

**BOARD OF REGENTS
MINUTES OF THE MEETING
June 27-29, 2017**

Contents

FY18 INFORMAL BUDGET HEARINGS

FY18 Informal Budget Hearings	1935-1937; 2086-2197
SDSU/CES/AES	1935; 2095-2110
USD/SSOM	1935-1936; 2111-2122
SDSBVI & SDSD	1936;
SDSM&T	1936; 2123-2138
DSU	1936; 2139-2147
NSU	1937; 2148-2152
BHSU	1937; 2153-2163
SDBOR System	1937; 2164-2197

BOARD WORK

APPROVAL OF THE AGENDA	1938
DECLARATION OF CONFLICTS	1938
APPROVAL OF THE MINUTES	1938
ROLLING CALENDAR	1938; 2199-2203

CONSENT AGENDA

Academic and Student Affairs

New Certificate Requests – DSU – Digital Humanities (Graduate)	1938; 2204-2210
New Certificate Requests – SDSU – Workplace Intercultural Competence (Undergrad)	1939; 2211-2217
New Certificate Requests – USD – Communication and Leadership (Undergrad)	1939; 2218-2222
New Certificate Requests – USD – Healthcare and Leadership (Undergrad)	1939; 2223-2227
New Certificate Requests – USD – Management (Undergrad)	1939; 2228-2232
New Certificate Requests – USD – Personnel Supervision (Undergrad)	1939; 2233-2237
New Certificate Requests –USD – Small Business Entrepreneurship (Undergrad)	1939; 2238-2242
New Certificate Requests – USD – Science, Technology, and Math Pedagogy (Graduate)	1940; 2243-2246
New Specialization Requests – USD – Bioinformatics (Biology, PhD)	1940; 2243-2250
New Specialization Requests – USD – Conservation and Biodiversity (MS)	1940; 2251-2254
New Specialization Requests – USD – Integrative Biology (Biology PHd)	1940; 2255-2258

Agreements on Academic Cooperation – SDSU	1940; 2259-2269
Revisions to Terminal Degrees Table – SDSU & USD	1940-1941; 2270-2279
Inactive Status and Program Termination Requests – USD	1941; 2280-2285
BHSU Naming Request – Jace DeCory Center for American Indian Studies	1941, 1955; 2286-2290
BHSU Naming Request – Lionel R. Bordeaux Residence Hall	1941, 1955; 2290-2295
USD Naming Request – Nolop Institute for Medical Biology	1941, 1955; 2296-2303
Joint Powers Agreements – SDSU & Dept. of Agriculture	1941; 2304-2318
Joint Powers Agreements – SDSU & Dept. of Environmental and Natural Resources	1941; 2319-2335

Budget and Finance

Memorandum of Understanding – SDBOR & SDSU Alumni Association, Inc.	1941-1942; 2336-2340
M&R Projects	1942; 2341
FY18 HEFF M&R Projects	1942; 2342-2348
FY18 General Fund M&R Projects	1942; 2349-2352
BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (Emergency Approval)	1942; 2353-2360
BOR Policy 5:5:2 – Tuition & Fees: On-Campus Tuition (Emergency Approval)	1942; 2361-2364

PLANNING AND RESOURCE DEVELOPMENT

Welcome and Presentation by NSU President Tim Downs	1942-1943
NSU Student Organization Awards (Checka Leinwall, NSU Associate Vice President for Student Affairs)	1943; 2365
Reports on Individual Regent Activities	1943
Reports from Individual Presidents and Superintendents	1943
Report and Actions of Executive Session	1943-1944
Report of the Executive Director	1944; 2366-2376
NSU Foundation Report (Todd Jorde, President/CEO of NSU Foundation)	1944; 2377
University Center-Sioux Falls Consultant's Report	1944-1945; 2378-2451
Amendment to the By-Laws – Creation of Athletics Advisory Committee (First Reading)	1945; 2452-2454
Career Pathways	1945-1946

ACADEMIC AND STUDENT AFFAIRS

Student Federation Report	1947
Institutional Items of Information	1947; 2455-2513
Ellucian Student Banner	1947; 2514-2516
New Program Requests – SDSU – BS in Conservation Planning and Park Management	1947-1948; 2517-2535
New Program Requests – SDSU – BS in Leadership & Management of Nonprofit Organizations	1948; 2536-2559

New Program Requests – USD – BS in Technical Leadership	1948-1949; 2560-2576
Intent to Plan Requests – SDSM&T – MS in Innovation and Design	1949; 2577-2593
Intent to Plan Requests – SDSU – MS in Medical Laboratory Science	1949-1950; 2594-2603
SDSM&T Program Modification – Accelerated Program: MS in Engineering Management	1950; 2604-2607
BOR Policy 4:11 Revisions – Rank and Promotion (First Reading)	1950; 2608-2622
BOR Policy 4:43 Revisions – Emeritus Status (First Reading)	1950-1951; 2623-2628
BOR Policy 2:3 Revisions – System Undergraduate Admissions (First Reading)	1951-1952; 2629-2643
e-Text Pilot Results and Recommendation	1952; 2644-2665
Institutional Program Review Reports – DSU, NSU and SDSU	1952-1953; 2666-2667
Customized Learning and Early College Models	1953-1954; 2668-2692
BHSU Naming Request – Jace DeCory Center for American Indian Studies	1941, 1955; 2286-2290
BHSU Naming Request – Lionel R. Bordeaux Residence Hall	1941, 1955; 2290-2295
USD Naming Request – Nolop Institute for Medical Biology	1941, 1955; 2296-2303

BUDGET AND FINANCE

Building Committee Report	1955; 2693
Capital Project List	1956; 2694-2697
Student Accounts Receivable Report	1956; 2698-2701
Reduced Tuition Annual Report	1956; 2702-2707
USD North Commons Renovation Facility Program Plan	1956-1957; 2708-2713
DSU Public Service Activity - CAHIT	1957; 2714-2715
Audit Committee Charter and By-laws Addition	1957-1958; 2716-2721
NCAA Division I Athletic Budget Projections	1958; 2722-2724
Revised Resolution to Remove Humbert Hall from the Housing and Auxiliary Facilities System	1959; 2725-2727
SDSU American Indian Student Center Preliminary Facility Statement	1959-1960; 2728-2733
SDSU South University Neighborhood Development Preliminary Facility Statement	1960-1961; 2734-2738
SDSU Contract Addendum for the Dakota Lakes Research Farm	1961; 2739-2741
SDSU Garden Square Property Acquisitions	1961-1962; 2742-2745
SDSU South University Neighborhood Development Property Acquisitions	1962; 2746-2749
First Amendment to the SDSU Sanford-Jackrabbit Facility Operating and Use Agreement	1962-1963; 2750-2760

**BOARD OF REGENTS
MINUTES OF THE MEETING
June 27-29, 2017**

The South Dakota Board of Regents met on June 27-29, 2017 at Northern State University in Aberdeen with the following members present:

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

Also present during all or part of the meeting were Mike Rush, Executive Director and CEO; Guilherme Costa, General Counsel; Paul Turman, System Vice President for Academic Affairs; Nathan Lukkes, System Assistant Vice President for Research and Economic Development; Michele Anderson, Internal Auditor; Kayla Bastian, Director of Human Resources; Monte Kramer, System Vice President of Finance and Administration; Dave Hansen, Director of Information Technology; Molly Hall-Martin, Director of Student Preparation & Success; Molly Weisgram; System Director of Student Affairs and Board Secretary; Janelle Toman, Director of Communications; Leah Ahartz, System Budget Manager; Jay Perry, Assistant Vice President for Academic Affairs; Janice Minder, Consultant; Jammie Raske, Senior Information Technology Specialist; Barry Dunn, President SDSU; José-Marie Griffiths, President DSU; Tom Jackson Jr., President BHSU; Marjorie Kaiser, Superintendent SDSBVI/SDSD; Jan Puszynski, Interim President SDSM&T; Tim Downs, President NSU; James Abbott, President USD; Mike Isaacson, Kathy Johnson, Chris Crawford, Lois Flagstad, BHSU; Heather Forney, Pat Mahon, Steve Malott, SDSM&T; Stacy Krusemark, Judy Dittman, DSU; Claudean Hluchy, SDSBVI/SDSD; Veronica Paulson, Jeremy Reed, NSU; Kim Grieve, Sheila Gestring, Roberta Ambur, Jim Moran, USD; Dennis Hedge, Wesley Tschetter, Dean Kattelmann, SDSU; Brittni Skipper, BFM; Jeff Mehlhaff, LRC; Alan Aldrich, COHE; Julie Johnson and other members of the Regental system and public and media.

TUESDAY, JUNE 27, 2017

FY19 INFORMAL BUDGET HEARINGS

Regent Bob Sutton called the meeting to order at 2:45 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 – PRESENT
Kevin Schieffer – PRESENT
Bob Sutton – PRESENT

Regent Sutton introduced new regent Joan Wink. Regent Wink said she very much looks forward to the opportunity to serve on the Board of Regents. She thanked the staff for their support and orientation. She said she looks forward to working with all others who take part in these meetings.

Dr. Mike Rush, BOR Executive Director, explained that in addition to advancing a budget request to the Governor, the informal budget hearings allow the Board to do an inventory of the institutions' top priorities. Before starting the informal budget hearing schedule, he introduced Brittni Skipper, BOR budget analyst from the Bureau of Finance and Management, and Jeff Mehlhaff, analyst from the Legislative Research Council.

Introductions: Dr. Monte Kramer, System Vice President for Finance & Administration, explained that the Board will hear from each institution. He said the Board's goal is to listen for system initiatives or institution-specific budget requests that should be forwarded onto the Governor as a formal budget request. He said the Board will further deliberate and finalize the information at its August meeting.

South Dakota State University, SDSU Extension, and Agricultural Experiment Station: President Barry Dunn; Provost/Executive Vice President for Academic Affairs Dennis Hedge; and Interim Director of SDSU Extension Karla Trautman reviewed budget priorities for South Dakota State University, SDSU Extension, and the Agricultural Experiment Station.

University of South Dakota and Sanford School of Medicine: President James Abbott; Vice President of Finance/CFO Sheila Gestrung; Vice President for Health Affairs/Dean of Sanford School of Medicine Mary Nettleman; Vice President of Administration and Information Technology Roberta Ambur; Provost/Vice President of Academic Affairs Jim Moran; and Vice President of Student Services and Dean of Students Kimberly Grieve overviewed budget priorities for the University of South Dakota and the Sanford School of Medicine.

At the conclusion of USD's presentation, Regent Schieffer suggested that staff focus on areas where the system and individual institutions could affect cost savings and come back to the legislature with what the system is trying to do in this regard. He noted the perception that the institutions are not using their money efficiently. He said being forthright with the legislature and reducing this information to a document may build credibility. He would like this to be an August retreat item.

Regent Jewett said there is a story to tell and this has been done in past years using a document called "Reinvestment through Efficiencies." That said, the system has not done a good job of demonstrating what we have done because it continues to have a credibility problem. He explained that the system has seen \$70 million dollars of reductions over the last several years but this is often not recognized.

IT WAS MOVED by Regent Bastian, seconded by Regent Schieffer, that the Board of Regents dissolve into Executive Session at 6:00 p.m. on Tuesday, June 27, to discuss personnel matters and adjourn at 7:30 p.m.; that it reconvene in executive session at 7:00 a.m. on Wednesday, June 28, 2017, to discuss personnel matters and rise at 8:30 a.m. to resume the regular order of business; that it reconvene in executive session at 2:15 p.m. to discuss personnel matters, pending and prospective litigation, contractual matters, 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, and to consult with legal counsel and rise from executive session at 5:15 p.m. to resume the regular order of business; and that it report its deliberations while in executive session during the portion of the regular order of business that begins at 9:00 a.m. on Thursday, June 29, 2017. Motion passed.

CAMPUS COMMUNITY FORUM

The Board responded to questions from the campus community.

WEDNESDAY, JUNE 28, 2017

Regent Bob Sutton reconvened the meeting of the Board of Regents at 8:45 a.m.

FY19 INFORMAL BUDGET HEARINGS – CONTINUED

South Dakota School for the Blind and Visually Impaired & South Dakota School for the Deaf: Superintendent Marje Kaiser overviewed the budget priority for the two special schools. She thanked the Board for its support in achieving salary increases for the teachers at the special schools during the last legislative session that were inadvertently left out of the legislation during the 2016 Legislative Session that increased the salaries of K-12 teachers.

South Dakota School of Mines & Technology: Interim President Jan Puszynski reviewed budget priorities for South Dakota School of Mines & Technology.

Dakota State University: President José-Marie Griffiths; Vice President for Business and Administrative Services Stacy Krusemark; and Vice President for Technology & CIO David Overby reviewed budget priorities for Dakota State University.

Northern State University: President Tim Downs and Vice President of Finance and Administration Veronica Paulson reviewed budget priorities for Northern State University.

Black Hills State University: President Tom Jackson Jr.; Vice President for Finance & Administration Kathy Johnson; Provost and Vice President for Academic Affairs Chris Crawford; and Vice President for Enrollment and Student Affairs Lois Flagstad reviewed budget priorities for Black Hills State University and Black Hills State University – Rapid City.

South Dakota Board of Regents' System: Executive Director Dr. Mike Rush; System Vice President for Finance & Administration Monte Kramer; and System Chief Networking and Security Officer Claude Garelik provided an overview of system-wide priorities.

Board Deliberations: Executive Director Mike Rush provided a handout with a summary of all the budget request amounts. He asked the Board to consider how it would like the Board office to proceed as it prepares the draft BOR budget request for additional discussion in August. The Board asked that the summary sheet differentiate between requests for spending authority versus requests for money. Regent Sutton noted that the system would be better served if it grouped similar requests together, such as mathematics success programs, needs-based scholarships, salary policy, and technology security review. The regents agreed and asked staff to identify where there is overlap for the proposal discussed in August. Dr. Rush asked for guidance about the system-wide requests: needs-based scholarship, maintenance & repair recovery money, and 100G upgrade. Regents generally agreed that all three priorities were important and if the Board does not continue to make the case for them, no one else will.

A copy of the institutions' budget presentations can be found on pages 2086 to 2197 of the official minutes.

The Board dissolved into Executive Session at 2:15 p.m.

THURSDAY, JUNE 29, 2017

BREAKFAST MEETING WITH AREA LEGISLATORS

Representative Susan Wismer (District 1) and Senator Al Novstrup (District 3) met with Board members to informally discuss topics of mutual interest.

BOARD WORK

Recognizing Regent Harvey Jewett's last meeting, Regent Bob Sutton presented Regent Jewett a gavel box set on behalf of the Board. To honor Regent Jewett and recognize his 10 years of leadership as Board president, he asked Regent Jewett to assume the chairmanship for the meeting.

Regent Jewett resumed the meeting at 9:00 a.m.

6-A Approval of the Agenda

IT WAS MOVED by Regent Bastian, seconded by Regent Schieffer, to approve the agenda with the following changes: (1) move agenda items 7- F, 7-G, and 7-H off the consent agenda and onto the Academic and Student Affairs portion of the agenda, (2) there will be no student federation report as part of item 9-A, (3) addition of item 8-J Career Pathways, and (4) note that item 9-L will be taken up at 11 a.m. Motion passed.

6-B Declaration of Conflicts

No conflicts reported.

6-C Approval of the Minutes

IT WAS MOVED by Regent Morgan, seconded by Regent Sutton, to approve the minutes of the meeting on May 9-11, 2017. Motion passed.

6-D Rolling Calendar

IT WAS MOVED by Regent Schaefer, seconded by Regent Roberts, to approve the date and location of next year's Board of Regents meeting to be held on June 26-28, 2018, at the University of South Dakota in Vermillion. Motion passed.

A copy of the Rolling Calendar can be found on pages 2199 to 2203 of the official minutes.

CONSENT AGENDA

Regent Jewett reminded the group that agenda items 7-F, 7-G, and 7-H were taken off the consent agenda. He explained that the consent agenda will be approved on a single vote.

Dr. Rush noted that the attachment in new certificate item 7-A(2) was updated to include one additional elective course.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve the consent agenda items 7-A through 7-O, with the exception of items 7-F, 7-G, and 7-H. Motion passed.

CONSENT - ACADEMIC & STUDENT AFFAIRS

7-A(1) New Certificate Requests – DSU – Digital Humanities (Graduate)

Approve Dakota State University's graduate certificate in Digital Humanities as described in Attachment I.

A copy of the DSU's request for a graduate certificate in Digital Humanities can be found on pages 2204 to 2210 of the official minutes.

7-A(2) New Certificate Requests – SDSU – Workplace Intercultural Competence (Undergrad)

Approve South Dakota State University's undergraduate certificate in Workplace Intercultural Competence as described in Attachment I.

A copy of SDSU's request for an undergraduate certificate in Workplace Intercultural Competence can be found on pages 2211 to 2217 of the official minutes.

7-A(3) New Certificate Requests – USD – Communication and Leadership (Undergrad)

Approve the University of South Dakota's undergraduate certificate in Communication and Leadership as described in Attachment I.

A copy of USD's New Certificate Requests for Communication and Leadership (Undergrad) can be found on pages 2218 to 2222 of the official minutes.

7-A(4) New Certificate Requests – USD – Healthcare and Leadership (Undergrad)

Approve the University of South Dakota's request for an undergraduate certificate in Healthcare and Leadership as described in Attachment I.

