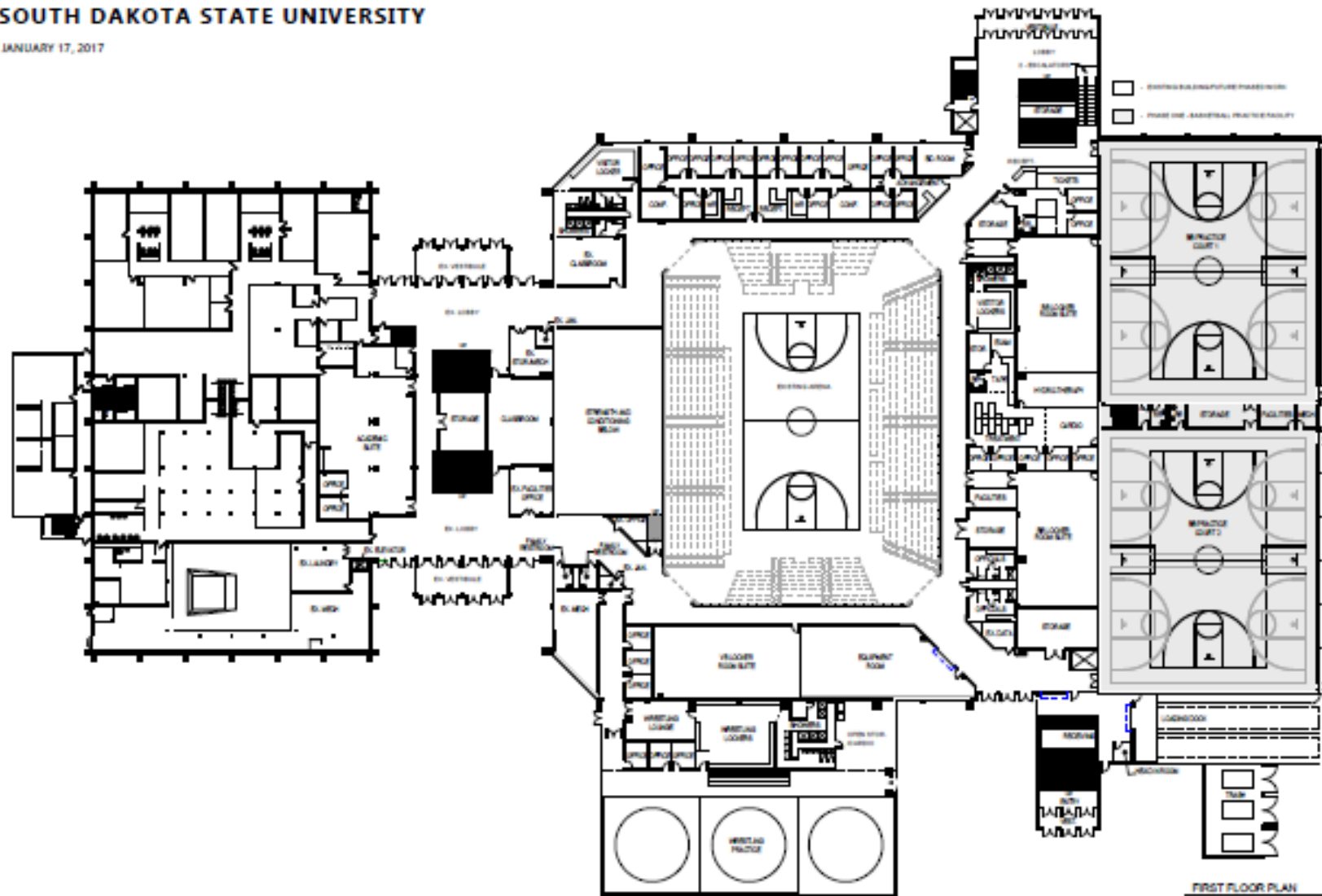
Tim Dwire
VP of Finance & Operations
SDSU Foundation

cc: Wesley G. Tschetter, Vice President of Finance, SDSU
Dean Kattelmann, Assistant VP for Facility & Services, SDSU
Justin Sell, Athletic Director, SDSU
Keith Mahlum, VP for Development, SDSU Foundation

STANLEY J. MARSHALL CENTER ADDITIONS & RENOVATIONS

SOUTH DAKOTA STATE UNIVERSITY

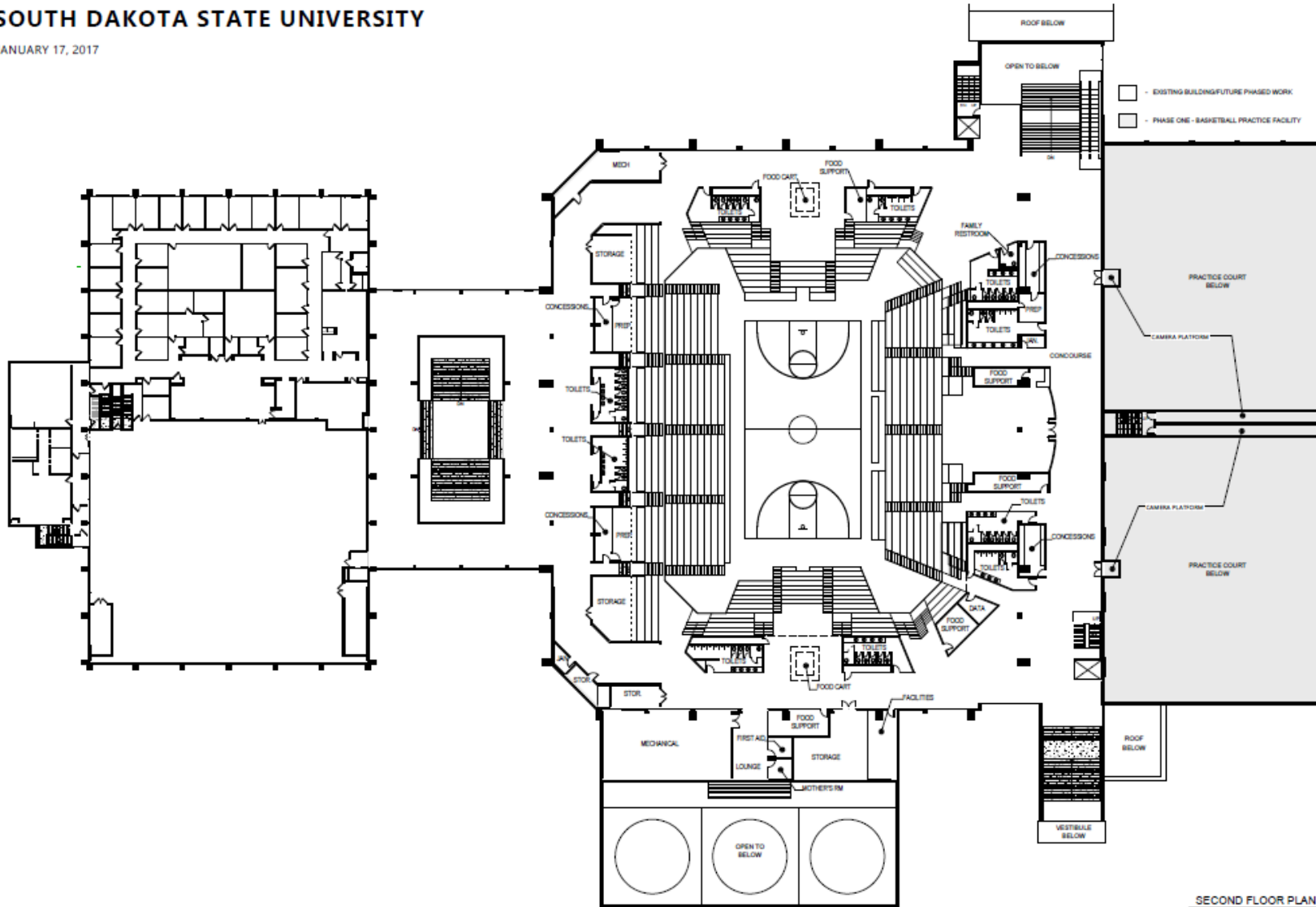
JANUARY 17, 2017



SOUTH DAKOTA STATE UNIVERSITY

☐ - EXISTING BUILDING/FUTURE PHASED WORK

☒ - PHASE ONE - BASKETBALL PRACTICE FACILITY



STANLEY J. MARSHALL CENTER ADDITIONS & RENOVATIONS

SOUTH DAKOTA STATE UNIVERSITY

JANUARY 17, 2017



BASKETBALL PRACTICE FACILITY



EAST ELEVATION

PHASE ONE - BASKETBALL PRACTICE FACILITY

FUTURE PHASED WORK

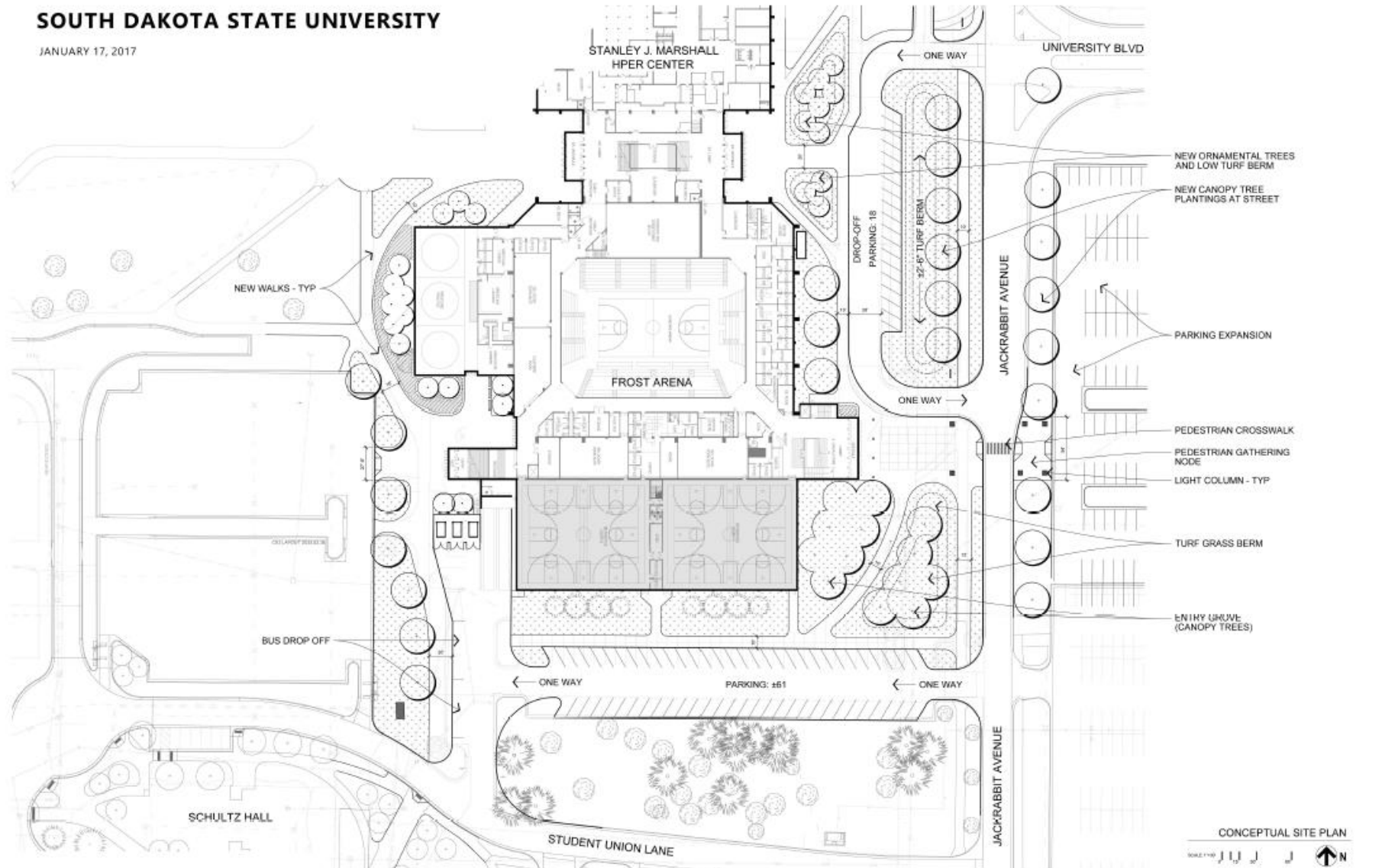
EXISTING STANLEY J. MARSHALL CENTER



STANLEY J. MARSHALL CENTER ADDITIONS & RENOVATIONS

SOUTH DAKOTA STATE UNIVERSITY

JANUARY 17, 2017



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – K

DATE: May 9-11, 2017

SUBJECT: SDSU Utility Tunnel Steam Condensate Infrastructure Repairs and Modernization – Phase II Revised Facility Design Plan

South Dakota State University requests approval of its revised Facility Design Plan for Phase II of its full design and construction to the Utility Tunnel Steam Condensate Infrastructure Repairs and Modernization at an estimated cost of \$17,734,000. SDSU presented its Preliminary Facility Statement to the Board in March of 2012 for approval and its Facility Program Plan was approved in December 2013. The original Facility Design Plan (FDP) was approved by the building committee in February 2014 and by the Board in April 2014. The approved cost at that time was \$13,320,000.

Bidding for the project was held in March 2015. The building committee awarded the construction project at that time and the project's construction began in July 2015 with completion in September 2016. Funding for Phase I of this project included \$7.0M in HEFF bonds as well as HEFF M&R from FY15 to FY17. Details of the funding are listed in Appendix A of SDSU's attached Facility Design Plan document.

The original FDP identified five specific areas for repair and modernization: 1) Construction of a 9,000 square foot chiller plant to provide cooling for the Animal Science Complex, Animal Resource Wing, Animal Disease Research and Diagnostic Lab, and Northern Plains Biostress Laboratory; 2) Connect Northern Plains Biostress Laboratory to the North Chiller Plant; 3) Install mains at the northeast corner of the Northern Plains Biostress Laboratory for future buildings; 4) Install mains to the east for future connection to the football stadium; 5) Build a new walking tunnel from Ethel Austin Martin Building to the Animal Science Complex, Northern Plains Biostress, and Animal Disease Research & Diagnostic Laboratory.

Estimates and bids for all five scope items exceeded the funding available, so only the first four items were completed during Phase I of the project. The steam tunnel and associated pipe was delayed to get the project within the available funding of \$13.9M. The building committee authorized the bidding and awarded the first four phases in March and July of 2015.

(Continued)

DRAFT MOTION 20170509_7-K: I move to approve SDSU's Facility Design Plan to move forward with construction of Phase II of the Utility Tunnel Steam Condensate Infrastructure Modernization at an estimated cost of \$3,700,000 with available funding of \$3,797,180.

SDSU requested the building committee authorize work to proceed with the design of Phase II of the Utility Infrastructure Project in April 2017 at an estimated cost of \$3,700,000. Funding identified would increase the total project cost to \$17,734,000. The Phase II scope will be a new steam tunnel from the exiting tunnel by the Testing Center (AKA Ethel Austin Martin Building) extending north in front of the Animal Science Complex. This tunnel will connect at the north end to another piece of tunnel to be constructed by the Animal Disease Research and Diagnostic Lab Addition and Renovation Project. This tunnel will replace an existing direct-buried steam and condensate line that is nearly 25 years old.

SDSU would like to extend the contract with Farris Engineering to include Phase II of this project. This firm is prepared to move forward with the design if the bid occurs in summer 2017. Construction could then begin as early as fall 2017 or no later than spring 2018. This would allow a target completion date of winter 2018.

Funding for this project will come from FY18 and FY19 HEFF M&R funds earmarked for this project. Remaining funds from Phase I will be transferred to the Phase II project. The appendix to SDSU's attached Facility Design Plan document provides the breakdown of funds as \$2,500,000 from FY18 HEFF M&R plus \$1,201,873 from FY19 HEFF M&R funds. In addition, there is \$95,307 remaining from the Phase I segment.

ADDENDUM TO FACILITY DESIGN PLAN FOR UTILITY TUNNEL STEAM/CONDENSATE INFRASTRUCTURE REPAIRS & MODERNIZATION – PHASE II SOUTH DAKOTA STATE UNIVERSITY

South Dakota State University (SDSU) requests approval of this addendum to the Facility Design Plan for full design and construction of the second phase of the Utility Tunnel Steam/Condensate Infrastructure Repairs and Modernization Phase II project. SDSU requests approval to proceed to construct a tunnel and piping from the Ethel Austin Martin building to the Animal Science Complex to replace the aging direct buried steam and condensate return lines.

The Preliminary Facility Statement was approved by the board in March of 2012, the Facility Program Plan (FPP) was approved by the board in December of 2013, and the Facility Design Plan (FDP) was approved by the building committee in February of 2014 for \$13,320,000 with full board approval in April of 2014.

The Building Committee authorized the project to proceed to bidding in March 2015. The Building Committee awarded the construction of the project and construction began in July 2015 and was completed in September 2016. Funding for this phase included HEFF bonds as well as HEFF M&R from FY15 to FY 17. This funding is shown in Appendix A with the total budget for the completed project.

The FPP and FDP identified five items.

- Construction of a 9,000 square foot chiller plant with capacity of 2,250 tons of cooling for Animal Science Complex, Animal Resource Wing, Animal Disease Research and Diagnostic Lab, Northern Plains Biostress Laboratory.
- Connect Northern Plains Biostress Laboratory to the North Chiller Plant
- Install mains to the northeast corner of Northern Plains Biostress Laboratory for future buildings.
- Install mains to the east for future connection of the football stadium.
- Build a new walking tunnel from Ethel Austin Martin Building to the Animal Science Complex, Northern Plains Biostress, and Animal Disease Research & Diagnostic Laboratory.

Estimates and bids for all five scope items exceeded the funding available. The first four items were completed in their entirety as Phase 1. The steam tunnel and associated pipe was delayed from this scope to get the project within available funding of \$13.9M. The steam tunnel and piping was moved to

a second phase. The building committee authorized bidding and award of the first phase work in March and July of 2015.

SDSU requested the Building Committee to authorize work to proceed with design of Phase II of the Utility Infrastructure Project in April 2017. Funding identified would increase project costs to \$17.734 million. A more detailed description of the Phase II project scope is included below.

Description of Phase II

The project scope of this second phase will be a new steam tunnel from the existing tunnel by the Testing Center (Ethel Austin Martin Building) extending to the north in front of the Animal Science Complex. The tunnel will connect at the north end to another piece of tunnel to be constructed by the Animal Disease Research and Diagnostic Lab Addition & Renovations project. This tunnel will replace an existing direct-buried steam and condensate line that is nearly 25 years old.

The direct buried steam and condensate piping installed was a 20 to 30 year product and we have started to see failures happen. Of the approximately 1000' feet of existing direct-buried pipe, we have replaced 600' of leaking condensate lines. SDSU has repaired one or more leaks per year over the last five years. These condensate lines will continue to leak as ground water infiltrates the outer jacket and corrodes the outside of the pipe.

The new steam tunnel will allow us to increase the pipe sizes to accommodate the future construction in this quadrant of campus. It also will allow us to add additional lines for redundancy to the buildings in this section of campus. A steam tunnel also gives us easy access to the system to monitor for leaks and properly service the system. The expected life of steam and condensate pipes within a tunnel is more than double that of direct buried lines because a tunnel will keep the pipes dry and away from ground water.

SDSU plans to extend the contract with Farris Engineering to include Phase II. Farris Engineering is prepared to move forward with design with the intent to bid the project this summer. That would allow us to begin construction as early as the fall of 2017 or no later than the spring of 2018 and target a completion date in the winter of 2018. HEFF M&R funding for FY18 and FY19 is identified for the project. Project funding is outlined in Appendix A. The remaining funds from Phase I will be used for Phase II.

The attached site plan is an illustration of the proposed steam tunnel route and the impacted area.

Appendix A

SUMMARY OF PROJECT FUNDING (PHASE I & II)

Supplemental Information

UTILITY TUNNEL STEAM/CONDENSATE INFRASTRUCTURE REPAIRS & MODERNIZATION

SOUTH DAKOTA STATE UNIVERSITY

Fund Source and Availability

Fiscal Year	HEFF M&R	2013 HEFF Bonds	HEFF General funds	EC Funds	Total	Notes
2014		\$ 7,000,000	\$ 232,127		\$ 7,232,127	
2015	\$ 2,000,000				\$ 2,000,000	
2016	\$ 2,500,000				\$ 2,500,000	
2017	\$ 2,179,627			\$ 120,618	\$ 2,300,245	
Subtotal	\$ 6,679,627	\$ 7,000,000	\$ 232,127	\$ 120,618	\$ 14,032,372	1
2018	\$ 2,500,000				\$ 2,500,000	
2019	\$ 1,201,873				\$ 1,201,873	
Total	\$ 10,381,500	\$ 7,000,000	\$ 232,127	\$ 120,618	\$ 17,734,245	

Note 1 Funding approved by BOR and identified in Facility Program Plan and Facility Design Plan is \$13,320,000. Subtotal is planned funding available through FY2017 for phase of work that is completed.

Anticipated funding planned for the entire project
Budget (all phases) is shown below the subtotal.