A copy of USD's request for an undergraduate certificate in Healthcare and Leadership can be found on pages 2223 to 2227 of the official minutes.

7-A(5) New Certificate Requests – USD – Management (Undergrad)

Approve the University of South Dakota's request for an undergraduate certificate in Management as described in Attachment I.

A copy of USD's request for an undergraduate certificate in Management can be found on pages 2228 to 2232 of the official minutes.

7-A(6) New Certificate Requests – USD – Personnel Supervision (Undergrad)

Approve the University of South Dakota's request for an undergraduate certificate in Personnel Supervision as described in Attachment I.

A copy of USD's request for an undergraduate certificate in Personnel Supervision can be found on pages 2233 to 2237 of the official minutes.

7-A(7) New Certificate Requests – USD – Small Business Entrepreneurship (Undergrad)

Approve the University of South Dakota's request for an undergraduate certificate in Small Business Entrepreneurship as described in Attachment I.

A copy of USD's request for an undergraduate certificate in Small Business Entrepreneurship can be found on pages 2238 to 2242 of the official minutes.

7-A(8) New Certificate Requests – USD – Science, Technology and Math Pedagogy (Graduate)

Approve the University of South Dakota's request for a graduate certificate in Science, Technology and Math Pedagogy.

A copy of USD's request for a graduate certificate in Science, Technology and Math Pedagogy can be found on pages 2243 to 2246 of the official minutes.

7-B(1) New Specialization Request – USD – Bioinformatics (Biology, PhD)

Approve the University of South Dakota's Bioinformatics Specialization in the Biological Sciences, Ph.D., program as described in Attachment I.

A copy of USD's new specialization request for Bioinformatics (Biology, PhD) can be found on pages 2247 to 2250 of the official minutes.

7-B(2) New Specialization Request – USD – Conservation and Biodiversity (Biology, MS)

Approve the University of South Dakota's Conservation and Biodiversity Specialization in the MS in Biology program as described in Attachment I.

A copy of USD's new specialization request for Conservation and Biodiversity (Biology, MS) can be found on pages 2251 to 2254 of the official minutes.

7-B(3) New Specialization Request – USD Integrative Biology (Biology, PhD)

Approve the University of South Dakota's Integrative Biology Specialization in the Biological Sciences, Ph.D., program as described in Attachment I.

A copy of USD's new specialization request for Integrative Biology (Biology, PhD) can be found on pages 2255 to 2258 of the official minutes.

7-C Agreements on Academic Cooperation – SDSU

Approve the Agreement on Academic Cooperation between South Dakota State University and Dalian Polytechnic University; and the agreement on academic cooperation with South Dakota State University and Jiangnan University.

A copy of SDSU's Agreements on Academic Cooperation can be found on pages 2259 to 2269 of the official minutes.

7-D Revisions to Terminal Degrees Table – SDSU & USD

Approve the proposed revisions to the Terminal Degrees Table as provided in Attachment I for South Dakota State University and the University of South Dakota.

A copy of the revisions to the Terminal Degrees Table can be found on pages 2270 to 2279 of the official minutes.

7-E Inactive Status and Program Termination Requests – USD

Approve University of South Dakota's requests to terminate the MS in Occupational Therapy; Information Technology Consultant Academy Undergraduate Certificate; and Health (Teaching) Minor.

A copy of USD's Inactive Status and Program Termination Requests can be found on pages 2280 to 2285 of the official minutes.

7-F BHSU Naming Request – Jace DeCory Center for American Indian Studies

Moved off consent agenda to Academic and Student Affairs

7-G BHSU Naming Request – Lionel R. Bordeaux Residence Hall

Moved off consent agenda to Academic and Student Affairs

7-H USD Naming Request – Nolop Institute for Medical Biology

Moved off consent agenda to Academic and Student Affairs

7-I(1) Joint Powers Agreement – SDSU & Dept. of Agriculture

Approve the Joint Powers Agreement between the South Dakota Department of Agriculture and South Dakota State University as set forth in Attachment I and the subsequent amendment thereto set forth in Attachment II.

A copy of the Joint Powers Agreement between the SD Department of Agriculture and SDSU can be found on pages 2304 to 2318 of the official minutes.

7-I(2) Joint Powers Agreement – SDSU & Dept. of Environmental and Natural Resources

Approve the Joint Powers Agreement between the South Dakota Department of Environment and Natural Resources and South Dakota State University as set forth in Attachment I.

A copy of the Joint Powers Agreement between the SD Department of Environmental and Natural Resources and SDSU can be found on pages 2319 to 2335 of the official minutes.

CONSENT – BUDGET & FINANCE

7 –J Memorandum of Understanding – SDBOR & SDSU Alumni Association, Inc

Approve the Memorandum of Understanding between the South Dakota Board of Regents and the South Dakota State University Alumni Association, Inc.

A copy of the Memorandum of Understanding between the SDBOR & SDSU Alumni Association, Inc. can be found on pages 2336 to 2340 of the official minutes.

7-K M&R Projects

Approve the requested maintenance and repair project as described in the item and approved by the executive director as emergencies.

A copy of the M&R Projects can be found on page 2341 of the official minutes.

7-L FY18 HEFF M&R Projects

Approve FY18 HEFF M&R allocations and the requested projects.

A copy of the FY18 HEFF M&R Projects can be found on pages 2342 to 2348 of the official minutes.

7-M FY18 General Fund M&R Projects

Approve FY18 General Fund maintenance and repairs allocations and the requested projects as listed in the item.

A copy of the FY18 General Fund M&R Projects can be found on pages 2349 to 2352 of the official minutes.

7-N BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (Emergency Approval)

Approve the proposed changes to BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (Emergency Approval). The purpose of the policy and definitions were updated.

A copy of the BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (Emergency Approval) can be found of pages 2353 to 2360 of the official minutes.

7-O BOR Policy 5:5:2 – Tuition & Fees: Off-Campus Tuition (Emergency Approval)

Approve the proposed changes to BOR Policy 5:5:2 – Tuition & Fees: Off-Campus Tuition (Emergency Approval). The purpose of the policy and definitions were updated.

A copy of the BOR Policy 5:5:2 – Tuition & Fees: Off-Campus Tuition (Emergency Approval) can be found of pages 2361 to 2364 of the official minutes.

PLANNING & RESOURCE DEVELOPMENT

8-A Welcome and Presentation by NSU President Timothy Downs

President Timothy Downs welcomed the attendees of the Board of Regents meeting to NSU. He recognized the long-time service of Regent Jewett. He also announced new NSU employees: Director of Communications and Marketing Justin Fraase; Director of Institutional Research and

Assessment Brenda Mammenga; Dean of the School of Business Timothy Mantz; and Vice President of Enrollment Management and Student Affairs Jeremy Reed. Dr. Downs provided updates about the institution including information about facilities, enrollment management, HLC accreditation, etc.

8-B Student Organization Awards

Checka Leinwall, NSU Associate Vice President for Student Affairs, introduced the Student Organization Awards. The Award for Academic Excellence for 2016 was presented to the Speech & Debate Team. The Award for Community Service for 2016 was presented to the Collegians in Christ's Service (C.I.C.S.) Lutheran Campus Ministry. The Award for Organizational Leadership for 2016 was presented to the Korean Student Association.

A Copy of the Student Organization Awards can be found on page **2365** of the official minutes.

8-C Reports on Individual Regent Activities

Regent Sutton said he recently attended a board chair leadership training in Washington, D.C. He said he took a lot from the meeting and looks forward to sharing the information with the regents in the near future. During that meeting, he said he learned that South Dakota is the oldest Regental system in the country. South Dakota was the first state to organize a Regental system that is still in operation today.

8-D Reports from Individual Presidents and Superintendents

DSU President José-Marie Griffiths introduced the institution's new provost Dr. Scott McKay.

SDSU President Dunn introduced Dr. Daniel Scholl as the institution's new vice president of research and economic development.

8-E Report and Actions of Executive Session

Upon convening at 6:00 p.m. on Tuesday, June 27, 2017, the Board dissolved into executive session to discuss personnel matters before adjourning at 7:30 p.m. At 7:00 a.m. on Wednesday, June 28, 2017, the Board reconvened in executive session to discuss personnel matters before rising at 8:30 a.m. to resume the regular order of business. The Board reconvened in executive session at 2:15 p.m. to discuss personnel matters, pending and prospective litigation, contractual matters, 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, and to consult with legal counsel, before rising from executive session to resume the regular order of business and report its deliberations while in executive session. 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 Schaefer, 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. Approve the leave requests for Rajesh K. Sani (SDSM&T) and Janet Miller (SDSU); and the cancellation of the leave request for Dr. Larry Stetler (SDSM&T) presented at the May 2017 BOR Meeting.
2. Approve the requests to grant tenure to Dr. Pierre Larochelle (SDSM&T), Dr. Jeffrey Woldstad (SDSM&T), and Dr. Michael Krueger (USD).
3. Approve the request for a one (1) year extension of time for tenure consideration for Jessica Garcia Fritz (SDSU).
4. Award the title of Professor Emerita of Health and Nutritional Sciences for Dr. Patty Hacker (SDSU). The resolution of recognition can be found on page **1965** of the official minutes.
5. Approve the appointment of Dr. Daniel Scholl as the new vice president for research and economic development at SDSU at the annualized salary of \$225,000 effective July 1, 2017.
6. 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 **1966** to **2085** of the official minutes.

Motion passed.

8-F Report of the Executive Director

Dr. Mike Rush reported that during the board chair leadership conference in Washington, D.C., he and Regent Sutton were able to have dinner with past President of the South Dakota School of Mines & Technology, Heather Wilson, who has recently assumed the role of Secretary of the U.S. Airforce.

A copy of the Interim Actions of the Executive Director can be found on pages **2366** to **2376** of the official minutes.

8-G NSU Foundation Report

Todd Jorde, President/CEO of the NSU Foundation, introduced his colleague Jon Olson, Associate Vice President of Development at the NSU Foundation. He provided the Board information about recent Foundation activities and current assets.

A copy of the NSU Foundation Report can be found on page **2377** of the official minutes.

8-H University Center – Sioux Falls Consultant’s Report

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, explained that in March 2017 the consulting firm FutureWorks began work on behalf of the University Center – Sioux Falls (UC-SF) and the Sioux Falls community. The firm’s charge was to: 1) offer a new mission and vision for UC-SF; 2) complete a post-secondary needs analysis to determine market potential and education needs of residents and employers in the Sioux Falls area; and 3) provide a three-year business plan with action steps to achieve the new mission and vision.

Dr. Perry provided a brief overview of the FutureWorks final report and recommendation, which were issued on June 1, 2017.

A copy of the University Center – Sioux Falls Consultant’s Report can be found on pages **2378** to **2451** of the official minutes.

8-I Amendment to the By-Laws – Creation of Athletics Advisory Committee (First Reading)

As part of this item, Regent John Bastian said he would like to address another change to the By-Laws, which will be part of his motion. In his review of the entire By-Laws, he feels that the last sentence of the membership section 2.0 does not reflect state law. Therefore, he recommends that after the second sentence of the current membership paragraph, everything should be deleted and the following should replace it: “The regents are subject to SDCL Ch. 13-49 regarding terms and qualifications.”

Kayla Bastian, System Director of Human Resources, explained that across the nation, and the Regental system, intercollegiate athletic programs continue to grow and have increased public exposure. She said as the programs grow, so do the administrative complexities of managing them. Therefore, the Association of Governing Boards recommends that boards establish an advisory committee on athletics to consider the issues surrounding intercollegiate athletics. The creation of an Athletics Advisory Committee will allow the Board members to have a greater understanding of the impacts of intercollegiate athletics, and ensure that BOR athletics programs align with the mission, vision and values of higher education in South Dakota. She described the proposed amendments to the By-Laws that would effectively create the Athletics Advisory Committee.

Regent Morgan asked a question about another section of the By-Laws that relates to section 2.0, previously referenced by Regent Bastian. Regent Bastian explained that the section relates to the removal process of regents.

IT WAS MOVED by Regent Bastian, seconded by Regent Schaefer, to approve the By-Laws – Creation of Athletics Advisory Committee (First Reading) as presented and containing the changes to 4.4, 4.4.1, 4.4.2 as well as to approve the amendment to section 2.0 of the By-Laws eliminating everything after the second sentence and replacing it with “The regents are subject to SDCL Ch. 13-49 regarding terms and qualifications.” Motion passed.

A copy of the Amendment to the By-Laws – Creation of the Athletics Advisory Committee (First Reading) can be found on pages **2452** to **2454** of the official minutes.

8-J Career Pathways

Governor’s Chief of Staff Tony Venhuizen and Governor’s Policy Advisor Patrick Weber updated the Board on some workforce development and pathways efforts being addressed at the Governor’s office. Tony Venhuizen explained that Governor Dugaard recently assumed the chairmanship of the Western Governors’ Association. This is a bipartisan group that takes up an initiative each year. This year, Governor Dugaard has decided to focus on workforce development and career pathways. His goal is to introduce more flexibility for high schools to allow their students to elect more experienced-based training during their junior and senior year of high school. He believes giving that opportunity to young people allows them to try out

different occupations to see what they like and do not like. He said Marcia Hultman has been giving presentations about the types of skills employers are looking for, which focuses on soft skills. They believe less students are leaving high school with soft skills because less high school students have jobs during high school. He noted that the Governor and others in the office recently took a trip to Switzerland and Germany to study their apprenticeship models.

Patrick Weber explained the different high school tracks in Switzerland. He said 70% of Swiss students choose the apprenticeship track. He said the model is based on the idea of flexibility, which provides young people an opportunity for workforce experience but still encourages college education. He said that in some companies in Switzerland, one tenth of the employees are between the ages of 16-18.

Tony Venhuizen said the Governor recently invited 10-15 South Dakota superintendents to introduce the concept of apprenticeships. Governor Dugaard wants this to be a ground-up effort, so these superintendents will go back to their school boards and then report back to the Governor's office. As part of the Western Governors' Association initiative, the Governor will host several conferences to talk about this issue. The first of these will be held in Sioux Falls in early August, August 2-4.

Regent Roberts asked about the apprenticeships in Switzerland, asking for clarification on whether or not there is any certificate that goes along with completing this program. It was said that there are diplomas that go along with completion of this program and in some cases there are articulation models for credit.

Regent Wink said she is very familiar with this apprenticeship program and the global critique is that this often causes young men in particular to choose a path early which allows for less flexibility.

Patrick Weber said at this point, they are working to create a plan to build these programs so that when approaching employers, it is easier to describe how they will fit into the apprenticeship programming. He said the U.S. Department of Labor has several models available and that other states are farther along.

Regent Wink said focusing on apprenticeship should also have a strong mentoring component.

Tony Venhuizen agreed and also said that the high school counselors are often so focused on social issues that they do not have career counseling available. He said the Governor's office is looking for other models that could support the career counseling that needs to be available to students.

Dr. Rush said he has experience creating high-end technical programs that require internships. He found that when integrated with their academic experience, this was a good model. He also said the pressure to waive certain courses that would prepare the student for college, in order to have time for the apprenticeship, was always a pressure.

Regent Schieffer asked about the students who selected the non-apprenticeship path. Patrick Weber said that even for those students, they would like to build in work experience to help them be more informed about their path.

Regent Jewett asked if the idea of requiring the ACT of all juniors would fit into this concept. Tony Venhuizen said that this concept is consistent. He also mentioned the federally mandated standardized tests required in the junior year, noting that it is critical that students be prepared and able to pass them.

ACADEMIC AND STUDENT AFFAIRS

9-A Student Federation Report

No report.

9-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 2455 to 2513 of the official minutes.

9-C Ellucian Student Banner

Dr. Janice Minder, SDBOR technology consultant, provided an update on the process of evaluating the Banner Student software application system. Due to the information revealed through the evaluation as well as feedback from the campus modules and institutional leads, the migration was recommended and the contract signed. She explained that the next step in the process is the creation of the project structure. This includes development of the project charter, which includes the overall charge and objectives.

She said in order to ensure that the project meets the regents' expectations, a project charge and project assumption statements were provided in the agenda materials for formal approval by the Board of Regents. These two important expectations will serve as the endorsed methodology to the project teams, project leadership, and software system design.

Regent Morgan said it is not a matter of whether this migration is done but when. He understands that all institutions are supportive of this project and now is a good time to proceed.

IT WAS MOVED by Regent Morgan, seconded by Regent Adam, to approve the endorsement of the Banner Student project, and approval of the project charge and assumption statements for inclusion in the project charter. Motion passed.

A copy of the Elluican Student Banner project charge and assumption statements can be found on pages 2514 to 2516 of the official minutes.

9-D(1) New Program Request – SDSU – BS in Conservation Planning and Park Management

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, explained that South Dakota State University (SDSU) requests authorization to offer a Bachelor of Science (BS) in Conservation Planning and Park Management, including a specialization in Park Administration and Management. The program will prepare students for careers in Park Management, Landscape Conservation Planning, Natural Areas Management, Land Use Planning, and as a Park Ranger and Interpretive/Naturalist. SDSU formerly offered a Park Management major and a Park Management specialization within the Recreation Management major. SDSU notes resurgent workforce demand and student interest have driven renewed interest in related programs. No other program in this field exists within the region.