Project Cost and Estimate Summary

Phase	Description	Funding	Estimated Project Costs	Remaining	Notes
I	Chiller Plant	\$ 14,032,372	\$ 13,937,065	\$ 95,307	
II	Tunnel	\$ 3,701,873	\$ 3,700,000		1
Total	-	\$ 17,734,245	\$ 17,637,065		

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – L

DATE: May 9-11, 2017

SUBJECT: Self-Support Public Service Activities Annual Report

As required by the Board of Regents policy manual 1:22, the Office of the Executive Director compiled a report (Attachment 1) of the operations of public service activities. The report does not include activities that are restricted by external funding, such as grants, or activities that make only incidental use of university resources, which was judgmentally determined as \$2,000 or less. Public service activities may have been combined for reporting efficiencies if the purpose of the activities was similar in nature, such as athletic camps or workshops. The report was revised to accommodate a trend analysis format so the operations of the public service activities could be viewed over time to monitor the financial health of the program.

The report provides information regarding revenues, expenditures and beginning and ending cash balances. Transfers in and out are also identified. Further investigation on transfers was performed to identify the source of funds to determine if state resources were used. For the most part, all universities have begun charging the public service activities indirect costs.

Public service activities are to be self-supporting and are not to be supported using state resources. No PSA's were identified that were not self-supporting.

Universities were notified by the internal auditor of those public service activities that were noted as having a loss on operations consistently for the last 3 years but maintained a positive cash balance in order to proactively address any issues in operations.

It should be noted that the universities have made huge improvements over the past years ensuring the PSA's are self-supporting as evidenced by the lack of non-self-supporting activities noted as compared to prior years.

INFORMATIONAL ITEM

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
<u>Black Hills State University</u>							
Athletic Camps							
Revenue	248,020.65	202,419.42	238,880.52	226,688.19	299,541.09	72,852.90	32.1%
Expenditures	<u>170,211.29</u>	<u>199,147.93</u>	<u>250,132.57</u>	<u>243,382.17</u>	<u>169,288.63</u>	(74,093.54)	-30.4%
Change in Assets before Transfers	77,809.36	3,271.49	(11,252.05)	(16,693.98)	130,252.46	146,946.44	-880.2%
Transfers In/(Out)			13,588.41		(49,678.25)	(49,678.25)	
Prior Balance Adjustment							
Ending Cash Balances	146,723.38	149,994.87	152,331.23	135,637.25	216,211.46	80,574.21	59.4%
Summer Institute of the Arts:							
The Summer Institute of the Arts or the Black Hills Art and Folk Festival is an effort for BHSU to expand their role as a regional arts center.							
Revenue	35,073.69	29,427.23	21,595.72	5,171.55		(5,171.55)	-100.0%
Expenditures	<u>23,411.29</u>	<u>28,096.36</u>	<u>31,381.47</u>	<u>4,273.27</u>		(4,273.27)	-100.0%
Change in Assets before Transfers	11,662.40	1,330.87	(9,785.75)	898.28		(898.28)	-100.0%
Transfers In/(Out)							
Ending Cash Balances	16,162.22	17,493.09	7,707.34	8,605.62	8,605.62		
Stock Market Game:							
The Stock Market Game has individuals and teams participate by "investing" in a mock stock market.							
Revenue	4,450.00	4,440.00	4,060.00	4,650.00	4,290.00	(360.00)	-7.7%
Expenditures	<u>3,510.24</u>	<u>5,656.81</u>	<u>3,656.83</u>	<u>6,005.10</u>	<u>3,462.27</u>	(2,542.83)	-42.3%
Change in Assets before Transfers	939.76	(1,216.81)	403.17	(1,355.10)	827.73	2,182.83	-161.1%
Transfers In/(Out)							
Ending Cash Balances	3,515.84	2,299.03	2,702.20	1,347.10	2,174.83	827.73	61.4%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Center for the Advancement of Math and Science Education (CAMSE):							
CAMSE provides innovative curriculum to school districts to advance math and science education in the K-12 school systems.							
Revenue	15,467.26	(14,198.15)	10,295.84	5,984.24	303,434.22	297,449.98	4970.6%
Expenditures	<u>986.80</u>	<u>1,556.19</u>	<u>829.41</u>	<u>713.00</u>	<u>344,292.46</u>	343,579.46	48187.9%
Change in Assets before Transfers Adjustment	14,480.46	(15,754.34)	9,466.43	5,271.24	(40,858.24)	(46,129.48)	-875.1%
Transfers In/(Out)	12,213.25	35,542.00		(45,123.69)	566,826.10 7,204.42	52,328.11	-116.0%
Ending Cash Balances	203,183.16	222,970.82	232,437.25	192,584.80	725,757.08	533,172.28	276.9%
Consortium for Advanced Technological Education (CATE) Internet Electronics Program							
The CATE program is a joint program with Western Dakota Tech to provide advanced electronics education to rural locations using the internet.							
Revenue	9,000.00	8,100.00					
Expenditures	<u>117.94</u>	<u>84.00</u>					
Change in Assets before Transfers	8,882.06	8,016.00					
Transfers In/(Out)					(7,204.42)		
Ending Cash Balances	14,878.52	22,894.52	22,894.52	22,894.52	15,690.10		
Extension Office:							
The Extension Office coordinates community wants with people's talents to offer non-credit adult community education classes. These classes short in duration and offer the basics in that enhance the personal knowledge of those taking the courses.							
Revenue	31,246.00	18,009.00	15,074.00	13,966.00	6,751.00	(7,215.00)	-51.7%
Expenditures	<u>26,183.55</u>	<u>14,160.20</u>	<u>10,330.64</u>	<u>15,402.89</u>	<u>3,277.50</u>	(12,125.39)	-78.7%
Change in Assets before Transfers	5,062.45	3,848.80	4,743.36	(1,436.89)	3,473.50	4,910.39	-341.7%
Transfers In/(Out)				(12,000.00)		12,000.00	-100.0%
Ending Cash Balances	5,182.45	9,031.25	13,774.61	337.72	3,811.22	3,473.50	1028.5%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Center for Business, Enterprise and Tourism - CBET:							
Online Customer Service Training program is a joint program with the SD Department of Tourism that provides the first people who come into contact with travelers to the state, SD employees and employers, with a training that promotes awareness and ideas to make the best possible first impression.							
Revenue	14,158.04	14,573.46	8,295.06	7,393.17	18,083.19	10,690.02	144.6%
Expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,383.17</u>	1,383.17	
Change in Assets before Transfers	14,158.04	14,573.46	8,295.06	7,393.17	16,700.02	9,306.85	125.9%
Transfers In/(Out)	(12,000.00)			(17,000.00)	(11,000.00)	6,000.00	-35.3%
Ending Cash Balances	35,650.28	50,223.74	58,518.80	48,911.97	54,611.99	5,700.02	11.7%
Summer Academic Camps:							
Summer academic camps are designed to educate and inspire middle and high school students.							
Revenue		2,020.00	4,563.00	4,820.00	5,254.50	434.50	9.0%
Expenditures		<u>-</u>	<u>1,531.95</u>	<u>3,330.79</u>	<u>4,788.01</u>	1,457.22	43.7%
Change in Assets before Transfers		2,020.00	3,031.05	1,489.21	466.49	(1,022.72)	-68.7%
Ending Cash Balances		2,020.00	5,051.05	6,540.26	7,006.75	466.49	7.1%
Outdoor Education Programs:							
The Outdoor Education program offers courses in outdoor leadership, wilderness training, and wilderness medicine courses. Participants have the opportunity to achieve (re)certification in wilderness first response and medical certification.							
Revenue			21,414.75	-	30,265.00	30,265.00	
Expenditures			<u>17,670.26</u>	<u>2,812.48</u>	<u>23,526.79</u>	20,714.31	736.5%
Change in Assets before Transfers			3,744.49	(2,812.48)	6,738.21	9,550.69	-339.6%
Transfers					2,430.94	2,430.94	
Ending Cash Balances			3,744.49	932.01	10,101.16	9,169.15	983.8%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
<u>Dakota State University</u>							
Center for Advancement of Health Information Technology (CAHIT):							
CAHIT provides public service activities assisting a variety of clients in the health care industry. Assistance is focused on Health IT and services related to implementation of electronic health records. Several of these activities are related to the Regional Health Center (REC), HealthPoint, which is a component of CAHIT and a grant funded activity. One of the outcomes of this grant is to create a self-sustaining service to continue Health IT support. The CAHIT PSA stems from this grant directive.							
Revenue		57,024.60	477,037.69	270,169.41	190,891.25	(79,278.16)	-29.3%
Expenditures		<u>405,004.12</u>	<u>492,501.69</u>	<u>728,016.72</u>	<u>258,690.71</u>	(469,326.01)	-64.5%
Change in Assets before Transfers		(347,979.52)	(15,464.00)	(457,847.31)	(67,799.46)	390,047.85	-85.2%
Transfers In/(Out)		126,459.79			219,727.29	219,727.29	
Ending Cash Balances	(20,565.81)	331,947.72	316,483.72	(141,363.59)	10,564.24	151,927.83	-107.5%
Athletic Camps:							
Revenue	35,069.14	34,851.50	43,481.66	49,484.75	71,549.00	22,064.25	44.6%
Expenditures	<u>63,287.10</u>	<u>34,477.19</u>	<u>35,987.90</u>	<u>36,648.09</u>	<u>81,867.96</u>	45,219.87	123.4%
Change in Assets before Transfers	(28,217.96)	374.31	7,493.76	12,836.66	(10,318.96)	(23,155.62)	-180.4%
Ending Cash Balances	11,976.41	12,350.72	19,844.48	32,681.14	22,362.18	(10,318.96)	-31.6%
<u>Northern State University</u>							
Athletic Camps							
Revenue	150,429.20	139,961.16	139,191.11	97,387.08	97,561.00	173.92	0.2%
Expenditures	<u>113,506.78</u>	<u>137,566.30</u>	<u>95,150.83</u>	<u>101,787.49</u>	<u>79,323.56</u>	(22,463.93)	-22.1%
Change in Assets before Transfers	36,922.42	2,394.86	44,040.28	(4,400.41)	18,237.44	22,637.85	-514.4%
Transfers In/(Out)	(17,496.52)	(27,900.11)	(29,338.80)	(25,730.94)	(24,434.11)	1,296.83	-5.0%
Ending Cash Balances	80,746.91	55,241.66	69,943.14	39,811.79	33,615.12	(6,196.67)	-15.6%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
South Dakota International Business Institute (SDIBI): Discontinued in FY10							
The SDIBI program is to facilitate and enhance international trade opportunities in conjunction with the Governor's Office of Economic Development. SDIBI has an agreement with GOED to provide educational workshops for businesses interested in competing in the International marketplace.							
Revenue							
Expenditures							
Change in Assets before Transfers							
Transfers In/(Out)					(4,784.97)		
Ending Cash Balances	4,784.97	4,784.97	4,784.97	4,784.97	-		
Vocal Jazz Camp:							
Students have the chance to play in various jazz groups; take lessons and learn about improvisation; participate in nightly jam sessions.							
Revenue		2,547.50	4,091.00	5,365.00	6,200.00	835.00	15.6%
Expenditures		<u>-</u>	<u>1,417.72</u>	<u>2,878.72</u>	<u>7,654.40</u>	4,775.68	165.9%
Change in Assets before Transfers		2,547.50	2,673.28	2,486.28	(1,454.40)	(3,940.68)	-158.5%
Transfers In/(Out)							
Ending Cash Balances		2,547.50	5,220.78	7,707.06	6,252.66	(1,454.40)	-18.9%
Conferences: Leadership and International Business:							
Revenue				18,690.00	19,275.00	585.00	3.1%
Expenditures				<u>16,600.79</u>	<u>12,846.62</u>	(3,754.17)	-22.6%
Change in Assets before Transfers				2,089.21	6,428.38	4,339.17	207.7%
Transfers In/(Out)				999.99	(121.72)	(1,121.71)	-112.2%
Ending Cash Balances			(4,986.53)	(1,897.33)	4,409.33	6,306.66	-332.4%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
<u>South Dakota School of Mines & Technology</u>							
Engineering and Mining Experiment Station (EMES):							
EMES is to provide analytical and technical services for students and faculty at SDSM&T as well as for off-campus clients in the public/private sectors.							
Revenues	58,940.41	69,969.73	48,529.50	59,514.99	61,915.09	2,400.10	4.0%
Expenditures	<u>49,011.43</u>	<u>122,852.01</u>	<u>71,487.02</u>	<u>83,694.32</u>	<u>19,468.87</u>	(64,225.45)	-76.7%
Change in Assets before Transfers	9,928.98	(52,882.28)	(22,957.52)	(24,179.33)	42,446.22	66,625.55	-275.5%
Transfers In/(Out)	(5,524.13)	(6,996.97)	(7,674.45)	(5,951.51)		5,951.51	-100.0%
Adjust Prior Balance							
Ending Cash Balances	157,029.61	97,150.36	66,518.39	36,387.55	78,833.77	42,446.22	116.7%
Journey Museum:							
SDSM&T provides support to the Journey Museum.							
Expenditures	12,000.00	12,000.00	3,000.00				
Department Sales & Services (Geology Map):							
Departmental services and product sales to private corporation or general public.							
Revenue	546.78	153.58	391.39	304.73	391.79	87.06	28.6%
Expenditures	<u>448.92</u>	<u>(153.19)</u>	<u>(1,404.77)</u>	<u>0.96</u>	<u>-</u>	(0.96)	-100.0%
Change in Assets before Transfers	97.86	306.77	1,796.16	303.77	391.79	88.02	29.0%
Transfers In/(Out)						-	
Ending Cash Balances	2,021.53	2,328.30	4,124.46	4,428.23	4,820.02	391.79	8.8%
Workshops/Conferences (ESRI-ALC, Science Fair and Concrete Conference & Athletic):							
Workshops and conferences held by campus departments for high school students and professionals.							
Revenue	54,300.00	108,333.75	151,175.11	109,640.88	49,282.30	(60,358.58)	-55.1%
Expenditures	<u>51,900.85</u>	<u>87,734.82</u>	<u>177,268.53</u>	<u>51,052.86</u>	<u>20,197.70</u>	(30,855.16)	-60.4%
Change in Assets before Transfers	2,399.15	20,598.93	(26,093.42)	58,588.02	29,084.60	(29,503.42)	-50.4%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Transfers In/(Out)	1,000.00	1,348.99	(3,889.07)			-	
Adjust Prior Balance		676.90					
Ending Cash Balances	29,353.12	51,977.94	21,995.45	80,583.47	109,668.07	29,084.60	36.1%