He said the Executive Director waived the Intent to Plan as SDSU previously offered a closely related degree program and because only four new courses are proposed.

IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, to approve SDSU's BS in Conservation Planning & Park Management as provided in Attachment I. Motion passed.

A copy of the SDSU's BS in Conservation Planning and Park Management program request can be found on pages 2517 to 2535 of the official minutes.

9-D(2) New Program Request – SDSU – BS in Leadership & Management of Nonprofit Organizations

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, explained that South Dakota State University (SDSU) requests authorization to offer a Bachelor of Science (BS) in Leadership and Management of Nonprofit Organizations. The program will provide education in marketing, public relations, fundraising, volunteer recruitment, program development, and other skills vital to success in the nonprofit sector. Graduates would gain employment in positions with local, national, and international nonprofit organizations as well as leadership positions in public and private employment. He said the Board approved the intent to plan at the March 2017 meeting.

IT WAS MOVED by Regent Morgan, seconded by Regent Sutton, to approve SDSU's BS in Leadership and Management of Nonprofit Organizations as provided in Attachment I. Motion passed.

A copy of the SDSU's BS in Leadership & Management of Nonprofit Organizations program request can be found on pages 2536 to 2559 of the official minutes.

9-D(3) New Program Request – USD – BS in Technical Leadership

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, explained that the University of South Dakota (USD) requests approval for a Bachelor of Science (BS) in Technical Leadership. 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 further their education through a bachelor's degree. The 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 may complete the degree immediately after completion of an AAS or after the student has gained additional

technical work experience. Five certificates stack into the degree, creating multiple pathways for students to pursue the bachelor's while achieving short-term professional and academic benefit. These include existing certificates in Regulatory Affairs & Laboratory Safety and Web Design, and proposed new certificates in Personnel Supervision, Communication & Leadership, Management, Small Business Entrepreneurship, and Healthcare Leadership. He said the Board approved the intent to plan at its May 2017 meeting. He said USD also seeks authorization to offer the program online and at the University Center – Sioux Falls.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve USD's BS in Technical Leadership as provided in Attachment I. Motion passed.

A copy of the USD's BS in Technical Leadership program request can be found on pages 2560 to 2576 of the official minutes.

9-E(1) Intent to Plan Requests – SDSM&T – MS in Innovation and Design

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, explained that the South Dakota School of Mines & Technology (SDSM&T) has submitted an Intent to Plan requesting approval to develop a Master of Science (MS) in Innovation and Design. The proposed program is a multidisciplinary, non-thesis program blending emerging innovation strategies and technologies, human-centered design, and lean entrepreneurship concepts. Graduates of the program would receive preparation for launching a startup enterprise in line with their engineering and science expertise. The program is designed to appeal to graduates of engineering and science disciplines, including but not limited to computer science, mechanical engineering, materials and metallurgical engineering, chemical and biological engineering, and industrial engineering.

Regent Morgan asked about the typical timeframe from approval of an intent to plan to the final approval. Dr. Perry said the typical approval process takes roughly one year.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to authorize SDSM&T to develop a proposal for a Master of Science in Innovation and Design as presented. Motion passed.

A copy of the SDSM&T's intent to plan proposal for an MS in Innovation Design can be found on pages 2577 to 2593 of the official minutes.

9-E(2) Intent to Plan Request – SDSU – MS in Medical Laboratory Science

Dr. Jay Perry, System Assistant Vice President of Academic Affairs, explained that South Dakota State University (SDSU) has submitted an Intent to Plan requesting approval to develop a Master of Science (MS) in Medical Laboratory Science (MLS). The program would focus on providing graduate students with skills that relate to the improvement, maintenance and success of the overall human-patient health care experience. MLS practitioners trained at the master's level work with other health care professionals to ensure appropriate testing to improve health care delivery and patient care, serve as laboratory professionals in diagnostic testing settings, and fill both technical and administrative roles at medical laboratories. In addition, some graduates

may serve as faculty at institutions that provide undergraduate education in medically related fields.

IT WAS MOVED by Regent Morgan, seconded by Regent Adam, to authorize SDSU to develop a proposal for a Master of Science in Medical Laboratory Science as presented. Motion passed.

A copy of the SDSU's intent to plan proposal for an MS in Medical Laboratory Science can be found on pages 2594 to 2603 of the official minutes.

9-F SDSM&T Program Modification – Accelerated Program: MS in Engineering Management

Dr. Paul Turman, System Vice President for Academic Affairs, stated that the Department of Industrial Engineering at South Dakota School of Mines & Technology (SDSM&T) seeks to modify its existing MS in Engineering program by making it available as an accelerated program whereby qualified students could shorten the expected time to an MS degree by counting approved courses towards both the BS and MS degrees in Engineering at SDSM&T. Students entering the accelerated MS program would need to satisfy all requirements expected of traditional MS students. Undergraduate students with conditional acceptance into the Master's program will be able to complete up to 12 credits of graduate work to count toward both the undergraduate and the graduate degrees.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve SDSM&T's program modification request to allow for its MS in Engineering program to be offered as an accelerated BS/MS program as described in Attachment I. Motion passed.

A copy of the SDSM&T's program modification request regarding offering its MS in Engineering Management as an accelerated program can be found on pages 2604 to 2607 of the official minutes.

9-G BOR Policy 4:11 Revisions – Rank and Promotion (First Reading)

Dr. Paul Turman, System Vice President for Academic Affairs, explained that during the 2013 round of COHE negotiations, the series of Lecturer and Librarian ranks were created. At that time, BOR Policy 4:11 Rank and Promotion was not updated to reflect the changes that were made to the COHE agreement. He referred to the agenda item that shows proposed policy changes that would align the Rank and Promotion requirements with the current negotiated agreement by establishing three new sections that differentiate the requirements for the Librarian Ranks, Lecturer Ranks and Research ranks from the current professorial ranks.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve the first reading of the revisions to BOR Policy 4:11 – Rank and Promotion as presented. Motion passed.

A copy of the proposed revisions to BOR Policy 4:11 can be found on pages 2608 to 2622 of the official minutes.

9-H BOR Policy 4:43 Revision – Emeritus Status (First Reading)

Dr. Paul Turman, System Vice President for Academic Affairs, explained that at the June 2015 BOR meeting the framework and requirements for emeritus recognition were updated. However, during the May 2017 BOR meeting, a number of institutional exemption requests allowable under Section 7 of Policy 4:43 came forward resulting in six waivers granted by the Board. With the inconsistency in workload and discipline standards across the six Regental institutions, the Academic Affairs Council (AAC) was asked to consider the removal of the formal Board approval for emeritus recognition. Specifically, each campus has developed separate policies/guidelines that manage this process. Some require vetting through a formal committee, and others rely on the Provost's office to submit requests for approval by the Board. Similar processes unfold regarding the application of "distinguished professor" designations at individual campuses. With this in mind, the proposed revisions to BOR Policy 4:43 were advanced for discussion and consideration by AAC. Under the proposed revisions, campuses would be responsible for developing their own guidelines/procedures for determining emeritus status, distinguished professor, and/or resolutions of recognition eligibility for its various faculty and staff. These recognitions, without formal benefit to faculty/staff, would be approved at the institutional level and would not require formal approval by the Board of Regents.

IT WAS MOVED by Regent Morgan, seconded by Regent Wink, to approve the first reading of the revisions to BOR Policy 4:43 – Emeritus Status as presented. Motion passed.

A copy of the proposed revisions to BOR Policy 4:43 can be found on pages 2623 to 2628 of the official minutes.

9-I BOR Policy 2:3 Revisions – System Undergraduate Admissions (First Reading)

Dr. Paul Turman, System Vice President for Academic Affairs, explained that the Academic Affairs Council (AAC) has received a number of updates related to the Proactive Admission project during its September 2015, January 2017 and February 2017 meetings. Most recently an update was provided to the Board at the March 2017 meeting, and was included as a project to be funded by the Lumina's Attainment Challenge Grant awarded to the Board of Regents. Discussions continue to unfold with the Department of Education with a goal of implementing the process for notifying South Dakota high school students in September of their senior year.

He said Smarter Balanced scores have proven to be very good indicators of whether or not students are prepared for college course work. However, currently BOR Policy 2:3 – System Undergraduate Admissions does not provide the policy framework that would allow for the admission of high school students just based on their performance on the Smarter Balanced assessment test administered to all South Dakota students at the conclusion of the 11th grade. To address this issue, revisions have been made to the current admission policy to provide a mechanism for institutional admission personnel to process student applications once they arrive without having to evaluate students against the three other criteria that are currently used to determine admission.

Regent Morgan asked how Smarter Balanced is administered and when. Dr. Turman said at the end of the junior year every South Dakota public school student is assessed using the Smarter Balanced assessment. He said this process gives the administration quicker access to the data, allowing students the opportunity to enroll in the most appropriate coursework during their senior year that is needed to be college ready. Regent Morgan asked if ACT or Smarter Balanced

is a better indicator of what types of coursework will best prepare students going forward. Dr. Turman said that both are good indicators and we could be using them synonymously.

Dr. Turman commented on how students are notified of the types of coursework that will best prepare them during their senior year.

In response to a question, Dr. Turman said the results from the Smarter Balanced are provided by the school districts. He said the districts will also be responsible for explaining what this means in terms of recommended coursework going forward. He said that this will later trigger a letter from the Department of Education letting students know whether they are proactively admitted to the universities. He said there is a caveat for admittance to the SDSM&T as the math sub-score must be higher than for the other institutions.

IT WAS MOVED by Regent Morgan, seconded by Regent Wink, to approve the first reading of the proposed revisions to BOR Policy 2:3 – System Undergraduate Admissions as presented. Motion passed.

A copy of the proposed revisions to BOR Policy 2:3 can be found on pages 2629 to 2643 of the official minutes.

9-J e-Text Pilot Results and Recommendation

Dr. Paul Turman, System Vice President for Academic Affairs, explained that during its January 2017 meeting, AAC discussed the current status of a pilot of two e-text platforms (RedShelf and VitalSource) underway during the 2017 spring term being conducted by the e-Materials Committee. He said the pilot was necessitated as part of a larger conversation with major publishers to put agreements in place to facilitate the use of publishers' e-materials in D2L by instructors at all SDBOR institutions, with the goal of having these agreements in place at the system level to cover use by campuses. He said as a result of the pilot, the system selected VitalSource, which allows more open sourcing, and now allows the system the ability to negotiate with textbook vendors to decrease the costs of textbooks for students.

In response to a pricing question from Regent Morgan, Dr. Turman said the intent is to get the price below what the student would pay at the bookstore.

A copy of the e-Text Pilot Results and Recommendation report can be found on pages 2644 to 2665 of the official minutes.

9-K Institutional Program Review Reports – DSU, NSU and SDSU

Dr. Paul Turman, System Vice President for Academic Affairs, explained that the Regental system has established a process requiring periodic reviews of all programs offered. A primary purpose for these reviews is to continuously improve the quality of all educational programs. Periodic program review involves stakeholders in an analysis of past performance which is used to inform present and future directions and decision-making. The review process is integrated with strategic planning and budgeting, with regional and specialized accreditation processes, and with student-learning outcome assessments. The system's processes require each campus to maintain a schedule that indicates the time frame for the review of every program offered.

In response to a question, Dr. Turman said that he encourages the institutions to consider how they use money internally to be innovative.

A copy of the Institutional Program Review Reports from DSU, NSU and SDSU presented can be found on pages 2666 to 2667 of the official minutes.

9-L Customized Learning and Early College Models

Dr. Paul Turman, System Vice President for Academic Affairs, introduced the item by explaining that for a number of years, a small number of school districts in South Dakota have been working on an initiative that supports student progression in the curriculum through Customized Learning. He said Harrisburg is one district in particular that has aggressively engaged the Customized Learning approach, and as the initial cohorts of the program approach their junior year they are confronted with a limited set of curriculum options. To address this issue, the district superintendent met with representatives from the BOR central office, DSU, SDSU and USD in early March to discuss potential collaboration for the delivery of early college programming for a select cohort of students.

Jim Holbeck, Superintendent of Harrisburg schools, provided information about the Customized Learning concept and programming at the Harrisburg schools. He described the current framework which emphasizes the traditional “seat-time” model for advancing students through courses and grade levels, and he explained how this is replaced with a model for competency-based learning.

Travis Lape, Innovative Programs Director at the Harrisburg school district, said that when this model started in Harrisburg all freshmen were put into it and there was pushback. Due to this response, they realized they needed to introduce the concept earlier so they brought the pilot to the elementary school. This pilot included students with a cross-section of academic performance. He said the implementation plan is to have a choice to elect this model in all elementary and middle schools in their district by Fall 2019.

He explained that an unanticipated constraint with this model is for high achieving or gifted students because they are able to work through the curriculum in half the traditional time. For these students who meet their graduation requirements prior to the start of their junior year, they would like to be able to accommodate students who need additional educational opportunities in their senior year. Superintendent Holbeck introduced the Harrisburg’s Early College program. He said these students would follow a college-like schedule, and courses could be provided on or off-site. However, these students would still get to participate in the student-life opportunities of high school students, such as athletics and prom. He said these students will still have K-12 state aid, and this cost will pay for the course work and textbooks necessary. Additionally, he said Early College is meant to give students another opportunity to excel. It will keep them engaged, exposed to vocations, and hopefully produce students who go to college with an idea of what career path they would like to follow.

Superintendent Holbeck said he is asking the Regental schools to partner with them in this effort. In addition to its support in offering courses, he said the Harrisburg school district needs teachers

coming from the universities ready to teach in this way. He invited the regents to tour the facilities.

Regent Roberts asked how teachers work with students within this learning model. He explained that a team of teachers, each who specialize in a specific content area, works with students in a spectrum of mastery.

Regent Wink asked about the differences between the customized learning program versus the traditional track. Travis Lape walked the regents through a typical day of a student in the customized learning program.

Superintendent Holbeck emphasized that they would like to see a great partnership going forward and would like the Board's blessing as they move forward.

Dr. Turman explained the recommended motion, saying that the Regental system does not currently offer college coursework beyond concurrent credit exclusively to high schools students. This early college model would change the guidelines that the universities have been following and allow for coursework to be delivered in this manner through the High School Dual Credit program.

In response to a question about student-teacher ratios, Superintendent Holbeck said that this model requires slightly more teachers.

Regent Morgan said he was very pleased to hear that the program is addressing soft skills because this is something difficult to teach a student who is effectively an adult in college.

Regent Wink asked if there has been pushback from the parents in the traditional program. Superintendent Holbeck said there has been pushback regarding grading and class ranks. He said in this transition period Harrisburg is basically running two schools. Regent Wink said she would like to see the curriculum and modes of delivery. She also recommended that they change their terminology from "mastery" to something else.

Additional discussion ensued about benefits and challenges of this program.

Regents expressed interested in this program but were concerned about making any sweeping decisions that could impact large policy shifts. They felt more comfortable approving a limited pilot. They would like further discussion about the funding mechanism.

The Board would like to revisit this topic, including funding models, at the August BOR meeting.

IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, to allow Board staff to proceed in their support of the Early College model and allow Dakota State University to provide a math course as a pilot in Fall 2017 at the Harrisburg school district and later report back on the results of that pilot course. Motion passed.

A copy of Customized Learning and Early College Models can be found on pages **2668** to **2692** of the official minutes.

7-F BHSU Naming Request – Jace DeCory Center for American Indian Studies – Moved from Consent

BHSU President Tom Jackson requested approval for BHSU to name the Center for American Indian Studies the “Jace DeCory Center for American Indian Studies”. He provided information about Jace DeCory.

IT WAS MOVED by Regent Morgan, seconded by Regent Sutton, to approve Black Hills State University’s request to name the Center for American Indian Studies the “Jace DeCory Center for American Indian Studies”. Motion passed.

A copy of BHSU’s Naming Request – Jace DeCory Center for American Indian Studies can be found on pages 2286 to 2290 of the official minutes.

7-G BHSU Naming Request – Lionel R. Bordeaux Residence Hall – Moved from Consent

BHSU President Tom Jackson requested approval to rename the Crow Peak Residence Hall as the “Lionel R. Bordeaux Residence Hall”. He provided information about Lionel R. Bordeaux, long-serving President of Sinte Gleska College.

IT WAS MOVED by Regent Morgan, seconded by Regent Schieffer, to approve Black Hills State University’s request to rename the Crow Peak Residence Hall as the “Lionel R. Bordeaux Residence Hall”. Motion passed.

A copy of BHSU’s Naming Request – Lionel R. Bordeaux Residence Hall can be found on pages 2290 to 2295 of the official minutes.

7-H USD Naming Request – Nolop Institute for Medical Biology – Moved from Consent

Guilherme Costa, Board of Regents’ General Counsel, provided information about the request.

IT WAS MOVED by Regent Morgan, seconded by Regent Bastian, to approve the University of South Dakota’s request to name the newly created “Nolop Institute for Medical Biology”. Motion passed.

A copy of USD Naming Request – Nolop Institute for Medical Biology can be found on pages 2296 to 2303 of the official minutes.

BUDGET AND FINANCE

10-A Building Committee Report

The Board was provided the building committee report.

A copy of the Building Committee Report can be found on page 2693 of the official minutes.

10-B Capital Project List

The Board was provided the capital project list.

A copy of the Capital Project List can be found on pages **2694** to **2697** of the official minutes.

10-C Student Accounts Receivable Report

The Board was provided the student accounts receivable report.

A copy of the Student Accounts Receivable Report can be found on pages **2698** to **2701** of the official minutes.

10-D Reduced Tuition Annual Report

Dr. Monte Kramer, System Vice President of Finance and Administration, provided the reduced tuition annual report. The report provides the student numbers, state-support credit hours, total revenue collected from these students for tuition, general activity fee, and room and board related to the reduced tuition programs. Additionally, it provides the amount of tuition dollars waived for each of the reduced tuition programs.

Regent Jewett encouraged the regents to evaluate the impact of having a single tuition rate that would be the same for in-state and out-of-state students.

A copy of the Reduced Tuition Annual Report can be found on pages **2702** to **2707** of the official minutes.

10 E-USD North Commons Renovation Facility Program Plan

Dr. Monte Kramer, System Vice President of Finance and Administration, presented USD's facility program plan to renovate the North Commons facility at an estimated cost of \$2,973,155.

He said during the March 2017 Board meeting, the Board approved the project's preliminary facility statement and appointed Regent Adam as the building committee representative. Funding for this project will come from USD's M&R annual allocations. At that time, utility costs and janitorial services were to be funded with auxiliary revenues, and on-going maintenance was to be covered with local funds or paid with auxiliary renewals/repair/renovation funds and recouped through rental payments. The space was to be rented by the auxiliary system to academic affairs at an appropriate market rental rate.

He said since March 2017 the cost of this project has continued to grow. Because of this, bond counsel suggests that this space be taken out of the auxiliary system and given to the academic side of the house. Therefore, utility and maintenance costs will now be paid by USD and not the auxiliary system.

Regent Sutton asked for clarification about how the North Commons could be separated from the residence halls since they are physically attached. Dr. Kramer said that the facilities are

identified as separate facilities in the auxiliary system, so there is no problem with taking the North Commons out of the auxiliary system.

IT WAS MOVED by Regent Roberts, seconded by Regent Adam, to approve USD's Facility Program Plan to renovate the North Commons at a cost not to exceed \$2,973,155. Funding for this project will come from USD's annual maintenance and repair allocations. Motion passed.

A copy of the USD North Commons Renovation Facility Program Plan can be found on pages **2708** to **2713** of the official minutes.

10-F DSU Public Service Activity – CAHIT

Shelly Anderson, System Internal Auditor, explained the Public Service Activity (PSA) report was provided to the Board at the May 2017 meeting. This report is a required annual report and provides the financial health of all PSA's. Because BOR Policy 1:22 requires PSA to be self-supporting, additional follow-up work was necessary for DSU's Center for Advancement of Health Information Technology (CAHIT) due to large cash transfers noted. CAHIT received grant funding which was integrated with this PSA. The grant closed out in May 2016 leaving a deficit cash balance of \$569,965.74. At the conclusion of FY16, DSU has discontinued TSS (technology support services now called CAHIT) as a PSA and only performs grant funded activities. She referred to DSU's plans for how it will cover the cash deficit resulting from the CAHIT program.

In response to Regent Sutton's question about what safeguards have been put in place at the institution so that this does not happen again, Shelly Anderson said she looks for trends where revenues have not met expenses or where cash balances have started to go down over the last three years. Regent Sutton asked whether this program was flagged in the trend reports. She indicated that this program is unique because it is a hybrid program because, in addition to a public service program, it is also a grant funded-program and a business activity.

Stacy Krusemark, DSU Vice President of Finance & Administration, provided additional information about the composition of this program and the intent behind the grant portion of the project. He said DSU has kept close track of this program; however, the institution was obligated to the federal government to make a good-faith effort to make the project self-sustaining, which was a component of the program's grant funding.

A copy of the DSU Public Service Activity – CAHIT can be found on pages **2714** to **2715** of the official minutes.

10-G Audit Committee Charter and By-laws Addition

Shelly Anderson, System Internal Auditor, described the primary purpose of an audit committee, which is to provide oversight of the financial reporting process, the internal and external audit process, the system of internal controls, compliance with laws, regulations and policies, risk management, ethics and management.

She provided a brief explanation of the proposed Board of Regents' audit committee and described the audit committee charter, which sets forth the general purpose, authority, composition and responsibilities of the committee.

Furthermore, she noted that the addition of the Audit Committee would require a revision to the Board's By-Laws and provided an overview of these proposed changes.

Regent Jewett said he is not sure the document clearly states that the committee covers both internal and external audits. He said it is narrowly drafted and before it comes back the next time should be massaged to make clear that all of those functions of the chief financial officers are subject to review by the Audit Committee as well as risk management which includes insurance and its adequacy.

Regent Morgan asked whether this would be a special committee or a standing committee. Guilherme Costa, Board of Regents' General Counsel, said that the two related sections in the By-Laws are the Standing and Special Committees. Both this and the athletic committee went to special committees section because if it went to standing committees other changes in the By-Laws would have been required. He said permanency of a committee would not be lessened if it was slated under the special committee umbrella.

Noting that the language does not state an official reporting structure, the Board members felt it was important to clearly state that audit committee report directly to the Board.

Additionally, the Board felt that it may be more appropriate to include the audit committee as a standing committee rather than a special committee.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve (1) the creation of the Audit Committee in the By-Laws, and (2) the first reading of the revised Article IV of the By-Laws, containing the addition of Sections 4.5, 4.5.1, and 4.5.2. Motion passed.

A copy of the Audit Committee Charter and By-laws Addition can be found on pages 2716 to 2721 of the official minutes.

10-H NCAA Division I Athletic Budget Projections

Leah Ahartz, System Budget Manager, explained the three-year athletic budget projections for SDSU's and USD's long-term commitments for salaries and incentive packages for coaches and athletic directors. The item lists the multi-year contracts that have been approved to date. In the future, projections will be compared to actual revenues and expenses.

Regent Sutton recommended that regents keep this report handy because there may be several questions from the public about this topic.

A copy of the NCAA Division I Athletic Budget Projections can be found on pages 2722 to 2724 of the official minutes.

10-I Revised Resolution to Removing Humbert Hall from the Housing and Auxiliary Facilities System

Dr. Monte Kramer, System Vice President of Finance & Administration, explained that at its June 2015 meeting the Board authorized the removal of Humbert and Pangburn residence halls on the campus of Black Hills State University (BHSU) from the Housing and Auxiliary Facilities System created pursuant to the Amended and Restated Bond Resolution adopted by the Board on October 21, 2004, as amended and supplemented.

He said the intent was to remove Humbert Hall as it was to be repurposed and no longer serve as an economic benefit to the BHSU Housing and Auxiliary Facilities System and to remove Pangburn Hall because it was physically and structurally unfit for use as a student residence hall. While this was clear in the cover of the Board item, the actual resolution removed both facilities because they were “physically and structurally unfit for use and occupancy as student residence halls and should therefore be abandoned for economic non-feasibility and removed from the list of facilities of the BHSU Institutional System”.

This item includes a resolution clarifying the determination of the Board as to the reason for the removal of Humbert Hall from the Black Hills State University Institutional System. Approval of the revised resolution will correct the reason for removing Humbert Hall from the BHSU Institutional System because it no longer generated net revenues of the System, since it was obsolete when compared to newer residence halls that offered more amenities.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve the revised resolution to remove Humbert Hall from the Auxiliary System.

ROLL CALL:

Conrad Adam – AYE
John Bastian – AYE
Jim Morgan – AYE
Pam Roberts – AYE
Randy Schaefer – AYE
Bob Sutton – AYE
Joan Wink – AYE
Kevin Schieffer – AYE
Harvey Jewett – AYE

Motion passed.

A copy of the Revised Resolution to Removing Humbert Hall from the Housing and Auxiliary Facilities System can be found on pages **2725** to **2727** of the official minutes.

10-J SDSU American Indian Student Center Preliminary Facility Statement

Dean Kattelman, SDSU Associate Vice President of Facilities & Services, explained South Dakota State University’s (SDSU’s) request for approval of its Preliminary Facility Statement to begin initial planning for the construction of an American Indian Student Center (AISC)

currently located in the lower level of the Enrollment Service Center. The proposed building would consist of approximately 12,000 gross square feet of space. While a definite site location has not been identified, the facility would potentially be located along the south side of campus near the existing residence halls and 8th street. This would allow easy access for students on campus and also offer vehicular access to the site. Funding for this project will come from private donations and school and public land funds. Donations would be required for a significant portion of the project. Site selection, programming, and preliminary design services will cost approximately \$150,000 and be funded by the FY17 school and public lands allocation.

Regent Sutton appointed himself as the building committee representative.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve the SDSU American Indian Student Center Preliminary Facility Statement as presented. Motion passed.

A copy of the SDSU American Indian Student Center Preliminary Facility Statement can be found on pages 2728 to 2733 of the official minutes.

10-K SDSU South University Neighborhood Redevelopment Preliminary Facility Statement

Dean Kattelman, SDSU Associate Vice President of Facilities & Services, explained SDSU's request to begin planning for the construction of an apartment-style facility for the southern part of the SDSU campus.

He explained that SDSU took part in two studies conducted by Robert Charles Less and Company (RCLO). The December 2015 study, the *South Edge Parcel Development Opportunity Analysis*, along with the May 2017 study, *Student Housing Market Analysis and Consumer Research*, confirmed the demand for the apartment-style facility for upper-division undergraduate, graduate, transfer and family student housing students located on or near campus.

The complex will house approximately 200 to 220 students with potential additional phases depending on the demand from students and financing conditions. A mix of one-, two-, three- and four-bedroom apartment units would be included in the facility. The number of each style of unit would be determined during the project's program and design phases.

The project site being proposed is located south of 8th Street on the existing site of the State Court and apartments. The SDSU Foundation is currently acquiring additional property along 7th Street to the south of the State Court site. These locations remain the same from the former public-private redevelopment plan.

Dr. Kramer, System Vice President of Finance & Administration, pointed out that the Board approved a policy change in April 2013 that required that the campuses invest a minimum of 2% of the building's value into maintenance and repair for residential facilities. The last time we did this calculation, SDSU fell well short of the goal. This means that SDSU does not invest the necessary funds needed to adequately maintain their residential facilities. Recognizing the importance of maintaining facilities, SDSU recently requested and received a \$4.24 per credit hour GAF increase to move the student union and the wellness center to meeting the 2% minimum investment. Adding additional properties into the residential life system without

providing maintenance and repair funding exacerbates the problem. If the new facility generates sufficient dollars to cash flow the debt and supports the 2% maintenance and repair requirement it will not be a concern. SDSU needs to address in its plan how it will meet the 2% M&R requirement for the residential system as part of the program plan for the new facility.

Regent Adam asked how common it is for the campuses to fall under the 2% maintenance and repair requirement. Dr. Kramer said it is not necessarily common; however, the purpose of this requirement is to prioritize the maintenance of the institutional buildings.

Dean Kattelmann said that the maintenance and repair plan is forth coming and will be part of the project proforma.

Regent Sutton asked whether the 2% includes all properties or only campus-specific properties. Dr. Kramer said this includes the revenue system and the academic/HEFF facilities.

IT WAS MOVED by Regent Roberts, seconded by Regent Adam, to approve the SDSU South University Neighborhood Development Preliminary Facility Statement as presented. Motion passed.

A copy of the SDSU South University Neighborhood Development Preliminary Facility Statement can be found on pages 2734 to 2738 of the official minutes.

10-L SDSU Contract Addendum for the Dakota Lakes Research Farm

Guilherme Costa, Board of Regents' General Counsel, explained that South Dakota State University (SDSU) requests Board of Regents approval of an addendum to the agreement between the Dakota Lakes Research Farm Corporation and South Dakota State University dated July 1, 2016. During the 2017 South Dakota Legislative Session, funding was included in SB 178 for a new 0.8 FTE position for the SD Agricultural Experiment Station, and the addendum would formalize this position, to be located in Pierre, SD at the Dakota Lakes Farm and SD Regional Extension Center.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve the addendum to the agreement between Dakota Lakes Research Farm Corporation and South Dakota State University, as contained in Attachment I. Motion passed.

A copy of the SDSU Contract Addendum for the Dakota Lakes Research Farm can be found on pages 2739 to 2741 of the official minutes.

10-M SDSU Garden Square Property Acquisitions

Wesley Tschetter, SDSU Vice President of Finance & Administration, explained that South Dakota State University (SDSU) requests Board of Regents' authorization to acquire three (3) properties from the SDSU Foundation. Each property is located in a development known as Garden Square, and will be purchased using housing and auxiliary facilities system funds. A document outlining the appraisal for the Garden Square property and the South University Neighborhood Development Property was provided.

Regent Sutton asked when the properties in Garden Square started to be acquired. Wes Tschetter said that this acquisition started in 2015. In response to a question about whether or not the price for these properties are rising, he said that these properties are exceptionally nice properties hence the higher cost.

IT WAS MOVED by Regent Roberts, seconded by Regent Sutton, to authorize SDSU to use housing and auxiliary facilities system funds (“Revenue System”) to acquire the following three (3) Garden Square properties to be added to the Revenue System: (i) 1734 8th Street Unit 1734 C-R; (ii) 1741 8th Street Unit 1741 A; and (iii) 1817 8th Street Unit 1817 C-R, each located in Brookings, South Dakota. Motion passed.

A copy of the SDSU Garden Square Property Acquisitions can be found on pages **2742** to **2745** of the official minutes.

10-N SDSU South University Neighborhood Development Property Acquisitions

Guilherme Costa, Board of Regents’ General Counsel, explained that South Dakota State University (SDSU) requests Board of Regents’ authorization to acquire the improved residential property authorized in section 3 of House Bill 1008 from the 2017 Legislative Session.

Wesley Tschetter, SDSU Vice President of Finance & Administration, said that this was discussed at the December 2016 meeting and fits as part of the plan for the south university neighborhood development property.

IT WAS MOVED by Regent Roberts, seconded by Regent Adam, to authorize SDSU (1) to acquire the improved residential properties identified in this Board item, which were authorized in section 3 of House Bill 1008 from the 2017 Legislative Session (2017 S.D. Sess. Laws Ch. 83); and (2) to offer for sale any improvements contained on the properties, and to demolish any unsold improvements. Motion passed.

A copy of the SDSU South University Neighborhood Development Property Acquisitions can be found on pages **2746** to **2749** of the official minutes.

10-O First Amendment to the SDSU Sanford-Jackrabbit Facility Operating and Use Agreement

Guilherme Costa, Board of Regents’ General Counsel, explained that South Dakota State University requests Board of Regents authorization to negotiate a First Amendment to the SDSU Sanford-Jackrabbit Facility Use Agreement with Sanford Health. The current agreement enables Sanford physicians and associated personnel to provide sports medicine services to SDSU. The First Amendment to the Facility Use Agreement would establish the “Sanford Health Center for Excellence in Athletic Care and Sports Education Research at South Dakota State University.” Once the Amendment is negotiated and finalized, it would be submitted to Dr. Rush for his approval.

SDSU President Barry Dunn provided background on this project.

IT WAS MOVED by Regent Roberts, seconded by Regent Roberts, to (1) authorize SDSU to complete negotiation of the First Amendment to the Sanford-Jackrabbit Facility Use Agreement with Sanford Health, and (2) authorize the Executive Director to review, approve, and execute the negotiated First Amendment to the Sanford-Jackrabbit Facility Use Agreement after the General Counsel has approved the agreement as to matters of style and form. Motion passed.

A copy of the First Amendment to the SDSU Sanford-Jackrabbit Facility Operating and Use Agreement can be found on pages 2750 to 2760 of the official minutes.

RESOLUTION TO RECOGNIZE REGENT HARVEY JEWETT

WHEREAS, Harvey C. Jewett served the people of the state of South Dakota for more than 20 years, from January 1997 to June 2017, as a member of the South Dakota Board of Regents; and

WHEREAS, Regent Jewett was elected as the Board's secretary shortly after his initial appointment, became vice president in 1998, was then elected president in 1999, and was re-elected annually to that post until 2009, serving an unprecedented 10 years as the Board's president; and

WHEREAS, during Regent Jewett's tenure on the Board, more than 105,000 degrees were awarded to graduates across the Board of Regents' system; and

WHEREAS, during his time on the Board of Regents, nearly \$1.2 billion was invested in academic, revenue, and campus infrastructure projects, including \$432 million in new construction of academic buildings; and

WHEREAS, Regent Jewett exemplified steady, thoughtful leadership as the Board embarked on initiatives to promote strong academic standards, to develop innovative approaches to resource allocation and performance assessment, and to improve relationships with state policymakers; and

WHEREAS, Regent Jewett took an active and engaged role to ensure that South Dakota's public resources were always invested wisely to achieve the academic, research, and service missions of the Board of Regents' system; and

WHEREAS, Regent Jewett served throughout his tenure on the Board with utmost integrity and steadfast dedication to the improvement of South Dakota's system of public higher education and its constituent institutions;

THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to applaud and recognize Regent Jewett for his dedicated service, leadership, and vision; and

BE IT FURTHER RESOLVED, that Regent Harvey C. Jewett be thanked for his outstanding contributions and dedication to higher education and to South Dakota, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Regent Jewett.

IT WAS MOVED by Regent Sutton, seconded by Regent Bastian, to adopt the resolution recognizing Regent Harvey Jewett for his over 20 years of dedicated service to South Dakota's system of public higher education. Motion passed.