Fire Prediction Management

Weather prediction services for the Forest Service fire protection efforts and on-site assistance during fires.

General Fund Appropriations	83,485.57	83,147.84	86,329.52	10,406.65	2,312.00	(75,922.87)	-87.9%
Institutional Budget	8,315.35	8,057.00	7,186.31		4,229.04	(7,186.31)	-100.0%
Revenue	<u>12,203.42</u>	<u>21,022.08</u>	<u>7,960.64</u>	<u>1,927.68</u>	<u>11,519.42</u>	(6,032.96)	-75.8%
Total Revenue	104,004.34	112,226.92	101,476.47	12,334.33	18,060.46	(89,142.14)	-87.8%
Expenditures	<u>101,843.40</u>	<u>104,248.24</u>	<u>103,139.17</u>	<u>19,255.74</u>	<u>6,541.04</u>	(83,883.43)	-81.3%
Change in Assets before Transfers	2,160.94	7,978.68	(1,662.70)	(6,921.41)	11,519.42	(5,258.71)	316.3%
Ending Cash Balances	8,855.91	16,834.59	15,171.89	8,250.48	19,769.90	(6,921.41)	-45.6%

Composite & Polymer Engineering Lab (CAPE)

Conducts standardized testing of polymers and composites .

Revenue	178,412.67	341,123.82	244,020.33	211,379.18	(37,978.04)	(32,641.15)	-13.4%
Expenditures	<u>193,860.21</u>	<u>386,569.59</u>	<u>319,753.97</u>	<u>84,566.17</u>	<u>66,572.50</u>	(235,187.80)	-73.6%
Change in Assets before Transfers	(15,447.54)	(45,445.77)	(75,733.64)	126,813.01	(104,550.54)	202,546.65	-267.4%
Transfers In/(Out)							
Ending Cash Balances	119,558.90	74,113.13	(1,620.51)	125,192.50	20,641.96	126,813.01	-7825.5%

South Dakota State University

Music Camps and Conferences

Revenue	40,316.75	44,906.50	42,681.89	47,166.27	44,779.50	(2,386.77)	-5.1%
Expenditures	<u>37,707.67</u>	<u>42,229.36</u>	<u>39,180.03</u>	<u>42,585.82</u>	<u>51,898.79</u>	9,312.97	21.9%
Change in Assets before Transfers	2,609.08	2,677.14	3,501.86	4,580.45	(7,119.29)	(11,699.74)	-255.4%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Ending Cash Balances	20,877.46	23,554.60	27,056.46	31,636.91	24,517.62	(7,119.29)	-22.5%
Human Development, Consumer and Family Sciences:							
This activity provides non-credit public training courses on infant and toddler care.							
Revenue	19,869.50	19,787.42	14,555.90	19,042.84	22,760.35	3,717.51	19.5%
Expenditures	<u>51,667.10</u>	<u>21,206.63</u>	<u>10,213.40</u>	<u>19,432.42</u>	<u>20,215.34</u>	782.92	4.0%
Change in Assets before Transfers	(31,797.60)	(1,419.21)	4,342.50	(389.58)	2,545.01	2,934.59	-753.3%
Transfers In/(Out)	31,344.15	8,936.59	6,868.33	6,335.45		(6,335.45)	-100.0%
Adjustments	266.91						
Ending Cash Balances	8,848.57	16,365.95	27,576.78	33,522.65	36,067.66	2,545.01	7.6%
Nutrition Food Science and Hospitality - Food Analysis (NFSH-FD)							
NFSH-FD conducts product analysis, research and service products.							
Revenue	7,200.00					-	
Expenditures	<u>-</u>	<u>(7,552.00)</u>	<u>9,853.61</u>	<u>2,500.00</u>		(2,500.00)	-100.0%
Change in Assets before Transfers	7,200.00	7,552.00	(9,853.61)	(2,500.00)		2,500.00	-100.0%
Ending Cash Balances	10,766.47	18,318.47	8,464.86	5,964.86	5,964.86	-	
Performing Arts Center:							
The Performing Arts Center offers theatrical and musical performances to the general public.							
Revenue	11,261.36	10,814.71	14,121.72	11,286.42	19,042.72	7,756.30	68.7%
Expenditures	<u>281.88</u>	<u>25,841.71</u>	<u>25,970.93</u>	<u>17,788.02</u>	<u>4,070.85</u>	(13,717.17)	-77.1%
Change in Assets before Transfers	10,979.48	(15,027.00)	(11,849.21)	(6,501.60)	14,971.87	21,473.47	-330.3%
Ending Cash Balances	84,660.23	69,633.23	57,784.02	51,282.42	66,254.29	14,971.87	29.2%
South Dakota Wetlands Maps							
Revenue	378.00	1,155.36					

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Expenditures	<u>996.67</u>	<u>1,265.97</u>	<u>12,219.06</u>	<u>60.00</u>	<u>5.00</u>	(55.00)	-91.7%
Change in Assets before Transfers	(618.67)	(110.61)	(12,219.06)	(60.00)	(5.00)	55.00	-91.7%
Ending Cash Balances	12,384.23	12,273.62	54.56	(5.44)	(10.44)	(5.00)	91.9%

Pharmacy Days:

The College of Pharmacy hosts a Career Fair and invites Pharmacy companies to participate.

Revenue	5,270.00	5,600.00	4,050.00	4,200.00	6,250.00	2,050.00	48.8%
Expenditures	<u>13,998.38</u>	<u>3,248.50</u>	<u>4,972.30</u>	<u>3,691.48</u>	<u>62.56</u>	(3,628.92)	-98.3%
Change in Assets before Transfers	(8,728.38)	2,351.50	(922.30)	508.52	6,187.44	5,678.92	1116.8%
Transfers In/(Out)							
Adjustments	2,115.76						
Ending Cash Balances	12,251.62	14,603.12	13,680.82	14,189.34	20,376.78	6,187.44	43.6%

Engineering Expo/Phonathon:

The SDSU students manage the expo and fair with booths rented by engineering companies. The phonathon involves contacting alumni for funding in the Engineering Department.

Revenue	35,081.00	49,123.33	53,196.93	63,443.58	68,865.22	5,421.64	8.5%
Expenditures	<u>34,265.44</u>	<u>47,184.54</u>	<u>53,266.02</u>	<u>56,700.02</u>	<u>62,015.62</u>	5,315.60	9.4%
Change in Assets before Transfers	815.56	1,938.79	(69.09)	6,743.56	6,849.60	106.04	1.6%
Transfers In/(Out)	(2,500.00)	(8,050.00)	(660.00)	(5,900.00)	(3,400.00)	2,500.00	-42.4%
Adjustments	183.54						
Ending Cash Balances	10,001.75	3,890.54	3,161.45	4,005.01	7,454.61	3,449.60	86.1%

Engineer Shops and Service:

This activity provides repair and maintenance of SDSU Engineering equipment/tools and repair requests by other SDSU departments.