ADJOURN

The Board adjourned at 3:00 p.m.

The South Dakota Board of Regents adjourned its regular business meeting on June 29, 2017 and will meet again for its annual retreat and regular session on August 8-10, 2017 in Pierre, 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 June 27-29, 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

SPECIAL RESOLUTION

WHEREAS, Dr. Patty Hacker, Professor of Physical Education Teacher Education, retired effective May 21, 2017 after 26 years of service to South Dakota State University and the Department of Health and Nutritional Sciences; and

WHEREAS, Professor Hacker has served as an outstanding faculty member and meritoriously supported the land grant mission of teaching, scholarship, and service; and

WHEREAS, Professor Hacker has been an outstanding scholar and professor of Physical Education Teacher Education contributing to her profession through scholarship and presentations, and inspired hundreds of students during her tenure at South Dakota State University to pursue a career in K-12 physical education; and

WHEREAS, Professor Hacker has provided key leadership to the Department of Health and Nutritional Sciences and the former Department of Health, Physical Education and Recreation, and to South Dakota State University through service as PETE coordinator, faculty senate, and numerous committees, task forces and work groups aimed at promoting student success, mentoring students, and promoting health and physical activity; and

WHEREAS, Professor Hacker has been active in outreach, engagement, and leadership to professional organizations including the Society of Health and Physical Educators (SHAPE), the Council for the Accreditation of Educator Preparation (CAEP), the National Council for Accreditation of Coaching Education (NCACE), and the National Association for Sport and Physical Education (NASPE); and

WHEREAS, Professor Hacker brought distinction to South Dakota State University when she received the American Honor award from the SHAPE organization for her work focusing on physical activity and readiness levels of young children for math and science, and her passion for promoting physical activity to enhance academic achievement; and

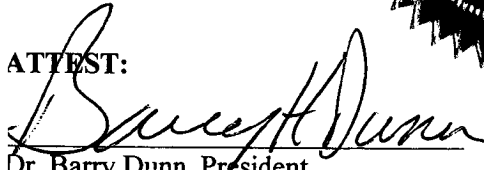
WHEREAS, the Board of Regents and South Dakota State University wish to recognize Professor Hacker and express their appreciation for her many years of laudable service;

THEREFORE, BE IT RESOLVED, that henceforth, Professor Hacker will carry the title of Professor Emerita of Health and Nutritional Sciences, and as further recognition of her service, it is ordered that this resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Professor Hacker.


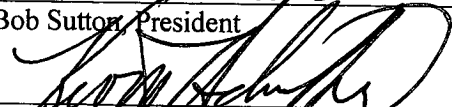

Adopted this 29th day of June, 2017.



ATTEST:


Dr. Barry Dunn, President
South Dakota State University

SOUTH DAKOTA BOARD OF REGENTS


Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

Special Resolution Number 41-2017

PZRNJOB

South Dakota Board of Regents

BOR Routine

06/08/2017 08:07:18

Date Range : 22-APR-17 thru 21-MAY-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
Aaron Bauerly	BE9801	00	System Librarian	Appointment	56565.00	22-APR-17
Faith Kaiser	BE9967	00	Facility Worker	Appointment	22796.36	23-APR-17
Joel Lapka	BE9691	00	Senior Network Analyst	Appointment	59700.00	05-MAY-17
Jean Osborn	BE9942	00	Program Assistant I	Appointment	34319.34	09-MAY-17

Career Service Benefit Eligible (CSA1)

Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Melissa Hampton	BE9800	00	Senior Accountant	Permanent Change in FTE	40996.01	40996.01	0.00	

Career Service Benefit Eligible (CSA1)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Tamara Finch	BE9283	00	Sales Clerk - UCRC	TL001	21-MAY-17
Bryan Johnson	BE9156	00	Grounds Keeper	TV000	21-MAY-17
Bryan Johnson	BE9156	20	Telephone Stipend	TV000	21-MAY-17
Joel Lapka	BE9316	00	Network Specialist	SA011	04-MAY-17
Joel Lapka	BE9316	20	Telephone Stipend	SA011	21-MAY-17
Sheryl Holman	BE9369	00	Information Specialist	TR001	21-MAY-17
Debra Jankord	BE9982	00	Facility Worker	TV011	21-MAY-17
Bethany Watrous	BE9194	00	JacketZone RC Sales Clerk	TV009	29-APR-17

Career Service Non-Benefit Eligible (CSA2)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Theran Anderson	BE9266	00	Temporary Grounds Worker	Hire Temp Appointment	5760.00	03-MAY-17
Sydney Carlbon	BE9184	00	Temporary Sales Clerk	Hire Temp Appointment	2160.00	08-MAY-17
Kelli Clem	BE9363	00	Temp Summer Host	Hire Temp Appointment	6101.22	08-MAY-17
Taylor Guthmiller	BE9387	00	bookstore sales clerk	Hire Temp Appointment	4000.00	10-MAY-17
Jordan Houdek	BE9266	00	Temporary Grounds Worker	Hire Temp Appointment	6080.00	04-MAY-17
Taylor Johnson	BE9184	00	Temporary Sales Clerk	Hire Temp Appointment	2160.00	08-MAY-17
Alexandrea Leclair	BE9363	00	Temp Summer Host	Hire Temp Appointment	5997.22	08-MAY-17
Dylan Reiners	BE9184	00	Temporary JZ Sales Clerk	Hire Temp Appointment	1384.00	22-APR-17
Chester Samuelson	BS9962	00	Operations Specialist	Hire Temp Appointment	1384.00	22-APR-17
Hannah Tiffany	BE9457	00	Temporary Facility Worker	Hire Temp Appointment	3040.00	15-MAY-17
Aaron Vitter	BE9406	00	Theatre Trainee-Actor	Hire Temp Appointment	400.00	22-APR-17
Andrea Wager	BE9153	00	Data Coord HLC, CAEP Accred.	Hire Temp Appointment	11520.00	22-APR-17
Hannah Wisser	BE9406	00	Theatre Trainee	Hire Temp Appointment	1200.00	22-APR-17

Career Service Non-Benefit Eligible (CSA2)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kelsey Huntley	BE9401	00	Child Care Worker	TV013	04-MAY-17
Alexandrea Leclair	BS9865	00	Student Telecounselor	TV012	05-MAY-17

Alexandrea Leclair	BS9974 00	Night Assistant	TV012	06-MAY-17
Marilyn Luscombe	BE9387 00	Bookstore Temp	TV013	21-MAY-17
Ronalda Mowell	BS9554 00	JZ SP Student Assistant	TV012	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Nancy Barnes	BE9912	00	Senior Accountant	SA011	21-MAY-17
Timothy Brown	BE9290	00	Coord Testing & Tutoring Svs	TV000	09-MAY-17
Royal Sonsalla	BE9178	00	Admissions Rep II Sioux Falls	TV000	28-APR-17
Melissa Haught	BE9478	00	Adj Inst PSYC 221	TV013	21-MAY-17
Richard Loose	BE9478	00	Adj Inst ED 431/531	TV013	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Matthew Adair	BE9406	00	Theatre Temp/Trainee	Hire Temp Appointment	400.00	22-APR-17
Abdulqoyyum Agunbiade	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	5600.00	06-MAY-17
Darby Arbach	BS9554	00	JZSP bookstore assistant	Hire Temp Appointment	3500.00	08-MAY-17
Margaret Austin	BE9301	00	Math Coach	Hire Temp Appointment	1300.00	22-APR-17
Luis Bach	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	5920.00	08-MAY-17
Paige Bielke	BS9963	00	Child Care Worker	Hire Temp Appointment	2100.00	09-MAY-17
Jessa Birkholt	BS9963	01	Inst.Child Care Worker	Hire Temp Appointment	175.00	22-APR-17
Tyler Bortz	BS9769	00	Research Assistant	Hire Temp Appointment	720.00	22-APR-17
Tyler Bortz	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	5760.00	04-MAY-17
Bradley Branson	BE9363	00	Temp Summer Office Host	Hire Temp Appointment	6239.88	08-MAY-17
Gunyoun Byun	BS9552	00	Residence Life Student Worker	Hire Temp Appointment	6080.00	11-MAY-17
Michaela Cermak	BS9557	00	Student Cashier Assistant	Hire Temp Appointment	1200.00	08-MAY-17
Sequoyah Chavez	BE9363	00	Temp Summer Host WC	Hire Temp Appointment	5997.22	08-MAY-17
Joshua Davis	BS9911	00	Student Building Maintenance	Hire Temp Appointment	4320.00	17-MAY-17
Allison Deal	BW8708	00	SFS Summer Office Assistant	Hire Temp Appointment	1200.00	08-MAY-17
Donald Decker	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	2880.00	22-APR-17
Angelina Delgado	BS9962	00	Operations Specialist	Hire Temp Appointment	1384.00	22-APR-17
Alyssa Egan	BS9962	00	Operations Specialist	Hire Temp Appointment	1038.00	16-MAY-17
Daniel Evans	BE9266	00	Temporary Grounds Worker	Hire Temp Appointment	5760.00	08-MAY-17
Nathan Feldt	BE9363	00	Temp Summer Host HE	Hire Temp Appointment	6101.22	08-MAY-17
Simon Fiske	BE9406	00	Theatre Temp/Trainee	Hire Temp Appointment	500.00	22-APR-17
Scott Foley	BS9962	00	Operations Specialist	Hire Temp Appointment	1384.00	22-APR-17
Tanner Fritz	BS9962	00	Operations Specialist	Hire Temp Appointment	2768.00	22-APR-17
Megan Gayer	BE9154	00	Temp Admissions Rep	Hire Temp Appointment	8356.00	08-MAY-17
Kyle Graves	BE9406	00	Theatre Temp/Trainee	Hire Temp Appointment	1900.00	22-APR-17
Anna Hafele	BG9999	06	MSIG Grad Rscrch Assistant	Hire Temp Appointment	1386.67	22-APR-17
Ann'D Hager	BS9683	00	Student Mail Services	Hire Temp Appointment	5920.00	22-APR-17
Riston Haugen	BS9890	00	Lab Assistant	Hire Temp Appointment	3200.00	22-APR-17
Toni Hinker	BE9298	00	College of ED-NFE OT Elig Temp	Hire Temp Appointment	4800.00	22-APR-17
Bianca Hutzler	BS9835	00	Student Marketing Assistant	Hire Temp Appointment	1038.00	15-MAY-17
Kelsey Jacobs	BS9963	01	Inst. Child Care Worker	Hire Temp Appointment	2100.00	22-APR-17
Raven Jorgensen	BW8708	00	SFS Summer Office Assistant	Hire Temp Appointment	1080.00	08-MAY-17
Seung Seok Kang	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	5600.00	08-MAY-17
Minayo Kawamura	BS9995	00	Online Editor JJ & KBHU	Hire Temp Appointment	800.00	22-APR-17
Zachariah Kay	BS9769	00	Research Assistant	Hire Temp Appointment	800.00	22-APR-17
Zachariah Kay	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	5920.00	05-MAY-17
Yiseul Kim	BS9552	00	Residence Life Student Worker	Hire Temp Appointment	6080.00	11-MAY-17
Joshua LaFountain	BS9968	00	Office Assistant	Hire Temp Appointment	1440.00	22-APR-17
D'Aryn Lends His Horse	BS9777	00	Office Assistant	Hire Temp Appointment	370.00	08-MAY-17
Justin Logue	BS9706	00	Student Engagement Specialist	Hire Temp Appointment	1384.00	15-MAY-17
Annette Loveday	BW8718	00	Library Clerk	Hire Temp Appointment	2768.00	08-MAY-17
Jesse Marshall	BW8838	00	Summer Store Assistant	Hire Temp Appointment	4200.00	08-MAY-17
Keith Marson	BW8838	00	Summer Storekeeper Assistant	Hire Temp Appointment	4200.00	08-MAY-17
Clair McEnelly	BE9160	00	Sanford Lab Science Presenter	Hire Temp Appointment	640.63	22-APR-17
Lucas Michaels	BE9186	00	JZ SF Temp Sales Clerk	Hire Temp Appointment	2000.00	09-MAY-17
Dennis Morton	BW8680	00	Administrative Office Support	Hire Temp Appointment	1384.00	08-MAY-17
Dale Nemec	BS9615	00	Volunteer Coordinator	Hire Temp Appointment	1384.00	09-MAY-17

Tarina Nye	BE9406	00	Theatre Trainee- Actor	Hire	Temp	Appointment	1200.00	22-APR-17
Kayla O'Neal	BE9406	00	Theatre Trainee - Actor	Hire	Temp	Appointment	1050.00	22-APR-17
Lydia Oliver	BW8993	00	Disability Receptionist	Hire	Temp	Appointment	1680.00	08-MAY-17
Ryan Olsen	BS9910	00	Student Grounds Assistant	Hire	Temp	Appointment	5760.00	08-MAY-17
Rachel Palyan	BW8967	01	Child Care Worker	Hire	Temp	Appointment	2880.00	08-MAY-17
Chaein Park	BS9910	00	Student Grounds Assistant	Hire	Temp	Appointment	2800.00	06-MAY-17
Ariel Pozorski	BE9363	00	Temp Lead Summer Host	Hire	Temp	Appointment	6343.88	08-MAY-17
Schneider Prophete	BS9910	00	Student Grounds Assistant	Hire	Temp	Appointment	5760.00	06-MAY-17
Jessia Raheisoanjato	BS9552	00	Residence Life Student Worker	Hire	Temp	Appointment	6080.00	11-MAY-17
Tahiry Razafimanjato	BS9828	00	Student Recycling	Hire	Temp	Appointment	2400.00	22-APR-17
Sharon Rendon	BE9301	05	Math Coaching	Hire	Temp	Appointment	850.00	22-APR-17
Teryn Richardson	BE9363	00	Temp Summer Host CP	Hire	Temp	Appointment	5997.22	08-MAY-17
Kathy Rose	BE9160	00	Sanford Lab Science Presenter	Hire	Temp	Appointment	250.00	22-APR-17
Sandrine Rudin	BS9563	00	Student Sustainability Worker	Hire	Temp	Appointment	12800.00	08-MAY-17
Kyle Sabourin	BE9363	00	Temp Summer Host HU	Hire	Temp	Appointment	5997.22	08-MAY-17
Cody Schopp	BE9363	00	Temp Summer Host TH	Hire	Temp	Appointment	5997.22	08-MAY-17
Shelby Schramm	BS9963	00	Inst.Child Care Worker	Hire	Temp	Appointment	2100.00	08-MAY-17
James Schroeder	BE9406	00	Thetre Trainee - Actor	Hire	Temp	Appointment	1400.00	22-APR-17
Taylor Schweitzer	BW8914	00	Summer Grounds Assistant FWS	Hire	Temp	Appointment	6240.00	08-MAY-17
Amanda Schwend	BW8828	00	FWS Office Assistance	Hire	Temp	Appointment	6400.00	11-MAY-17
Halley Shippy	BS9963	00	Child Care Worker	Hire	Temp	Appointment	2100.00	15-MAY-17
Abigail Siekmann	BS9962	00	Operations Specialist	Hire	Temp	Appointment	1384.00	22-APR-17
Shonee Singer	BE9406	00	Theatre Trainee - Actor	Hire	Temp	Appointment	1200.00	22-APR-17
Chaerin Son	BS9910	00	Student Grounds Assistant	Hire	Temp	Appointment	5600.00	08-MAY-17
Elizabeth Sorensen	BS9910	00	Student Grounds Assistant	Hire	Temp	Appointment	6240.00	04-MAY-17
Shelby Stoltz	BS9910	00	Student Grounds Assistant	Hire	Temp	Appointment	6080.00	06-MAY-17
Tanner Tadra	BS9910	00	Student Grounds Assistant	Hire	Temp	Appointment	5760.00	04-MAY-17
Amber Thomas	BS9708	00	Student Admissions Assistant	Hire	Temp	Appointment	1400.00	08-MAY-17
Julianne Van Driel	BE9406	00	Theatre Trainee/Temp	Hire	Temp	Appointment	1400.00	22-APR-17
Shengxiong Wang	BS9552	00	Residence Life Student Worker	Hire	Temp	Appointment	4560.00	11-MAY-17
Shengxiong Wang	BS9587	00	Office Assistant	Hire	Temp	Appointment	3114.00	03-MAY-17
Gretchen Weir	BS9708	0	Admissions Assistant	Hire	Temp	Appointment	1400.00	08-MAY-17
Jayce Winsell	BS9605	00	Advertising Rep	Hire	Temp	Appointment	62.00	22-APR-17
Jayce Winsell	BS9708	00	Admissions Assistant	Hire	Temp	Appointment	2160.00	08-MAY-17
Katie Wolff	BS9575	00	YC Lifeguard	Hire	Temp	Appointment	1560.00	22-APR-17
Lanaya Young	BE9406	00	Theatre Trainee - Actor	Hire	Temp	Appointment	1200.00	22-APR-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Brittany Ackerman	BS9575	00	YC Lifeguard	TV012	21-MAY-17
Bonnie Alberts	BE9397	00	Retention Advisor	TV013	21-MAY-17
Scott Altstiel	BS9787	00	BHTV Station Manager	TV012	05-MAY-17
Elliott Anderson	BS9967	00	Resident Assistant on Duty	TV012	05-MAY-17
Elliott Anderson	BS9997	00	Writing Center Mentor	TV012	10-MAY-17
Mialisoa Andriamanantena	BS9873	00	CAMSE Student Worker	TV012	21-MAY-17
Mikaelah Andriamanantena	BS9873	00	CAMSE Student Worker	TV012	21-MAY-17
Darby Arbach	BW9554	00	JZSP Bookstore Assistant	TV012	05-MAY-17
Ariel Aufdengarten	BW9975	00	Food Service Worker	TV012	05-MAY-17
Margaret Austin	BE9301	00	Math Coach	TV013	21-MAY-17
Marine Avril	BS9714	00	Library Clerk Supv	TV012	05-MAY-17
Marine Avril	BS9715	00	Library Clerk	TV012	05-MAY-17
Queensly Ayegba	BS9828	00	Student Recycling	TV012	21-MAY-17
Queensly Ayegba	BS9974	00	Night Assistant	TV012	06-MAY-17
Jordyn Ballard	BS9987	00	Game Day Asst	TV012	21-MAY-17
Casey Barlow	BS9844	00	Tutor - Geology	TV012	09-MAY-17
Casey Barlow	BW9990	00	Game Day Asst.	TV012	05-MAY-17
Aisha Baum	BW9712	00	Admissions Assistant	TV012	05-MAY-17
Dakota Becher	BW9988	00	Parking Office	TV012	05-MAY-17
Carlee Beck	BS9781	00	Rec Sports Official	TV012	05-MAY-17
Brittney Bell	BS9964	00	Information Specialist	TV012	05-MAY-17
Krista Bell	BW9993	00	Disability Receptionist	TV012	05-MAY-17
Jamie Bentley	BE9846	00	Head Women's Golf Coach	TV013	21-MAY-17
Abigail Bertram	BW9793	00	Student Athletic Trainer	TV012	05-MAY-17
Macallie Bettcher	BW9712	00	Student Admissions Assistant	TV012	05-MAY-17

Melissa Bettcher	BW9712 00	Student Admissions Assistant	TV012	05-MAY-17
Sean Bice	BS9574 00	Math Mentor	TV012	05-MAY-17
Wyatt Bills	BS9902 00	TV Producer	TV012	05-MAY-17
Wyatt Bills	BS9987 00	GDA - Video Production	TV012	21-MAY-17
Jessa Birkholt	BS9963 00	Child Care Worker	TV012	05-MAY-17
Jessa Birkholt	BS9963 01	Inst.Child Care Worker	TV012	12-MAY-17
Whitney Bischoff	BW9683 00	Office Assistant	TV012	05-MAY-17
Britnee Biza	BS9865 00	Student Telecounselor	TV012	05-MAY-17
Caitlin Blanchard	BG9998 00	GA Softball	TV012	21-MAY-17
Caitlin Blanchard	BS9828 00	Student Recycling	TV012	21-MAY-17
Amanda Blank	BW9976 00	Bookstore Assistant	TV012	05-MAY-17
Jamil Bond	BW9990 00	Game Day Asst	TV012	05-MAY-17
Walter Bordewyk	BW9914 00	FWS Grounds Assistant	TV012	05-MAY-17
Bryce Boser	BS9835 00	Marketing Assistant	TV012	12-MAY-17
Malaisia Boykin	BW9712 00	Admissions Assistant	TV012	05-MAY-17
Bradley Branson	BS9582 00	Senior Resident Assistant	TV012	07-MAY-17
Bradley Branson	BS9967 00	Resident Assistant on Duty	TV012	05-MAY-17
Bradley Branson	BS9968 00	Office Assistant	TV012	05-MAY-17
Bradley Branson	BW9683 00	Office Assistant	TV012	05-MAY-17
Amanpreet Brar	BG9999 02	MSIG Graduate Student	TV012	21-MAY-17
Vera Brave Bird-Garland	BW9718 00	FWS Library Clerk	TV012	05-MAY-17
Matthew Brenner	BW9869 00	Telecounselor	TV012	05-MAY-17
Erin Broberg	BS9964 00	Information Specialist	TV012	06-MAY-17
Katherine Brock	BW9824 00	Office Assistant	TV012	05-MAY-17
Joshua Bruce Zuniga	BS9787 00	KBHU - News Producer	TV012	21-MAY-17
Matdalynn Buffington	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Matdalynn Buffington	BS9987 00	Game Day Asst	TV012	21-MAY-17
Joseph Burch	BS9987 00	Game Day Asst.	TV012	21-MAY-17
Haley Burrier	BS9997 00	Writing Center Consultant	TV012	05-MAY-17
Dimitri Butts	BS9962 00	Operations Specialist	TV012	21-MAY-17
Dimitri Butts	BS9987 00	Game Day Assistant	TV012	21-MAY-17
Michaela Byrne	BS9844 00	Peer Mentor - Sociology	TV012	09-MAY-17
Brady Cameron	BG9998 00	GA Men's BB	TV012	21-MAY-17
Scott Carey	BW9990 00	Game Day Asst	TV012	05-MAY-17
Michaela Cermak	BS9704 00	SFS Office Assistant	TV012	05-MAY-17
Erika Cerveny	BW9825 00	School Work Study	TV012	05-MAY-17
Diego Chacon Villacis	BS9987 00	Game Day Asst	TV012	21-MAY-17
Brady Chase	BS9910 00	Student Grounds Assistant	TV012	21-MAY-17
Sequoyah Chavez	BS9974 00	Night Assistant	TV012	06-MAY-17
Anthony Checchi	BS9769 00	Research Assistant	TV012	21-MAY-17
David Christiansen	BS9781 00	Rec Sports Official	TV012	21-MAY-17
Katie Christy	BS9563 00	Student Sustainability Worker	TV012	21-MAY-17
Vanessa Clark	BS9844 00	Peer Tutor - Biol 103	TV012	09-MAY-17
Vanessa Clark	BW9966 00	FWS Operations Specialist	TV012	05-MAY-17
Dustie Clements	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Shandell Clutter	BS9706 00	Student Engagement Specialist	TV012	05-MAY-17
Destinee Cole	BS9554 00	JZRC Student Assistant	TV012	03-MAY-17
Destinee Cole	BW9708 00	SFS Office Assistant	TV012	05-MAY-17
Samantha Cole	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Samantha Cole	BS9962 00	Operations Specialist	TV012	21-MAY-17
Molly Connot	BW9712 00	Student Admissions Assistant	TV012	05-MAY-17
Ryan Conrad	BG9998 00	GA Football	TV012	13-MAY-17
Darlene Coppe	BS9715 00	Student Library Clerk	TV012	21-MAY-17
Darlene Coppe	BS9910 00	Student Grounds Assistant	TV012	05-MAY-17
Darlene Coppe	BW9823 00	Herbarium Technician	TV012	05-MAY-17
Drew Couch	BS9962 00	Operations Specialist	TV012	21-MAY-17
Jennifer Coyle	BS9844 00	Peer Tutor - MIS	TV012	09-MAY-17
Kiersten Crabtree	BS9781 00	Rec Sports Official	TV012	21-MAY-17
Rachel Crawford	BS9769 00	Lab Assistant	TV012	21-MAY-17
Dakota Crocker	BW9976 00	RC Bookstore Assistant	TV012	05-MAY-17
Miranda Crosby	BS9715 00	Student Library Clerk	TV012	21-MAY-17
Taylor Cummings	BG9998 00	GA WBB	TV012	21-MAY-17
Marina Curuchet	BS9698 00	Student HR Assistant	TV012	21-MAY-17
Marina Curuchet	BS9708 00	Student Admissions Assistant	TV012	05-MAY-17
Allison Deal	BS9574 00	Math Mentor	TV012	05-MAY-17
Allison Deal	BW9708 00	SFS Office Assistant	TV012	05-MAY-17
Angelina Delgado	BG9998 00	GA Soccer	TV012	21-MAY-17
Amanda Derrek	BW9718 00	FWS Library Clerk	TV012	05-MAY-17

Samantha Desersa	BW9869 00	Telecounselor	TV012	05-MAY-17
Stefan Desnica	BS9962 00	Operations Specialist	TV012	21-MAY-17
Stefan Desnica	BS9987 00	Game Day Asst	TV012	21-MAY-17
Dominique DiManna	BW9990 00	Game Day Asst	TV012	05-MAY-17
Randall Doran	BE9376 00	Game Event Asst.	TV013	05-MAY-17
Randall Doran	BE9591 00	Asst Football Coach	TV013	13-MAY-17
Randall Doran	BE9619 00	Adj Instr - Math 102	TV013	21-MAY-17
Randall Doran	BE9619 02	Adj Instr Math 095 B307	TV013	21-MAY-17
Madison Druse	BS9987 00	Game Day Asst	TV012	21-MAY-17
Megan Duncan	BW9824 00	Office Assistant	TV012	05-MAY-17
Goodness Ebenezer	BS9828 00	Student Recycling	TV012	21-MAY-17
Cody Eckhardt	BS9714 00	Student Library Clerk Supv	TV012	21-MAY-17
Cody Eckhardt	BS9715 00	Student Library Clerk	TV012	05-MAY-17
Jess Edens	BW9914 00	FWS Grounds Assistant	TV012	05-MAY-17
Alyssa Egan	BW9793 00	Student Athletic Trainer	TV012	05-MAY-17
Alexis Ellison	BS9974 00	Night Assistant	TV012	06-MAY-17
Jessica Engberg	BW9687 00	FWS Mail Services	TV012	05-MAY-17
Jessica Engberg	BW9975 00	Food Service Worker	TV012	05-MAY-17
Taylor Escott	BS9902 00	Videography	TV012	21-MAY-17
Taylor Escott	BW9712 00	Student Admissions Assistant	TV012	05-MAY-17
Kelsey Espinosa	BW9988 00	Parking enforcement	TV012	05-MAY-17
Taryn Eversvik	BW9967 00	Child Care Worker	TV012	05-MAY-17
Catlyn Falconer	BW9967 00	Child Care Worker	TV012	05-MAY-17
Courtney Falconer	BW9842 00	FWS Office Assistant	TV012	05-MAY-17
Brooklyn Fauth	BS9963 00	Child Care Worker	TV012	05-MAY-17
Brooklyn Fauth	BS9987 00	Game Day Asst	TV012	21-MAY-17
Nathan Feldt	BS9980 00	Assistant Complex Director	TV012	07-MAY-17
Elizabeth Ferdinand	BS9963 01	Child Care Worker	TV012	05-MAY-17
Elizabeth Ferdinand	BW9967 00	Child Care Worker	TV012	05-MAY-17
Thatcher Ferguson	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Ana Fieldgrove	BS9708 00	Student Admissions Assistant	TV012	05-MAY-17
Scott Foley	BG9998 00	GA CC	TV012	21-MAY-17
Yasmen Foos	BW9687 00	FWS Mail Services	TV012	05-MAY-17
Myles Frazier	BW9718 00	Library Clerk	TV012	05-MAY-17
Eleanor Froschmayer	BS9844 00	Peer Tutor - History	TV012	09-MAY-17
Eleanor Froschmayer	BS9946 00	Archival Assistant	TV012	05-MAY-17
Caleb Gallagher	BS9911 00	Student Building Maintenance	TV012	21-MAY-17
Caleb Gallagher	BS9964 00	Information Specialist	TV012	05-MAY-17
Caleb Gallagher	BS9974 00	Night Assistant	TV012	05-MAY-17
Megan Gayer	BS9582 00	Senior Resident Assistant	TV012	07-MAY-17
Megan Gayer	BS9708 00	Student Admissions Assistant	TV012	05-MAY-17
Janice Gbedemah	BS9811 00	ECON Tutor/MBA support staff	TV012	21-MAY-17
Janice Gbedemah	BS9844 00	Peer Tutor - Econ	TV012	09-MAY-17
Janice Gbedemah	BS9967 00	On-Duty RA	TV012	06-MAY-17
Janice Gbedemah	BS9974 00	Night Assistant	TV012	06-MAY-17
Allison Geier	BS9811 00	Event Photographer	TV012	21-MAY-17
Allison Geier	BS9844 00	Peer Tutor - BADM/MCOM	TV012	09-MAY-17
Allison Geier	BW9839 00	Marketing Photographer	TV012	21-MAY-17
Rachel Geier	BW9990 00	Game Day Asst	TV012	05-MAY-17
Makeesha Geiger	BS9847 00	Rodeo Assistant	TV012	21-MAY-17
Alexandra Gerlach	BW9560 00	Digital Media Assistant	TV012	05-MAY-17
Alden Giang	BW9708 00	SFS Office Assistant	TV012	05-MAY-17
Dillon Gilpin	BS9865 00	Student Telecounselor	TV012	05-MAY-17
Cassity Goetz	BW9990 00	Game Day Asst	TV012	05-MAY-17
Damon Goldhammer	BS9987 00	Game Day Asst	TV012	21-MAY-17
Rebecca Golliher	BS9964 0	Information Specialist	TV012	06-MAY-17
Rhonda Goodfellow	BW9823 00	Office Assistant- Nat. Sci.	TV012	05-MAY-17
Molly Graesser	BW9709 00	Registrar Office Assistant	TV012	05-MAY-17
Molly Graesser	BW9990 00	Game Day Assistant	TV012	05-MAY-17
Jessica Gramm	BS9964 01	Building Supervisor	TV012	05-MAY-17
Kenya Grauberger	BS9987 00	Game Day Asst	TV012	21-MAY-17
Kyle Graves	BS9840 00	Student Senate Campus & Extern	TV012	21-MAY-17
Kyle Graves	BW9822 00	Theatre Tech	TV012	05-MAY-17
Kate Griffin	BS9844 00	Peer Tutor - Stats	TV012	12-MAY-17
Kate Griffin	BS9910 00	Student Grounds Assistant	TV012	21-MAY-17
Karlee Gusso	BS9865 00	Telecounselor	TV012	06-MAY-17
Karley Guthmiller	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Karley Guthmiller	BS9838 01	Phonathon Supervisor	TV012	05-MAY-17

Kaitlyn Hadley	BS9781 00	Rec Sports Official	TV012	05-MAY-17
Anna Hafele	BG9999 06	MSIG Grad Rscrch Assistant	TV012	21-MAY-17
Ann'D Hager	BS9683 00	Student Mail Services	TV012	21-MAY-17
Katie Haigh	BW9825 00	School Work Study	TV012	05-MAY-17
Erick Hairston	BW9915 00	FWS Building Maintenance	TV012	05-MAY-17
Samantha Halverson	BS9844 00	Peer Tutor - Humanities	TV012	09-MAY-17
Samantha Halverson	BW9687 00	FWS Mail Services	TV012	05-MAY-17
Madison Hand	BS9835 00	Marketing Photographer	TV012	12-MAY-17
Elexa Hanson	BS9708 00	Student Admissions Assistant	TV012	05-MAY-17
Courtney Hart	BW9990 00	Game Day Asst. Supervisor	TV012	06-MAY-17
Jacob Hart	BS9985 00	Parking Office	TV012	05-MAY-17
McKayla Haugeberg	BS9987 00	Game Day Asst	TV012	21-MAY-17
Mahyle Hausman	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Mahyle Hausman	BS9962 00	Operations Specialist	TV012	21-MAY-17
Mahyle Hausman	BW9678 00	FWS YC Lifeguard	TV012	05-MAY-17
Mahyle Hausman	BW9966 00	FWS Operations Specialist	TV012	05-MAY-17
Maxxwill Hausman	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Maxxwill Hausman	BS9962 0	Operations Specialist	TV012	21-MAY-17
Maxxwill Hausman	BW9678 00	FWS YC Lifeguard	TV012	05-MAY-17
Maxxwill Hausman	BW9990 00	Game Day Asst	TV012	05-MAY-17
Sierra Henke	BW9824 00	Office Assistant for O.E.	TV012	05-MAY-17
Ajallade Hennis	BW9834 00	Printing Center Assistant	TV012	05-MAY-17
Marti Herber	BS9910 00	Student Grounds Assistant	TV012	21-MAY-17
Jake Herman	BS9987 00	Game Day Asst	TV012	05-MAY-17
Cristian Hernandez	BS9844 00	Peer Tutor - Spanish	TV012	08-MAY-17
Cristian Hernandez	BW9966 00	Operations Specialist	TV012	05-MAY-17
Cristian Hernandez	BW9990 00	Game Day Asst	TV012	05-MAY-17
Yessenia Herrera	BS9987 00	Game Day Asst	TV012	21-MAY-17
Kari Hickox	BS9958 00	Chemistry Lab Assistant	TV012	21-MAY-17
Sarah Hill	BS9987 00	Game Day Asst	TV012	21-MAY-17
Samuel Hintgen	BS9844 00	Peer Tutor - Biol/Chem	TV012	12-MAY-17
Morgan Hofeldt	BW9967 00	Child Care Worker	TV012	05-MAY-17
Ryan Hommel	BS9910 00	Student Grounds Assistant	TV012	04-MAY-17
Hailey Horob	BW9990 00	Game Day Asst	TV012	05-MAY-17
Madison Houston	BS9844 00	Peer Tutor - ECE	TV012	09-MAY-17
Larissa Houtari	BW9828 00	FWS Office Assistant	TV012	05-MAY-17
Farron Hovland	BS9835 00	Marketing Assistant	TV012	12-MAY-17
Karin Humar	BS9835 00	Public Relations Assistant	TV012	12-MAY-17
Michael Hurst	BS9769 05	Research Assistant	TV012	21-MAY-17
Michael Hurst	BS9769 06	Lab Assistant	TV012	21-MAY-17
Michael Hurst	BS9997 00	Writing Center Consultant	TV012	05-MAY-17
Bianca Hutzler	BS9811 00	Work Study- Business	TV012	21-MAY-17
Robyn Hynes	BW9675 00	Student Sustainability Assista	TV012	05-MAY-17
Taylor Ihmels	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Alissa Iverson	BS9997 00	Writing Center Consultant	TV012	05-MAY-17
Isaac Iverson	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Isaac Iverson	BS9910 00	Student Grounds Assistant	TV012	21-MAY-17
Thomas Jackson	BS9910 00	Student Grounds Assistance	TV012	05-MAY-17
Colton Jacobs	BS9581 00	Technology Assistant	TV012	21-MAY-17
Colton Jacobs	BW9681 00	Technology Assistant	TV012	05-MAY-17
Kelsey Jacobs	BS9963 00	Child Care Worker	TV012	05-MAY-17
Emily Jacoway	BS9715 00	Student Library Clerk	TV012	05-MAY-17
Mariah Jahner	BS9963 00	Child Care Worker	TV012	05-MAY-17
Koty Janis	BS9987 00	Game Day Asst	TV012	05-MAY-17
Koty Janis	BW9990 00	Game Day Asst	TV012	05-MAY-17
Ellie Jaques	BS9708 00	Student Admissions Assistant	TV012	05-MAY-17
Amber Jensen	BS9781 00	Rec Sports Official	TV012	05-MAY-17
Madison Jilek	BS9577 00	FAR Assistant	TV012	21-MAY-17
Madison Jilek	BS9769 03	Research Assistant	TV012	21-MAY-17
Blake Johnson	BS9828 00	Student Recycling	TV012	21-MAY-17
Blake Johnson	BS9911 00	Student Building Maintenance	TV012	21-MAY-17
Brady Jones	BW9905 00	KBHU Radio - FWS	TV012	05-MAY-17
Jordan Jones	BS9967 00	On-Duty RA	TV012	06-MAY-17
Emily Jons	BS9962 00	Operations Specialist	TV012	21-MAY-17
Emily Jons	BS9987 00	GDA - VB Mgr	TV012	15-MAY-17
Emily Jons	BW9966 00	FWS Operations Specialist	TV012	05-MAY-17
Emily Jons	BW9990 00	Volleyball Manager	TV012	05-MAY-17
Raven Jorgensen	BW9708 00	SFS Office Assistant	TV012	05-MAY-17