Revenue	20,962.69	27,383.84	42,722.15	2,373.18	22,875.17	20,501.99	863.9%
Expenditures	<u>2,781.35</u>	<u>7,504.32</u>	<u>14,676.95</u>	<u>27,424.47</u>	<u>42,909.97</u>	15,485.50	56.5%
Change in Assets before Transfers	18,181.34	19,879.52	28,045.20	(25,051.29)	(20,034.80)	5,016.49	-20.0%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Transfers In/(Out)	81.67	217.82	108.91	27.20	217.72	190.52	700.4%
Ending Cash Balances	23,226.13	43,323.47	71,477.58	46,453.49	26,636.41	(19,817.08)	-42.7%

Conference Instruction Outreach:

This activity provides various non-credit outreach conferences.

Revenue	44,020.00	49,332.80	55,208.25	55,100.00	66,417.67	11,317.67	20.5%
Expenditures	<u>28,982.05</u>	<u>24,021.81</u>	<u>48,569.79</u>	<u>65,665.39</u>	<u>84,686.45</u>	19,021.06	29.0%
Change in Assets before Transfers	15,037.95	25,310.99	6,638.46	(10,565.39)	(18,268.78)	(7,703.39)	72.9%
Transfers In/(Out)	25,000.00	4,197.37					
Ending Cash Balances	118,337.11	147,845.47	154,483.93	143,918.54	125,649.76	(18,268.78)	-12.7%

Nutrition Seminar:

Annual seminar that provides nutrition related information and training to registered dietitians, students and educators.

Revenue	6,619.81	5,520.00	3,635.00			-	
Expenditures	<u>6,681.49</u>	<u>7,157.71</u>	<u>4,266.55</u>	<u>68.00</u>		(68.00)	-100.0%
Change in Assets before Transfers	(61.68)	(1,637.71)	(631.55)	(68.00)		68.00	-100.0%
Transfers In/(Out)							
Ending Cash Balances	10,304.14	8,666.43	8,034.88	7,966.88	7,966.88	-	

Great Plains Rapid Prototyping Consortium (GPRPC):

GPRPC offers membership to industries and offers prototyping services.

Revenue	250.00	-	-	9,545.00	6,630.00	(2,915.00)	-30.5%
Expenditures	<u>-</u>	<u>4,082.51</u>	<u>310.00</u>	<u>21,904.59</u>	<u>11,420.89</u>	(10,483.70)	-47.9%
Change in Assets before Transfers	250.00	(4,082.51)	(310.00)	(12,359.59)	(4,790.89)	7,568.70	-61.2%
Transfers In/(Out)			(421.70)	10,834.48		(10,834.48)	-100.0%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Ending Cash Balances	12,251.64	8,169.13	7,437.43	5,912.32	1,121.43	(4,790.89)	-81.0%

Civil and Environmental Engineering Seminars/Conferences:

This activity provides various certification and seminars for the engineers in the state.

Revenue	10,835.00	21,125.00	45,710.00	52,512.92	43,811.63	(8,701.29)	-16.6%
Expenditures	<u>18,026.08</u>	<u>21,810.27</u>	<u>23,080.31</u>	<u>37,261.90</u>	<u>33,091.12</u>	(4,170.78)	-11.2%
Change in Assets before Transfers	(7,191.08)	(685.27)	22,629.69	15,251.02	10,720.51	(4,530.51)	-29.7%
Transfers In/(Out)				(16,175.42)		16,175.42	-100.0%
Ending Cash Balances	29,860.12	29,174.85	51,804.54	50,880.14	61,600.65	10,720.51	21.1%

Institute for School Fund:

This is the South Dakota High School Press Institute. The purpose of this activity is for recruiting and for providing workshops for high school students.

Revenue	5,691.00	4,106.00	5,661.00		920.00	920.00	
Expenditures	<u>5,704.13</u>	<u>6,142.12</u>	<u>4,997.96</u>	<u>1,864.58</u>	<u>574.38</u>	(1,290.20)	-69.2%
Change in Assets before Transfers	(13.13)	(2,036.12)	663.04	(1,864.58)	345.62	2,210.20	-118.5%
Transfers In/(Out)							
Adjustments	255.52						
Ending Cash Balances	3,545.00	1,508.88	2,171.92	307.34	652.96	345.62	112.5%

Plant Field Guide:

This activity involves the publishing and sale of books about the Grasslands and the Black Hills written by Johnson & Larson.

Revenue				2,014.00	1,491.00	(523.00)	-26.0%
Expenditures	<u>1,667.79</u>	<u>87.73</u>	<u>2,188.07</u>	<u>3,571.03</u>	<u>2,272.17</u>	(1,298.86)	-36.4%
Change in Assets before Transfers	(1,667.79)	(87.73)	(2,188.07)	(1,557.03)	(781.17)	775.86	-49.8%
Transfers In/(Out)		1,607.00	1,015.00				
Ending Cash Balances	6,220.22	7,739.49	6,566.42	5,009.39	4,228.22	(781.17)	-15.6%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Chem/Biochem Research:							
This activity provides consulting services to industrial companies.							
Revenue					1,600.00	1,600.00	
Expenditures	<u>2,311.67</u>	<u>71.84</u>	<u>50.00</u>	<u>9.12</u>	<u>765.72</u>	756.60	8296.1%
Change in Assets before Transfers	(2,311.67)	(71.84)	(50.00)	(9.12)	834.28	843.40	-9247.8%
Ending Cash Balances	272.51	200.67	150.67	141.55	975.83	834.28	589.4%
Horse Club Livery:							
The activity provides training to adults regarding horse nutrition, management and riding.							
Revenue	10,318.00	2,730.00	3,235.32	4,287.23	9,380.41	5,093.18	118.8%
Expenditures	<u>4,216.64</u>	<u>15,703.92</u>	<u>1,753.78</u>	<u>837.89</u>	<u>7,138.98</u>	6,301.09	752.0%
Change in Assets before Transfers	6,101.36	(12,973.92)	1,481.54	3,449.34	2,241.43	(1,207.91)	-35.0%
Transfers In/(Out)							
Ending Cash Balances	12,377.85	(596.07)	885.47	4,334.81	6,576.24	2,241.43	51.7%
Summer Sports Camps							
Revenue	503,682.24	376,301.62	640,625.80	702,369.64	537,414.04	(164,955.60)	-23.5%
Expenditures	<u>365,304.25</u>	<u>523,642.16</u>	<u>556,981.27</u>	<u>547,003.91</u>	<u>552,846.62</u>	5,842.71	1.1%
Change in Assets before Transfers	138,377.99	(147,340.54)	83,644.53	155,365.73	(15,432.58)	(170,798.31)	-109.9%
Transfers In/(Out)	(14,667.68)	(30,922.53)	2,780.49	(43,398.33)		43,398.33	-100.0%
Adjustment (Add Camp)	20,083.39				1,462.79		
Add Science Camp Beg. Cash							
ADD ACE Camp Beg. Cash							
Ending Cash Balances	449,409.08	271,146.01	357,571.03	469,538.43	455,568.64	(13,969.79)	-3.0%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Continuing Education Unit Program:							
Continuing Education which can include any area of teaching within the university that is offering a continuing education course.							
Revenue	490.00	1,040.00	995.00	980.00	745.00	(235.00)	-24.0%
Expenditures	<u>32.60</u>	<u>26.40</u>	<u>(149.52)</u>	<u>(119.59)</u>	<u>14,116.81</u>	14,236.40	-11904.3%
Change in Assets before Transfers	457.40	1,013.60	1,144.52	1,099.59	(13,371.81)	(14,471.40)	-1316.1%
Ending Cash Balances	16,941.42	17,955.02	19,099.54	20,199.13	6,827.32	(13,371.81)	-66.2%
Animal Disease Research:							
The state vet lab provides animal testing for the livestock of SD. The proceeds of the tax fund the vet school slots and the operating cost of the vet lab at S							
General Fund Appropriation	1,567,005.99	1,588,451.95	1,742,928.38	1,731,342.86	1,742,023.92	10,681.06	0.6%
Endo/Ecto Parasiticide Tax	250,000.00	250,000.00	250,000.00	250,000.00	250,000.00	-	0.0%
Other Revenue	<u>4,322,720.67</u>	<u>3,873,495.60</u>	<u>4,119,864.35</u>	<u>4,220,747.58</u>	<u>4,556,854.10</u>	336,106.52	8.0%
Total Revenue	6,139,726.66	5,711,947.55	6,112,792.73	6,202,090.44	6,548,878.02	346,787.58	5.6%
Expenditures	<u>5,104,954.56</u>	<u>5,608,630.11</u>	<u>5,089,089.64</u>	<u>5,048,300.39</u>	<u>4,683,937.97</u>	(364,362.42)	-7.2%
Change in Assets before Transfers	1,034,772.10	103,317.44	1,023,703.09	1,153,790.05	1,864,940.05	711,150.00	61.6%
Transfers In/(Out)	(528,167.55)	(790,000.00)			(1,500,000.00)	(1,500,000.00)	
Previous Year Adjustment							
Ending Cash Balances	1,257,182.81	570,500.25	1,594,203.34	2,747,993.39	3,112,933.44	364,940.05	13.3%
Engineering Extension Conference:							
Engineering Extension holds many conferences throughout the state for business and industry.							
Revenue	126,758.00	58,253.69	69,499.00	13,031.24	17,722.66	4,691.42	36.0%
Expenditures	<u>50,811.34</u>	<u>28,301.26</u>	<u>15,376.05</u>	<u>14,323.66</u>	<u>127,761.67</u>	113,438.01	792.0%
Change in Assets before Transfers	75,946.66	29,952.43	54,122.95	(1,292.42)	(110,039.01)	(108,746.59)	8414.2%
Transfers In/(Out)	(52,000.00)	2,981.96	(500.00)	(815.77)	(270.96)	544.81	-66.8%
Adjustments	482.94						
Ending Cash Balances	56,265.04	89,199.43	142,822.38	140,714.19	30,404.22	(110,309.97)	-78.4%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Special Events:							
Activity provides sports banquets and also children's activities before athletic events.							
Revenue	66,497.00	249,285.00	129,432.00				
Expenditures	<u>58,768.53</u>	<u>226.77</u>	<u>22,640.54</u>				
Change in Assets before Transfers	7,728.47	249,058.23	106,791.46				
Transfers In/(Out)	(7,729.00)	(249,058.19)	(106,791.46)				
Ending Cash Balances	(0.04)	-	-			-	
Family and Consumer Sciences - Out of School Revolving:							
FCS offers a kindergarten program.							
Revenue	15,837.50	15,807.00	17,388.46	9,610.25	10,441.25	831.00	8.6%
Expenditures	<u>16,360.11</u>	<u>17,365.86</u>	<u>19,512.62</u>	<u>14,036.19</u>	<u>9,497.71</u>	(4,538.48)	-32.3%
Change in Assets before Transfers	(522.61)	(1,558.86)	(2,124.16)	(4,425.94)	943.54	5,369.48	-121.3%
Ending Cash Balances	8,620.34	7,061.48	4,937.32	511.38	1,454.92	943.54	184.5%
CEE Structures Lab:							
Testing service to public from the Lohr Structures Lab.							
Revenue	1,856.39	5,291.65	6,267.50	1,062.75	3,810.79	2,748.04	258.6%
Expenditures	<u>(6,994.50)</u>	<u>9,686.17</u>	<u>7,468.68</u>	<u>3,602.67</u>	<u>576.58</u>	(3,026.09)	-84.0%
Change in Assets before Transfers	8,850.89	(4,394.52)	(1,201.18)	(2,539.92)	3,234.21	5,774.13	-227.3%
Transfers In/(Out)							
Adjustments	26.68						
Ending Cash Balances	11,703.55	7,309.03	6,107.85	3,567.93	6,802.14	3,234.21	90.6%
County Road Conference - LTAP:							
Annual conference for County Highway Department Officials to learn new methods or road maintenance.							
Revenue	18,140.00	26,245.00	28,175.00	39,910.00	40,370.00	460.00	1.2%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Expenditures	<u>18,821.56</u>	<u>21,621.41</u>	<u>27,625.01</u>	<u>29,895.03</u>	<u>30,603.97</u>	708.94	2.4%
Change in Assets before Transfers	(681.56)	4,623.59	549.99	10,014.97	9,766.03	(248.94)	-2.5%
Transfers In/(Out)			(1,000.00)	(2,885.08)		2,885.08	-100.0%
Ending Cash Balances	30,366.32	34,989.91	34,539.90	41,669.79	51,435.82	9,766.03	23.4%

Flow Cytometry-Vet Science:

Offers testing to researchers using flow cytometry. This program has not provide public services since FY07 so is no longer determined as a PSA.

Revenue

Expenditures	<u>(2,374.83)</u>	<u>(1,038.47)</u>	<u>1,541.21</u>	<u>338.64</u>	<u>415.88</u>	77.24	22.8%
Change in Assets before Transfers	2,374.83	1,038.47	(1,541.21)	(338.64)	(415.88)	(77.24)	22.8%
Transfers In/(Out)						-	
Ending Cash Balances	2,485.69	3,524.16	1,982.95	1,644.31	1,228.43	(415.88)	-25.3%

Counseling and Human Resource Development (CHRD):

Offers conferences to the public in the area of CHRD.

Revenue	840.00		2,005.00	1,049.24	1,290.00	240.76	22.9%
Expenditures	<u>4,038.54</u>	<u>2,308.66</u>	<u>6,767.70</u>	<u>4,092.40</u>	<u>2,973.27</u>	(1,119.13)	-27.3%
Change in Assets before Transfers	(3,198.54)	(2,308.66)	(4,762.70)	(3,043.16)	(1,683.27)	1,359.89	-44.7%
Transfers In/(Out)	12,099.68	(29,033.49)	(6,028.06)				
Adjustment		(10,797.35)					
Ending Cash Balances	57,725.44	15,585.94	4,795.18	1,752.02	68.75	(1,683.27)	-96.1%

Office of Climate and Weather Information (OCWI):

The OCWI will collect fees and sales tax for weather data to external and internal customers.

Revenue	12,695.10	8,454.06	3,935.12	1,393.14	180.00	(1,213.14)	-87.1%
Expenditures	<u>10,727.52</u>	<u>13,958.95</u>	<u>11,054.00</u>	<u>623.74</u>	<u>2,283.88</u>	1,660.14	266.2%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Change in Assets before Transfers	1,967.58	(5,504.89)	(7,118.88)	769.40	(2,103.88)	(2,873.28)	-373.4%
Adjustments	610.17						
Ending Cash Balances	13,290.79	7,785.90	667.02	1,436.42	(667.46)	(2,103.88)	-146.5%

Eastern SD Water Conference

The conference brings together researchers from Federal, State University, local government and private organizations to provide a forum to discuss topics dealing with water and water quality in SD.

Revenue	4,780.00	5,780.00	3,700.00	3,240.00	12,508.11	9,268.11	286.1%
Expenditures	<u>3,350.74</u>	<u>5,534.07</u>	<u>2,728.36</u>	<u>3,814.93</u>	<u>5,836.97</u>	2,022.04	53.0%
Change in Assets before Transfers	1,429.26	245.93	971.64	(574.93)	6,671.14	7,246.07	-1260.3%
Transfers In (Out)	68.50						
Ending Cash Balances	4,948.13	5,194.06	6,165.70	5,590.77	12,261.91	6,671.14	119.3%

I-29 Dairy Conference

The conference provides information on dairy nutrition, dairy cow comfort/housing and dairy facilities to producers along the I-19 corridor.

Revenue	16,425.68	19,760.17	-	-	2,220.57	2,220.57	
Expenditures	<u>14,447.67</u>	<u>21,424.61</u>	<u>1,728.66</u>	<u>1,089.40</u>	<u>4,116.79</u>	3,027.39	277.9%
Change in Assets before Transfers	1,978.01	(1,664.44)	(1,728.66)	(1,089.40)	(1,896.22)	(806.82)	74.1%
Transfers In/(Out)		(2,000.00)	1,009.20				
Ending Cash Balances	12,354.54	8,690.10	7,970.64	6,881.24	4,985.02	(1,896.22)	-27.6%

Wellness Program:

The Wellness Program provides physical fitness programs and awareness to the public.

Revenue	843,426.00	525,588.01	568,544.59	555,571.67	575,930.47	20,358.80	3.7%
Expenditures	<u>472,664.42</u>	<u>507,111.44</u>	<u>427,083.75</u>	<u>554,164.56</u>	<u>495,876.94</u>	(58,287.62)	-10.5%
Change in Assets before Transfers	370,761.58	18,476.57	141,460.84	1,407.11	80,053.53	78,646.42	5589.2%
Transfers In/(Out)	(356,678.10)	(3,758.38)	(33,575.54)	(49,953.17)	(67,954.02)	(18,000.85)	36.0%
Ending Cash Balances	39,189.84	53,908.03	161,793.33	113,247.27	125,346.78	12,099.51	10.7%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Music - String Project:							
The String project is when parents pay a fee for string lessons for their children. This fund helps pay for items the students would need during the year.							
Revenue		2,982.61	2,575.25	46.97	2,955.20	(407.36)	-13.7%
Expenditures		<u>987.31</u>	<u>3,055.48</u>	<u>-</u>	<u>3,780.12</u>	2,068.17	209.5%
Change in Assets before Transfers		1,995.30	(480.23)	46.97	(824.92)	(2,475.53)	-124.1%
Ending Cash Balances		1,995.30	1,515.07	1,562.04	737.12	(480.23)	-24.1%
Extension Master Gardener:							
Revenue					7,796.00	7,796.00	
Expenditures					<u>7,511.44</u>	7,511.44	
Change in Assets before Transfers					284.56	284.56	
Ending Cash Balances				25,027.89	25,312.45	284.56	1.1%
Precision Ag:							
Revenue							
Expenditures					<u>2,800.00</u>	2,800.00	
Change in Assets before Transfers					(2,800.00)	(2,800.00)	
Ending Cash Balances				(280.86)	(3,080.86)	(2,800.00)	996.9%
<u>University of South Dakota</u>							
Athletic Association Clinics							
The activities classified in this category include various athletic sports clinics for K-12 students.							
Revenue	314,744.48	361,586.38	245,211.77	245,322.97	247,282.42	1,959.45	0.8%
Expenditures	<u>316,599.40</u>	<u>328,307.62</u>	<u>300,599.84</u>	<u>222,046.51</u>	<u>253,089.75</u>	31,043.24	14.0%
Change in Assets before Transfers	(1,854.92)	33,278.76	(55,388.07)	23,276.46	(5,807.33)	(29,083.79)	-124.9%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Transfers In/(Out)		96,900.88					
Ending Cash Balances	24,749.52	154,929.16	99,541.09	122,817.55	117,010.22	(5,807.33)	-4.7%
Other Camps (Summer Camp and Music Camp)							
The activities are for summer music, educational and governs camps.							
Revenue	184,199.89	224,966.24	239,358.75	309,139.42	234,401.57	(74,737.85)	-24.2%
Expenditures	<u>175,126.98</u>	<u>217,091.79</u>	<u>232,067.47</u>	<u>249,187.17</u>	<u>217,023.00</u>	(32,164.17)	-12.9%
Change in Assets before Transfers	9,072.91	7,874.45	7,291.28	59,952.25	17,378.57	(42,573.68)	-71.0%
Transfers In/(Out)					134.21	134.21	
Ending Cash Balances	110,698.66	118,573.11	125,864.39	185,816.64	203,329.42	17,512.78	9.4%
Education Outreach:							
The activities classified in this category include Quad State Marching Band, Law School Profession Workshop, Jazz Festival and the TTL Education.							
Revenue	91,717.70	84,868.51	73,617.88	50,478.08	126,727.86	76,249.78	151.1%
Expenditures	<u>95,409.57</u>	<u>94,182.75</u>	<u>72,383.70</u>	<u>47,279.16</u>	<u>60,282.53</u>	13,003.37	27.5%
Change in Assets before Transfers	(3,691.87)	(9,314.24)	1,234.18	3,198.92	66,445.33	63,246.41	1977.1%
Transfers In/(Out)		(1,983.44)	(250.23)		1,592.54	1,592.54	
Adjustment for missed programs		9,091.13		83.83		(83.83)	-100.0%
Ending Cash Balances	50,578.28	48,371.73	49,355.68	52,638.43	120,676.30	68,037.87	129.3%
Small Business Administration (SBA):							
SBA provides services for outside agencies on a fee for service basis. Some services provided by SBA include statistical data research, such as census, revenue, gaming, etc...							
Revenue	372,000.42	310,650.71	782,170.03	750,105.66	999,898.18	249,792.52	33.3%
Expenditures	<u>287,568.15</u>	<u>382,065.36</u>	<u>635,144.09</u>	<u>777,805.33</u>	<u>1,057,147.91</u>	279,342.58	35.9%
Change in Assets before Transfers	84,432.27	(71,414.65)	147,025.94	(27,699.67)	(57,249.73)	(29,550.06)	106.7%

<u>UNIVERSITY/PROGRAM</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Transfers In/(Out)							
Add missed programs beg. Cash							
Add MTS Service	69,498.36						
Ending Cash Balances	151,981.36	80,566.71	227,592.65	199,892.98	142,643.25	(57,249.73)	-28.6%

Centers for Disabilities:

Centers for Disabilities provides services for individuals and families with individuals with disabilities to make their lives as normal as possible.