Haley Juhnke	BS9987 00	Game Day Asst-T&F Student Asst	TV012	21-MAY-17
Kyla Karst	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Kyla Karst	BS9838 01	Phonathon Supervisor	TV012	05-MAY-17
Tate Kattenhorn	BS9834 00	Student Storekeeper Assistant	TV012	05-MAY-17
Minayo Kawamura	BS9962 00	Operations Specialist	TV012	21-MAY-17
Erin Kemp	BS9781 00	Rec Sports Supervisor	TV012	05-MAY-17
Burkelee Kenefick-Aschoff	BS9574 00	Math Mentor - MAC	TV012	05-MAY-17
Brooklyn Ketcham	BS9844 00	Peer Tutor - Math 341/342	TV012	09-MAY-17
Becky Kidder-Giles	BW9687 00	Student Mailroom Assistant	TV012	05-MAY-17
Karli Kilby	BS9844 01	Peer Tutor - Psychology	TV012	09-MAY-17
Jessica Kirby	BS9844 00	Peer Tutor - MCOM	TV012	09-MAY-17
Hannah Kirk	BS3992 00	CEAP - Athletic Training	TV012	05-MAY-17
Kaydee Kirwan	BW9785 00	Rec Sports Official	TV012	05-MAY-17
Abbi Klyaic	BS9987 0	Game Day Asst	TV012	21-MAY-17
Abbi Klyaic	BW9826 00	Photo Lab Asst	TV012	05-MAY-17
Shae Knox	BS9963 00	Child Care Worker	TV012	05-MAY-17
Shae Knox	BW9967 00	Child Care Worker	TV012	05-MAY-17
James Knutson	BS9781 00	Rec Sports Official	TV012	05-MAY-17
John Kocurek	BG9998 00	GA Football	TV012	13-MAY-17
Christopher Kopriva	BS9844 00	Tutor - Exercise Science	TV012	09-MAY-17
Rachel Kremer	BS9963 00	Child Care Worker	TV012	04-MAY-17
Rachel Kremer	BW9967 00	Child Care Worker	TV012	05-MAY-17
Nicholas Krull	BW9826 00	Photo Lab Assistant	TV012	05-MAY-17
Joshua LaFountain	BW9683 00	Office Assistant	TV012	05-MAY-17
Baylee Lacompte	BW9687 00	FWS Mail Services	TV012	05-MAY-17
Justin Lafferty	BW9990 00	Game Day Asst	TV012	05-MAY-17
Karley LaFountain	BS9586 00	Assistant Complex Director	TV012	07-MAY-17
Ryan Lahr	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Ryan Lahr	BS9962 00	Operations Specialist	TV012	21-MAY-17
Ryan Lahr	BS9987 00	Game Day Assistant	TV012	21-MAY-17
Kanyon Lalley	BS9844 00	Peer Tutor - Geology	TV012	09-MAY-17
Kanyon Lalley	BS9967 00	Resident Assistant on Duty	TV012	05-MAY-17
Kaylee Lamb	BS9997 00	Writing Center Consultant	TV012	05-MAY-17
Kristi Laqua	BW9967 00	Child Care Worker	TV012	05-MAY-17
Maddisen Larsen	BW9967 00	Child Care Worker	TV012	05-MAY-17
Shelby Larson	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Samone Last Horse	BW9828 00	FWS Office Assistant	TV012	05-MAY-17
Jasmine LeMaire	BW9674 00	R&R Work Study	TV012	05-MAY-17
Chelsea Leblanc	BW9687 0	FWS Mail Services	TV012	05-MAY-17
D'Aryn Lends His Horse	BS9777 00	Office Assistant	TV012	05-MAY-17
D'Aryn Lends His Horse	BS9937 00	Office Assistant	TV012	21-MAY-17
Madonna Lends His Horse	BS9989 00	Jacket Journal	TV012	05-MAY-17
Taylor Lenz	BS9967 00	Resident Assistant on Duty	TV012	05-MAY-17
Edward Leonard	BE9271 00	Tutor	TV013	21-MAY-17
Kevin Lewey	BW9822 00	Art Department Assistant	TV012	05-MAY-17
Benjamin Lewien	BE9591 00	Asst Football Coach	TV013	13-MAY-17
Alexandria Lewis	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Guanxuan Liang	BS9581 00	Technology Assistant	TV012	21-MAY-17
Denim Lind	BS9997 00	Writing Center Consultant	TV012	05-MAY-17
Danielle Litaba	BS9901 00	Student KBHU Radio	TV012	05-MAY-17
Danielle Litaba	BS9964 00	Information Specialist	TV012	21-MAY-17
Rishell Lizasuain	BS9967 00	On-Duty RA	TV012	06-MAY-17
Jennifer Loftin	BW9822 00	Music Work Study	TV012	05-MAY-17
Justin Logue	BS9798 00	Student Assistant/Diversion	TV012	05-MAY-17
Justin Logue	BS9840 00	Student Senate President	TV012	21-MAY-17
Justin Logue	BS9967 00	On-Duty RA	TV012	06-MAY-17
Jo Lolley	BW9824 00	Office Assistant	TV012	05-MAY-17
Amber Lorius	BS9708 00	Student Admissions Assistant	TV012	05-MAY-17
Amber Lorius	BS9974 00	Night Assistant	TV012	05-MAY-17
Annette Loveday	BW9718 00	Library Clerk	TV012	05-MAY-17
Clara Macilravie-Canas	BS9997 00	Writing Center Consultant	TV012	05-MAY-17
Morgan Mack	BS9987 00	Game Day Assistant	TV012	21-MAY-17
Morgan Mack	BW9708 00	SFS Office Assistant	TV012	05-MAY-17
Matthew Madrid	BW9990 00	Game Day Asst	TV012	05-MAY-17
Naveen Malik	BS9844 00	Peer Tutor - Biology	TV012	09-MAY-17
Jessica Malm	BW9988 00	Parking Office	TV012	05-MAY-17
Theresa Marsh	BS9963 01	Child Care Worker	TV012	05-MAY-17
Theresa Marsh	BW9967 00	Child Care Worker	TV012	05-MAY-17

James Marshall	BW9990 00	Game Day Asst	TV012	05-MAY-17
Michael Marshall	BS9781 00	Rec Sports Official	TV012	21-MAY-17
Keith Marson	BS9781 0	Rec Sports Official	TV012	21-MAY-17
Keith Marson	BS9844 00	Peer Tutor - Spanish	TV012	12-MAY-17
Keith Marson	BW9966 00	Operations Specialist	TV012	05-MAY-17
Keith Marson	BW9990 00	Game Day Asst	TV012	05-MAY-17
Tammi Martin	BS9811 00	ACCT Tutor	TV012	21-MAY-17
Melissa Mason	BW9822 00	Theatre Tech	TV012	05-MAY-17
Sumire Matsumoto	BS9962 00	Operations Specialist	TV012	21-MAY-17
Olivia McCann	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Aliesha McCarthy	BW9834 00	Printing Center Assistant	TV012	05-MAY-17
Suzanne McCarty	BW9824 00	Office Assistant	TV012	05-MAY-17
Kayla McCaskell	BS9910 00	Student Grounds Assistant	TV012	21-MAY-17
Matthew McCaskell	BS9902 00	Videography	TV012	21-MAY-17
Matthew McCaskell	BS9990 00	Disability Receptionist	TV012	05-MAY-17
Matthew McCaskell	BW9993 00	Disability Receptionist	TV012	05-MAY-17
Clair McEnelly	BE9160 00	Sanford Lab Science Presenter	TV013	21-MAY-17
Marissa McFarland	BS9708 00	Student Admissions Assistant	TV012	05-MAY-17
Brendon McGirr	BW9674 00	Work Study- School of Business	TV012	05-MAY-17
Josie McKenna	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Laketon McLaughlin	BS9987 00	Game Day Asst	TV012	21-MAY-17
Laketon McLaughlin	BW9990 00	Game Day Asst	TV012	05-MAY-17
Angie Mcdonnell	BS9902 00	Videographer	TV012	21-MAY-17
Cheyenne Mendelsohn	BS9974 00	Night Assistant	TV012	06-MAY-17
Cheyenne Mendelsohn	BW9712 00	Admissions Assistant	TV012	05-MAY-17
Alexandria Menke	BW9990 00	Game Day Asst	TV012	05-MAY-17
Zachary Meyer	BS9574 00	Math Mentor	TV012	05-MAY-17
Gregory Midzak	BS9844 00	Peer Tutor - EXS Fitness Asses	TV012	09-MAY-17
Mikenzie Mikkelson	BS9574 00	Math Mentor	TV012	05-MAY-17
Kennedee Miles	BS9580 00	Administrative Office Assistan	TV012	21-MAY-17
Sierra Miles	BS9987 00	Game Day Asst	TV012	21-MAY-17
Taylor Miles	BW9772 00	Office Assistant	TV012	05-MAY-17
Maddison Miller	BS9683 00	Student Mail Services	TV012	21-MAY-17
Mason Moir	BW9826 00	Photo Lab Asst	TV012	05-MAY-17
Jessica Mollman	BS9582 00	Senior Resident Assistant	TV012	07-MAY-17
Jessica Mollman	BS9967 00	On-Duty Resident Assistant	TV012	06-MAY-17
Sean Mommerency	BW9824 00	Office Assistant	TV012	05-MAY-17
Aaron Montoya	BW9772 00	Office Assistant	TV012	05-MAY-17
Jose Morales Snyder	BS9835 00	PR and Marketing Assistant	TV012	05-MAY-17
Drazen Moratzka	BS9987 00	Game Day Asst	TV012	21-MAY-17
Jordan Mullen	BS9714 00	Library Clerk Supervisor	TV012	05-MAY-17
Jordan Mullen	BS9715 00	Library Clerk	TV012	05-MAY-17
Rachel Munce	BW9822 00	Theatre Tech	TV012	05-MAY-17
Cassie Natvig	BS9987 00	Game Day Assistant	TV012	21-MAY-17
Lexi Nehlich	BS9963 01	Child Care Worker	TV012	05-MAY-17
Trisha Nelson	BS9564 00	Testing Assistant	TV012	21-MAY-17
Dale Nemec	BS9615 00	Volunteer Coordinator	TV012	05-MAY-17
Cassandra Ness	BS9564 00	Testing Assistant	TV012	21-MAY-17
Karly Niemann	BS9987 0	Game Day Asst	TV012	21-MAY-17
Abigail Nold	BS9574 00	Math Mentor	TV012	05-MAY-17
Neil Novak	BG9998 00	GA Football	TV012	13-MAY-17
Tarina Nye	BW9822 00	Theatre Tech	TV012	05-MAY-17
Joshua O'Byrne	BS9964 00	Information Specialist	TV012	06-MAY-17
Katelyn Odle	BS9987 00	Game Day Asst	TV012	21-MAY-17
Sylvester Ogbuefi	BS9912 0	Student Custodial	TV012	05-MAY-17
Morghen Oleson	BS9964 00	Information Specialist	TV012	05-MAY-17
Lydia Oliver	BS9990 00	Disability Receptionist	TV012	05-MAY-17
Lydia Oliver	BW9993 00	Disability Receptionist	TV012	05-MAY-17
Wyatt Osthus	BS9840 00	Student Senate Office Admin.	TV012	21-MAY-17
Wyatt Osthus	BW9687 00	FWS Mail Services	TV012	05-MAY-17
Hannah Owens	BS9769 01	Research Assistant	TV012	21-MAY-17
Timothy Palmer	BS9811 01	Tutor MIS School of Business	TV012	21-MAY-17
Timothy Palmer	BW9905 00	KBHU Program Director	TV012	05-MAY-17
Mariah Palmquist	BS9967 00	Resident Assistant on Duty	TV012	05-MAY-17
Rachel Palyan	BS9963 00	Child Care Worker	TV012	05-MAY-17
Nicholas Pappas	BS9828 00	Student Recycling	TV012	21-MAY-17
Nicholas Pappas	BW9988 00	Parking Enforcement	TV012	05-MAY-17
Jaeyoung Park	BS9987 00	Game Day Asst	TV012	05-MAY-17