Revenue	250,028.92	164,896.24	193,498.78	207,481.86	105,719.53	(101,762.33)	-49.0%
Expenditures	<u>219,112.70</u>	<u>251,798.09</u>	<u>195,300.23</u>	<u>245,533.45</u>	<u>170,190.21</u>	(75,343.24)	-30.7%
Change in Assets before Transfers	30,916.22	(86,901.85)	(1,801.45)	(38,051.59)	(64,470.68)	(26,419.09)	69.4%
Transfers In/(Out)					28,466.81	28,466.81	
Add Nutrition Services	81,316.97						
Ending Cash Balances	350,059.29	263,157.44	261,355.99	223,304.40	187,300.53	(36,003.87)	-16.1%

Building Bridges Conference:

The conference is provided by Student Life for the exchange students as a good will gesture.

Revenue	1,302.75	100.00	1,000.00	60.00	255.00	195.00	325.0%
Expenditures	<u>2,494.25</u>	<u>1,969.89</u>	<u>(785.95)</u>	<u>(75.71)</u>	<u>233.81</u>	309.52	-408.8%
Change in Assets before Transfers	(1,191.50)	(1,869.89)	1,785.95	135.71	21.19	(114.52)	-84.4%
Ending Cash Balances	3,542.84	1,672.95	3,458.90	3,594.61	3,615.80	21.19	0.6%

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – M

DATE: May 9-11, 2017

SUBJECT: NSU NCAA Division II Agreed Upon Procedures Audit

An Agreed Upon Procedures audit is required every 3 years for NCAA Division II schools. NSU requested the Internal Auditor of the BOR to perform this audit for FY 2016.

The audit was performed using the 2016 NCAA issued Agreed-Upon Procedures guidance. Attached is a copy of the Independent Accountant's Report listing procedures performed. No audit exceptions were noted.

INFORMATIONAL ITEM



BOARD OF REGENTS

306 EAST CAPITOL AVENUE, SUITE 200
PIERRE, SOUTH DAKOTA 57501-2545
(605) 773-3455/FAX (605) 773-5320
www.sdbor.edu

OFFICE OF THE EXECUTIVE DIRECTOR

Independent Accountant's Report On The Application of Agreed-Upon Procedures

Dr. Timothy Downs, President,

and

Management of the Athletics Department
Northern State University
Aberdeen, SD 57401

We have performed the procedures enumerated below, which were agreed to by the President of the Northern State University solely to assist you in evaluating whether the accompanying Statement of Receipts and Disbursements of Northern State University (NSU) is in compliance with the National Collegiate Athletic Association (NCAA) Bylaw 3.2.4.15 for the year ended June 30, 2016.. Northern State University's management is responsible for the Statement of Receipts and Disbursements and the statement's compliance with those requirements. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Agreed-Upon Procedures Related to the Statement of Receipts and Disbursements

The procedures and associated findings are as follows:

1. We gained an understanding of the aspects of NSU's general internal control and organizational structure as well as the internal control procedures unique to the

intercollegiate athletic department to determine the processing system used to record revenues for completeness and expenditures for proper authorization.

We found no exceptions as a result of this procedure.

2. We reviewed NSU's Athletic Department's procedures for gathering information on the nature and extent of booster group activity for or in behalf of the institution's intercollegiate athletics program.

We found no exceptions as a result of this procedure.

3. Tests of the Statement of Receipts and Disbursements to include: a) the reported amounts on this statement are in agreement with the institution's general ledger.

We found no exceptions as a result of this procedure.

4. We traced ticket sale revenue to the institution's and the NSU's general ledger.

We found no exceptions as a result of this procedure.

5. Interviews were performed documenting the methodology of allocating student fees and institutional support.

We found no exceptions as a result of this procedure.

6. We obtained documentation support indirect cost rates and recalculated indirect institutional support.

We found no exceptions as a result of this procedure.

7. We obtained all settlement reports for away games and verified all guarantees were deposited in the general ledger.

We found no exceptions as a result of this procedure.

8. We confirmed the receipts and disbursements of the NSU Athletic Department's outside organization, Northern State University Foundation to agree these confirmed amounts with the NSU's Athletic Department's accounting records.

We found no exceptions as a result of this procedure.

9. We obtained and reviewed the audited financial statements of outside organizations audited independently of the institutional audit and any reports to management regarding matters related to the internal control structure required by National Collegiate Athletic Association regulations.

We found no exceptions as a result of this procedure.

10. We obtained and recalculated men's football and women's basketball sport camps documentation and traced it to the institution's general ledger.

We found no exceptions as a result of this procedure.

11. We obtained and reviewed endowment agreements to gain an understanding of relevant terms and conditions.

We found no exceptions as a result of this procedure.

12. We selected a sample of students receiving athletic student aid and compared total aid to the student's account and traced the student and their aid to the NCAA Membership Financial Reporting System.

We found no exceptions as a result of this procedure.

13. We compared and agreed the sports sponsored reported in the NCAA Membership Financial Reporting System to the squad lists of the institution.

We found no exceptions as a result of this procedure.

14. We selected a sample of coach's and traced to their contracts and payroll records for agreement.

We found no exceptions as a result of this procedure.

We were not engaged to, and did not conduct an examination, the objective of which would be the expression of opinions on the Statement of Receipts and Disbursements and of NSU. Accordingly, we do not express such opinions. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of Dr. Timothy Downs, President, and Management of the Athletics Department of Northern State University and should not be used by anyone other than these specified parties.

Michele Anderson, CPA
Director of Internal Audit

January 13, 2017

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – N

DATE: May 9-11, 2017

**SUBJECT: South Dakota Soybean Research and Promotion Council Sponsorship
Agreement – SDSU Center of Excellence in Soybean Research**

South Dakota State University requests Board approval of the sponsorship agreement between SDSU and the South Dakota Soybean Research and Promotion Council (SDSPRC), set forth in Attachment I, to establish a Center of Excellence in Soybean Research in the new greenhouse facilities under construction on campus. The provisions of the sponsorship agreement mirrors the verbiage accepted by SDSRPC's board of directors and that were contained in the project proposal, which cleared federal compliance review by the United Soybean Board. The key provisions of the sponsorship are as follows:

1. SDSRPC will provide \$1,000,000 to SDSU for the Center, which will be paid in three installments, with \$334,000 paid upon execution of the sponsorship agreement; \$333,000 paid on June 30, 2017; and \$333,000 paid on September 30, 2017;
2. SDSU will dedicate 2,100 square feet, or 20% of the total bed and greenhouse space of the new greenhouse, for soybean research for 30 years from the date of the sponsorship agreement, which research will be prioritized, reviewed and funded by the SDSRPC and affiliated organizations;
3. Attribution of the sponsorship will be prominently displayed in the head house, with additional recognition displayed at the entrance of each SDSRPC sponsored laboratory space within the greenhouse; and
4. SDSU's College of Agriculture and Biological Sciences will pay 50% of the usage fees associated with use of the Center by SDSRPC sponsored projects during years 1-5 of the sponsorship agreement and 25% of the usage fees during years 6-10, after which the entirety of the usage fees associated with its use of the Center will be charged to sponsored projects.

Background

(Continued)

DRAFT MOTION 20170509_7-N: I move to approve the \$1,000,000 sponsorship of the South Dakota Soybean Research and Promotion Council contained herein and authorize the Executive Director to execute the sponsorship agreement in substantially similar form to that set forth in Attachment I.

In the 2012 legislative session, HB 1051 authorized the Board of Regents to contract for the construction of a new head house and greenhouse at South Dakota State University. Funds totaling \$2.7 million were raised, in addition to \$1.1 million of HEFF funds; total fund-raising needed was \$4.8 million. Early in fundraising the SDSRPC requested a proposal for contribution to the greenhouse project. The SDSRPC recognized that new modern greenhouse space for research and teaching is important to enabling SDSU to address their needs and concerns for research and education that will strengthen the soybean economic sector. The SDSRPC signaled its interest to contribute \$1 million toward establishing stable long-term greenhouse space for research and education.

The SDSRPC is South Dakota's soybean checkoff management organization. The checkoff assesses soybean growers 1% of their soybean sales. The funds are divided between the national checkoff body, United Soybean Board (USB) and SDSRPC. The SDSRPC manages the state-focused promotion, research and education related to the soybean industry sector. The USB ensures compliance with the federal act and order which enables the soybean checkoff program and is administered by the United State Department of Agriculture (USDA) and manages national soybean promotion, research and education activities.

The SDSRPC awards approximately \$1 million in research and education grants annually to SDSU to enable SDSU's service to the industry. The SDSRPC maintains close communication and cooperation with SDSU in order to inform and enable SDSU agriculture research and education undertakings. Additional research and education grant and contract funds are obtained annually from the national and regional organizations as well as from the USDA National Institute of Food and Agriculture (USDA NIFA).

The SDSRPC recognized that the long-term ability of SDSU to serve the research and education needs of the South Dakota soybean economy demands modern greenhouse space availability for the long-term. However, during the fundraising period, the USDA and USB implementation of the soybean checkoff act and order transitioned away from enabling limited support for research and education construction to funding projects only.

A project was developed to establish a center of excellence dedicated to soybean research with long term stability. The project establishes a Center of Excellence in Soybean Research for 30 years, which coincides with the useful life of the new greenhouse and the long term stability of soybean research intended by SDSU. The Center of Excellence comprises 2,100 square feet of greenhouse bed space in the new greenhouse dedicated to soybean research. Funding sources for this research will come from SDSRPC, USB, USDA NIFA and other agriculture research funding entities. SDSU intends to remain active in soybean research for several decades in order to develop innovations and solve problems to contribute to the economic vitality of the soybean sector throughout the coming decades. SDSU expects that the soybean industry will remain a prominent sector for the next several decades.

A Center of Excellence in Soybean Research will increase the profile and research funding competitiveness of SDSU scientists. It will provide a focal point for the ongoing relationship between SDSU and SDSRPC in which SDSRPC communicates its research needs to SDSU and funds nearly 5% of the research grants and contracts annually in the SDSU College of Agriculture and Biological Sciences. The \$1 million proceeds of the SDSRPC Center of Excellence sponsorship will enable the College of Agriculture and Biological Sciences to internally reimburse the \$1 million of new greenhouse construction costs incurred by the college.

Center for Excellence in Soybean Research at South Dakota State University

This Agreement is by and between South Dakota Soybean Research and Promotion Council, a 501(c)(3) non-profit corporation located at 5000 South Broadband Lane, Suite 100, Sioux Falls, South Dakota ("SDSRPC") and South Dakota State University ("University" or "SDSU"), a public institution of higher education under the control and management of the South Dakota Board of Regents ("SDBOR"). The purpose of the Agreement is to define the roles, relationships and obligations of both parties for a Center for Excellence in Soybean Research at the University.

WHEREAS, the University is South Dakota's designated Land-Grant University established under South Dakota Codified Laws Ch. 13-58;

WHEREAS, the mission of the University defined by South Dakota Board of Regents Policy 1:10:2 is to serve students and clients through teaching, research and extension activities;

WHEREAS, the University is constructing a new head house and greenhouse complex on the north side of campus in support of that mission;

WHEREAS, the University proposed that the South Dakota Soybean Research and Promotion Council sponsor a Center for Excellence in Soybean Research at South Dakota State University in order to further research and innovation related to soybeans;

WHEREAS, the soybean industry and the South Dakota Soybean Research and Promotion Council desire to sponsor a Center for Excellence in Soybean Research at the University to strengthen the soybean industry by generating new knowledge and technologies for soybean production; and

WHEREAS, the parties desire to collaborate to foster an environment of intellectual and scientific innovation to enhance soybean related knowledge and technologies;

NOW THEREFORE, in consideration of the promises hereof and the mutual covenants and agreements contained herein, the parties hereto agree as follows:

- I. Center for Excellence in Soybean Research at South Dakota State University ("Center"):
 - a. The University is building a new head house and greenhouse complex, built and operated by SDSU on the north side of campus.
 - b. The University will dedicate 2,100 square feet, or twenty percent (20%) of total bed and bench greenhouse space as calculated by the square footage of the new greenhouse complex, for soybean research for thirty (30) years from the date of final execution of this Agreement for the Center.
 - c. SDSRPC will provide one million dollars (\$1,000,000) to the University for the Center. SDSRPC will make three (3) payments as follows: 1) \$334,000 at execution of this Agreement; 2) \$333,000 on June 30, 2017; and 3) \$333,000 on September 30, 2017. The University will invoice the amount due thirty (30) days prior to the second and third payment dates.
- II. Center Management and Use:

- a. The Center will be operated and managed as part of the University College of Agriculture and Biological Sciences and used to support the mission of the University.
 - b. The Center will foster an environment of intellectual and scientific innovation.
 - c. Collaborative externally funded research addressing the research priorities of the SDSRPC, United Soybean Board, and North Central Soybean Research Programs may occur in the Center pursuant to separate written agreements of the University, participants, and funding entities in accordance with University policies and procedures.
 - d. Soybean checkoff funds may be obtained and used for specific projects and programs in accordance with the applicable program protocols, statutes, and regulations.
 - e. In recognition of SDSRPC's sponsorship, the University College of Agriculture and Biological Sciences will pay usage fees for SDSRPC use of the Center on behalf of SDSRPC according to the proposed schedule: 50% during years 1-5 of the agreement and 25% during years 6-10. Full usage fees will be applied to SDSRPC contracts funded in year 11 and will continue throughout remaining term of the 30-year Center of Excellence agreement. This usage fee coverage applies only to research funded by the SDSRPC and does not extend to research funded by other soybean checkoff organizations or other sponsors.
 - f. University will provide general reports of projects supported by the SDSRPC in the Center annually.
- III. Project Objectives and how they will positively affect SD Soybean Farmers:
- a. In order for South Dakota soybean farmers to benefit from increased availability of research- based solutions to soybean production challenges, the Center for Excellence in Soybean Research at South Dakota State University has five (5) objectives:
 - 1. Provide new knowledge and technologies for South Dakota soybean farmers and the soybean industry. Collaborative and multi-state research will be conducted within the Center to solve current and emerging soybean production problems prioritized, reviewed, and funded annually by the South Dakota Soybean Research and Promotion Council, North Central Soybean Research Program, and United Soybean Board.
 - 2. Impact South Dakota farmers by delivering practices and technologies that improve soybean yield and the profitability of soybean production. The Center for Excellence in Soybean Research will enhance the quality and accuracy of SDSU's management recommendations, enabling farmers to sustainably increase soybean yield despite South Dakota's variable climatic conditions.
 - 3. Guarantee a minimum of 2,100 square feet of the north greenhouse complex is allocated annually and exclusively for soybean research aimed at solving soybean production problems prioritized, reviewed, and funded annually by soybean checkoff organizations including but not limited to the SDSRPC, North Central Soybean Research Program, and the United Soybean Board.

4. Ensure that research for the benefit of the South Dakota soybean industry is ongoing over the 30-year life of the Center for Excellence in Soybean Research. Research conducted within the Center will include that which has been prioritized, reviewed and funded annually by soybean checkoff organizations including the SDSRPC, North Central Soybean Research Program, and the United Soybean Board.
5. Ensure the vitality and resiliency of soybean farming in South Dakota. The Center for Excellence in Soybean Research will support M.S. and Ph.D. level training of students to focus on soybean science as a long-term strategy for soybean yield improvement, yield stability, and profitability of production.

IV. Signage and Attribution:

- a. Attribution of USDA soybean checkoff and SDSRPC sponsorship of the Center will be provided throughout the 30-year lifespan of the Center. Attribution, identifying the contribution, will be prominently displayed in the head house using a medium that will last the lifespan of this Agreement. Additional recognition will be displayed at the entrance of each SDSRPC sponsored laboratory space within the greenhouse using the SDSRPC logo, the United Soybean Board logo and a newly created logo for the Center for Excellence in Soybean Research. Publications, presentations and all other outputs of research conducted within the Center will contain recognition that the work was conducted within the Center and made possible by the soybean checkoff and SDSRPC. Attribution for sponsorship of the Center will be prominently displayed on the iGrow website. Attribution and signage will be in accordance with University policies and procedures.
- b. Termination of Signage and Attribution. In addition to any rights and remedies available at law, the SDBOR may terminate this Agreement and all rights and benefits hereunder, including terminating the Naming:
 1. In the event of any default in payment of the funds as provided in this Agreement, or in the unlikely event the SDBOR determines in its reasonable and good faith opinion that circumstances have changed such that the attribution chosen would adversely impact the reputation, image, mission or integrity of the State, University or the SDBOR, in the event of a continued association with and the continuation of the Naming provided for herein.
 2. Upon any such termination of this Agreement and/or the attribution hereunder, the SDBOR, and University shall have no further obligation or liability and shall not be required to return any portion of amounts already paid. The SDBOR and University, however, may in their sole and absolute discretion determine an alternative recognition for the portion of the funds already received.
- c. Modification of Naming. If, during the useful life of the facility or Center and during the term of this Agreement, the facility or Center is transferred or conveyed from the University, closed, deconstructed, destroyed or severely damaged, significantly

renovated, upgraded, or modified; relocated, or replaced, then the attribution and signage will cease. In such event, however, SDSRPC, if available, and in consultation with and as mutually agreed by the Board and University, will have the right, for no additional payment, to have another available and equivalent University Center named after the SDSRPC.

- d. **Publicity.** For purposes of publicizing the sponsorship and the attribution and signage, University will have the right, without charge, to use the logos of SDSRPC and photograph the individuals representing SDSRPC and use the names, likenesses, and images of the individuals in photographic, audiovisual, digital or any other form of medium (the "Media Materials") and to use, reproduce, distribute, exhibit, and publish the Media Materials in any manner and in whole or in part, including in brochures, website postings, informational and marketing materials, and reports and publications worldwide in any medium describing University's development, educational, research, and outreach activities.

V. **Terms and Conditions:**

- a. **Relationship of Parties.** The University shall have control over the Center and any activities performed under this Agreement. The University's relationship to the SDSRPC under this Agreement shall be that of independent contractor and not as an agent, joint venturer, or partner of sponsor. Neither party has the authority or right to bind the other party or incur any liability on behalf of the other party.
- b. **Fiscal Management.** The University shall maintain complete and accurate accounting records in accordance with accepted accounting practices for institutions of higher education. These records shall be available for inspection, review, and audit at reasonable times by the SDSRPC, or its duly authorized representative, at SDSRPC's expense, for three (3) years following the end of the University's fiscal year (ending June 30 of any given year) in which such costs are incurred.
- c. **Lobbying.** No funds provided under this Agreement shall be used for lobbying purposes.
- d. **Waiver.** A Party's failure to enforce any of its rights herein may not be construed as a waiver of such rights; nor may one or more instances of non-enforcement be construed as a continuing waiver or as a waiver in other instances.
- e. **Severability.** If any provision of this Agreement is rendered invalid or unenforceable by any law or regulation, or declared null and void by any court of competent jurisdiction, that part will be reformed, if possible, to conform to law and if reformation is not possible, that part will be deleted and the remainder of the provisions of this Agreement will, subject to this paragraph, remain in full force and effect, unless enforcement of this Agreement without the invalid or unenforceable clause would be grossly inequitable under the circumstances or would frustrate the primary purpose of this Agreement.
- f. **Force Majeure.** A party will not be liable to the other party for inability to perform any of its obligations under this Agreement when its inability is the result of an act of God, earthquake, epidemic, order of civil or military authorities, flood, fire, war, civil

disturbance, strike, act of terror, or other natural cause over which the Party has no control. A party failing to perform an obligation under this Agreement because of force majeure must give the other party written notice of the force majeure as soon as possible after its occurrence. A party whose performance is excused because of force majeure must resume performance as soon as reasonably possible upon cessation of the force majeure.

- g. Funding Out. Parties acknowledge that legislative action may require curtailment or termination of some or all of the University's research and educational programs. Parties acknowledge further that the University is obligated to respond to such legislative action and may determine that it is necessary to curtail or terminate this program. Parties also acknowledge termination or failure to perform terms of this Agreement in response to legislative action will not be deemed a breach of this Agreement.
- h. Assignment. This Agreement and the rights and benefits hereunder may not be assigned by either party without the prior written consent of the other party, which consent shall be in the sole and absolute discretion of the non-assigning party.
- i. Entire Agreement. This Agreement constitutes the entire agreement of the parties with regard to the matters referred to herein, and supersedes all prior oral and written agreement, if any, of the parties in respect hereto. This Agreement may not be modified or amended except by written agreement executed by both parties hereto. The captions inserted in this Agreement are for convenience only and in no way define, limit, or otherwise describe the scope or intent of this Agreement, or any provision hereof, or in any way affect the interpretation of this Agreement.
- j. Compliance with Laws. In performance of the work, the parties shall comply with all applicable international, national, regional and local laws, codes, regulations, rules and orders.
- k. This Agreement will be governed by and construed in accordance with the laws of the State of South Dakota with venue in the courts of South Dakota.
- l. This Agreement and the recognition and naming provided for herein are subject to the approval by the Board and this Agreement will not be effective unless and until approved by the Board.

ACCEPTED AND AGREED TO:

South Dakota Soybean Research and
Promotion Council ("SDSRPC")

South Dakota Board of Regents ("SDBOR")

By: _____

By: _____

The South Dakota Board of Regents adjourned its regular business meeting on May 11, 2017 and will meet again in regular session on June 27-29, 2017 in Aberdeen, South Dakota.

I, Mike Rush, Executive Director and CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on May 9-11, 2017.

A handwritten signature in black ink that reads "Mike Rush". The signature is written in a cursive, flowing style.

Mike Rush
Executive Director and CEO