Tori Parks	BS9946 00	Archival Assistant	TV012	21-MAY-17
Tori Parks	BS9963 00	Child Care Worker	TV012	05-MAY-17
Makayla Pavel	BW9718 00	FWS Library Clerk	TV012	05-MAY-17
Micah Pennel	BW9822 00	Music Work Study	TV012	05-MAY-17
Kyle Peter	BW9988 00	Parking Office	TV012	05-MAY-17
Christel Peters	BW9997 00	Jacket Journal Work Study	TV012	05-MAY-17
Cole Phillips	BS9569 00	Assistant Complex Director	TV012	07-MAY-17
Lauren Pierce	BS9838 00	Phonathon Caller	TV012	05-MAY-17
Sylvia Pluimer	BW9823 00	Office Assistant- Nat. Sci.	TV012	05-MAY-17
Tristen Polensky	BS9989 00	Jacket Journal Work Study	TV012	21-MAY-17
Sarah Ponwith	BW9822 00	Theatre Tech	TV012	05-MAY-17
Alexis Powell	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Taylor Powell	BS9989 00	Jacket Journal Student	TV012	21-MAY-17
Collin Powers	BS9987 00	GD Asst/Weight Room Monitor	TV012	21-MAY-17
Ariel Pozorski	BS9798 00	Receptionist	TV012	05-MAY-17
Ariel Pozorski	BS9840 00	Student Senate Vice President	TV012	21-MAY-17
Ariel Pozorski	BS9974 00	Night Assistant	TV012	06-MAY-17
Chelsea Price	BS9964 00	Information Specialist	TV012	21-MAY-17
Schneider Prophete	BS9910 00	Student Grounds Assistant	TV012	05-MAY-17
Ava Rankin	BW9851 00	Rodeo Assistant	TV012	05-MAY-17
Tahiry Razafimanjato	BS9973 00	RC Bookstore Assistant	TV012	21-MAY-17
Dwan Red Elk	BW9993 0	Disability Receptionist	TV012	05-MAY-17
Erika Redinger	BS9574 00	Math Mentor - MAC	TV012	05-MAY-17
Bethany Reman	BS9844 00	Tutor - Biology	TV012	09-MAY-17
Bethany Reman	BS9890 01	Labratory Assistant	TV012	21-MAY-17
Sharon Rendon	BE9301 05	Math Coaching	TV013	21-MAY-17
Alexandra Richards	BS9987 00	Game Day Asst	TV012	21-MAY-17
Justin Richardson	BW9708 00	SFS Office Assistant	TV012	05-MAY-17
Shawn Robertson	BW9822 00	Theatre Work Study	TV012	05-MAY-17
Hannah Rodgers	BS9964 00	Information Specialist	TV012	21-MAY-17
Hannah Rodgers	BS9974 00	Night Assistant	TV012	06-MAY-17
Bailey Roebeling	BS9835 00	Public Relations Intern	TV012	05-MAY-17
Bailey Roebeling	BS9989 00	Jacket Journal Work Study	TV012	05-MAY-17
Samantha Rogers	BS9574 00	Math Mentor	TV012	05-MAY-17
Kathy Rose	BE9160 00	Sanford Lab Science Presenter	TV013	21-MAY-17
Thomas Rose-Gray	BS9574 00	Math Mentor	TV012	21-MAY-17
Jeremy Rosser	BW9992 00	Jacket Journal FWS	TV012	05-MAY-17
Amber Rotramel	BG9998 00	GA Rec Sports	TV012	21-MAY-17
Sandrine Rudin	BS9582 00	Senior Resident Assistant	TV012	07-MAY-17
Sandrine Rudin	BS9987 00	Game Day Asst	TV012	21-MAY-17
Robert Russell	BS9579 00	AEPF Tutor	TV012	21-MAY-17
Robert Russell	BS9587 00	Office Assistant	TV012	21-MAY-17
Riley Ryan	BS9781 00	Rec Sports Official	TV012	05-MAY-17
Bailey Sadowsky	BS9615 00	Volunteer Coordinator	TV012	21-MAY-17
Sarah Satterlee	BW9822 00	Art Work Study	TV012	05-MAY-17
Ashley Schaeffer	BS9973 00	RC Bookstore Assistant	TV012	21-MAY-17
Agnes Schallenkamp	BW9712 00	Admissions Assistant	TV012	05-MAY-17
Agnes Schallenkamp	BW9834 00	Printing Center Assistant	TV012	05-MAY-17
Andrea Schipper	BW9718 00	FWS Library Clerk	TV012	05-MAY-17
Cayley Schmitt	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Maria Schmitt	BW9808 00	Photo Lab Assistant	TV012	05-MAY-17
Jason Schneider	BS9973 00	Bookstore Assistant	TV012	21-MAY-17
Brittany Schoenfelder	BW9826 00	Photo Lab Asst	TV012	05-MAY-17
Cody Schopp	BS9568 00	Assistant Complex Director	TV012	07-MAY-17
Samantha Schroefel	BW9712 00	Student Admissions Assistant	TV012	05-MAY-17
Deeana Schubbel	BS9683 00	Student Mail Services	TV012	21-MAY-17
Alison Schultes	BS9798 00	Receptionist	TV012	05-MAY-17
Paige Schuurmans	BW9687 00	FWS Mail Services	TV012	05-MAY-17
Taylor Schweitzer	BW9914 00	FWS Grounds Assistant	TV012	05-MAY-17
Nathaniel Scott	BS9715 00	Student Library Clerk	TV012	21-MAY-17
Amber Seidel	BS9769 04	Lab Assistant	TV012	21-MAY-17
Kayleen Selfridge	BS9987 00	Game Day Asst	TV012	21-MAY-17
Jamy Shassetz	BS9575 00	YC Lifeguard	TV012	21-MAY-17
Jamy Shassetz	BS9962 00	Operations Specialist	TV012	21-MAY-17
Emily Shelton	BS3998 00	CAEP Assistant/Psychology	TV012	05-MAY-17
Emily Shelton	BS9844 00	Peer Tutor - HMS/SOC/PSYC	TV012	09-MAY-17
Halley Shippy	BW9967 00	Child Care Worker	TV012	05-MAY-17
Ashley Siebrasse	BW9708 00	SFS Office Assistant	TV012	05-MAY-17

Abigail Siekmann	BG9998 00	GA - SID	TV012	21-MAY-17
Abigail Siekmann	BS9987 00	Sports Info Game Day Asst	TV012	21-MAY-17
Shonee Singer	BW9822 00	Theatre Tech	TV012	05-MAY-17
Kyle Slater	BW9824 00	Office Assistant	TV012	05-MAY-17
Morgan Smith	BS9574 00	Math Mentor	TV012	05-MAY-17
Heather Sohl	BS9574 00	Math Mentor	TV012	05-MAY-17
Heather Sohl	BS9844 00	Peer Tutor - Math/Physics	TV012	12-MAY-17
Samuel Sorrell	BS9581 00	Technology Assistant	TV012	21-MAY-17
Wesley Sorrell	BW9718 00	Library Clerk	TV012	05-MAY-17
Wesley Sorrell	BW9719 00	FWS Library Clerk Supv	TV012	05-MAY-17
Samara Soyland	BS9964 00	Information Specialist	TV012	05-MAY-17
Cameron Spade	BW9990 00	Game Day Asst	TV012	05-MAY-17
Joshua Staab	BS9574 00	Math Mentor	TV012	05-MAY-17
Jammie Stancombe	BS9973 00	RC Bookstore Assistant	TV012	21-MAY-17
Alli Steckelberg	BS9574 00	Math Mentor	TV012	05-MAY-17
Cassidy Steele	BS9781 00	Rec Sports Official	TV012	21-MAY-17
Benjamin Steever	BS9582 00	Senior Resident Assistant	TV012	07-MAY-17
Benjamin Steever	BS9968 00	Office Assistant	TV012	21-MAY-17
Lacy Stevens	BS9987 00	Game Day Asst	TV012	21-MAY-17
Lathen Stevens	BW9851 00	Rodeo Assistant	TV012	05-MAY-17
Rebecca Stevenson	BS9781 00	Rec Sports Official	TV012	21-MAY-17
Tiffany Stewart	BS9574 00	Math Mentor - MAC	TV012	05-MAY-17
Charla Stickland	BW9822 00	Art Dept Assistant	TV012	05-MAY-17
Shelby Stoltz	BS9910 00	Student Grounds Assistant	TV012	21-MAY-17
Shelby Stoltz	BS9987 00	Game Day Asst	TV012	21-MAY-17
Alyssa Strobel	BS9683 00	Student Mail Services	TV012	21-MAY-17
Jacqueline Stroup	BS9714 00	Student Library Clerk Supv	TV012	21-MAY-17
Jacqueline Stroup	BS9715 00	Student Library Clerk	TV012	21-MAY-17
Jacqueline Stroup	BS9967 00	Resident Assistant on Duty	TV012	05-MAY-17
Rico Stubbs	BS9844 00	Tutor - Chemistry	TV012	09-MAY-17
Thomas Stulken	BE9397 00	Engl Spec SSS	TV013	06-MAY-17
Samuel Suess	BS9708 00	Student Admissions Assistant	TV012	05-MAY-17
Samuel Suess	BS9811 00	Tutor - MIS	TV012	21-MAY-17
Samuel Suess	BS9967 00	On-Duty Resident Assistant	TV012	07-MAY-17
Kathryn Swier	BS9683 00	Student Mail Services	TV012	21-MAY-17
Abigail Switzer	BS9781 00	Rec Sports Official	TV012	21-MAY-17
Anna Teghtmeyer	BW9822 00	Jacket Journal Work Study	TV012	05-MAY-17
Anna Teghtmeyer	BW9906 00	BHTV Production Director	TV012	05-MAY-17
Serena Tennis	BS9963 00	Child Care Worker	TV012	05-MAY-17
Serena Tennis	BW9967 00	Child Care Worker	TV012	05-MAY-17
Matthew Tetzlaff	BG9998 00	GA Track	TV012	21-MAY-17
Jordan Thaler	BS9964 00	Building Supervisor	TV012	06-MAY-17
Amber Thomas	BW9869 00	Telecounselor	TV012	05-MAY-17
Tess Thomas	BW9785 00	Rec Sports Official	TV012	05-MAY-17
Amanda Thompson	BS9844 00	Tutor - Education	TV012	09-MAY-17
Jeffery Thompson	BS9578 00	Student Labor - Facilities RC	TV012	21-MAY-17
Deontae Thorn	BW9990 00	Game Day Asst	TV012	05-MAY-17
Deborah Thorp	BE9160 00	Sanford Lab Science Presenter	TV013	22-APR-17
Deborah Thorp	BE9160 00	Sanford Lab Science Presenter	TV013	21-MAY-17
Justin Thorstad	BS9834 00	Student Storekeeper Assistant	TV012	21-MAY-17
Thomas Trimble	BS9769 03	Research Assistant	TV012	21-MAY-17
Samantha Trinneer	BS9562 00	Food Service Worker	TV012	05-MAY-17
Jaelani Uthe	BS9574 01	Math Mentor	TV012	05-MAY-17
Jaelani Uthe	BW9825 00	School Work Study	TV012	05-MAY-17
Joshua Vaith	BW9687 00	FWS Mail Services	TV012	05-MAY-17
Juliaann Van Driel	BW9822 00	Theatre Tech	TV012	05-MAY-17
Kelsey VanDenHemel	BS9945 00	Student Office Assistant	TV012	21-MAY-17
Heidi Vanlishout	BS9985 00	Parking Office	TV012	05-MAY-17
Kyle Vanriel	BS9683 00	Student Mail Services	TV012	05-MAY-17
Kyle Vanriel	BS9974 00	Night Assistant	TV012	06-MAY-17
Kyle Vanriel	BS9989 00	Jacket Journal Reporter	TV012	05-MAY-17
Bridget Vatne	BW9718 00	Library Clerk	TV012	05-MAY-17
Amanda Voisin	BS9787 00	BHTV TV Producer	TV012	05-MAY-17
Dustin Voss	BW9826 00	Photo Lab Assistant	TV012	05-MAY-17
Richard Walbe	BS9715 00	Library Clerk	TV012	21-MAY-17
Richard Walbe	BW9826 00	Photo Lab Asst	TV012	05-MAY-17
Amber Wallace	BS9963 00	Child Care Worker	TV012	05-MAY-17
Amber Wallace	BW9967 00	Child Care Worker	TV012	05-MAY-17

Maurice Wallum	BW9990 00	Game Day Asst	TV012	05-MAY-17
Nichole Walters	BS9844 00	Peer Tutor - Physics	TV012	12-MAY-17
Darian Warford	BW9990 00	Game Day Asst	TV012	05-MAY-17
Taylor Watkins	BS9708 00	Student Admissions Assistant	TV012	21-MAY-17
Addison Weglin	BW9709 00	Registrar Office Assistant	TV012	05-MAY-17
Francisco Wendlandt Paredes	BS9987 00	Game Day Asst	TV012	21-MAY-17
Shayla Wickett	BS9987 00	Game Day Asst	TV012	05-MAY-17
Remington Wientjes	BW9785 00	Rec Sports Official	TV012	05-MAY-17
Elizabeth Williams	BS9579 00	AEPP Tutor	TV012	21-MAY-17
Elizabeth Williams	BS9844 00	Peer Tutor - BADM 482	TV012	09-MAY-17
Courtney Wilson	BS9844 00	Peer Tutor - Psyc	TV012	12-MAY-17
Courtney Wilson	BW9824 00	Office Assistant	TV012	05-MAY-17
Jayce Winsell	BS3991 00	Admissions Assistant	TV012	05-MAY-17
Jayce Winsell	BS9605 00	Advertising Rep	TV012	21-MAY-17
Katie Wolff	BW9678 00	FWS Lifeguard	TV012	05-MAY-17
Abby Wollschlager	BW9554 00	JZ SP Student Assistant	TV012	05-MAY-17
Katelyn Woten	BS9811 00	Tutor- Accounting	TV012	21-MAY-17
Katelyn Woten	BS9844 00	Peer tutor - ACCT, Econ, BADM	TV012	12-MAY-17
Katelyn Woten	BW9997 00	Honors Assistant	TV012	05-MAY-17
Dylan Wright	BS9781 00	Rec Sports Official	TV012	21-MAY-17
McLain Wunschel	BS9997 00	Writing Center Assistant	TV012	05-MAY-17
Jacee Yoshida	BW9708 00	SFS Office Assistant	TV012	05-MAY-17
Michael Yost	BS9987 00	Game Day Asst	TV012	06-MAY-17
Lanaya Young	BS9963 00	Child Care Worker	TV012	05-MAY-17
Lanaya Young	BS9974 00	Night Assistant	TV012	05-MAY-17
Jase Zebrowski	BW9990 00	Game Day Asst	TV012	05-MAY-17
Tara Ramsey	BE9213 00	Post-Doc Research Assc	TV013	21-MAY-17
Tara Ramsey	BE9484 00	Adjunct BIOL 153L B003/4/5/6	TV013	21-MAY-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Stephen Babbitt	BE9978	07	Professor- MCOM 494	Supplemental Appointment	169.39	22-APR-17
Michael Baum	BE9633	02	Asst. Prof Art 494	Supplemental Appointment	87.49	22-APR-17
Mary Caton-Rosser	BE9623	14	Professor-MCOM 494	Overload for Teaching	1244.54	22-APR-17
Scott Clarke	BE9922	10	Ass Prof MCOM 494	Overload for Teaching	164.45	22-APR-17
Laura Colmenero-Chilberg	BE9940	01	HLC Pathways Review	Hire Temp Appointment	500.00	22-APR-17
Susan Dana	BE9928	01	HLC Pathways Review	Hire Temp Appointment	500.00	22-APR-17
Nicholle Dragone	BE9669	01	HLC Pathways Review	Hire Temp Appointment	500.00	22-APR-17
Gina Gibson	BE9622	08	Ass Prof MCOM 494	Supplemental Appointment	370.89	22-APR-17
Dustin Hinson	BE9255	05	Asst Prof - MCOM 494	Supplemental Appointment	101.09	22-APR-17
Albert Juhrend	BE9838	05	Director Summer Stage	Supplemental Appointment	7000.00	22-APR-17
Faye LaDuke Pelster	BE9697	01	HLC Pathways Review	Hire Temp Appointment	500.00	22-APR-17
Faye LaDuke Pelster	BE9788	02	CAEP Standard Writer	Supplemental Appointment	2000.00	22-APR-17
Cody Lawson	BE9869	02	CAEP Standard Writer	Supplemental Appointment	2000.00	22-APR-17
Barbara Looney	BE9314	04	SD CEO Presentation	Hire Temp Appointment	500.00	22-APR-17
Sonya Pagel	BE9754	05	SD CEO Presenter	Hire Temp Appointment	600.00	22-APR-17
Laura Prosser	BE9741	07	SD CEO - Presenter	Hire Temp Appointment	300.00	22-APR-17
Daluss Siewert	BE9750	01	HLC Pathways Review	Hire Temp Appointment	500.00	22-APR-17

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Lisbeth Fayer	BE9328	00	Instructor, Education	TV001	21-MAY-17
Lisbeth Fayer	BE9383	00	Coordinator, Project SECOND	TV001	21-MAY-17
Stephen Babbitt	BE9978	06	Professor - Overload	TV013	21-MAY-17
Stephen Babbitt	BE9978	07	Professor- MCOM 494	TV013	21-MAY-17
Michael Baum	BE9633	01	Asst. Prof - Art 111 Overload	TV013	21-MAY-17
Michael Baum	BE9633	02	Asst. Prof Art 494	TV013	21-MAY-17
Mary Caton-Rosser	BE9623	14	Professor-MCOM 494	TV013	21-MAY-17
Eric Clapham	BE9680	01	Assist Prof/Psyc 101	TV013	21-MAY-17
Scott Clarke	BE9922	10	Ass Prof MCOM 494	TV013	21-MAY-17
Laura Colmenero-Chilberg	BE9940	01	HLC Pathways Review	TV013	21-MAY-17

Susan Dana	BE9928	01	HLC Pathways Review	TV013	21-MAY-17
Nicholle Dragone	BE9669	01	HLC Pathways Review	TV013	21-MAY-17
Gina Gibson	BE9622	08	Ass Prof MCOM 494	TV013	21-MAY-17
Dustin Hinson	BE9255	05	Asst Prof - MCOM 494	TV013	21-MAY-17
Jean Johnson	BE9849	00	Asst Prof. Mgmt Inform Systems	TR001	21-MAY-17
Paye LaDuke Pelster	BE9697	01	HLC Pathways Review	TV013	21-MAY-17
Charles Lamb	BE9817	01	Professor Biology - Overload	TV013	21-MAY-17
Barbara Looney	BE9314	04	SD CEO Presentation	TV013	21-MAY-17
Parthasarathi Nag	BE9770	08	Prof Mathematics - Overload	TV013	21-MAY-17
Jonathan Nero	BE9752	13	Assoc Prof/Student Tchr Superv	TV013	21-MAY-17
Laura Prosser	BE9741	01	Overload- BADM 280 B001	TV013	21-MAY-17
Laura Prosser	BE9741	07	SD CEO - Presenter	TV013	21-MAY-17
Nancy Roberts	BE9861	11	Assoc Prof/Student Tchr Superv	TV013	21-MAY-17
Jami Schoenewies	BE9824	04	Asst Prof - Overload	TV013	21-MAY-17
Daluss Siewert	BE9750	01	HLC Pathways Review	TV013	21-MAY-17
Wei Song	BE9725	01	Overload BADM 310 B601	TV013	21-MAY-17
Jamalee Stone	BE9615	18	Assoc Prof EDFN 295	TV013	21-MAY-17
Daniel Swenson	BE9882	07	Asst Prof Math 281	TV013	21-MAY-17
Jill Trimble	BE9681	05	Instr - Mathematics Overload	TV013	21-MAY-17
Pamela Wegner	BE9642	00	Professor, Speech & Theatre	TR001	21-MAY-17
Wan Wei	BE9607	01	Overload- BADM 491 B008	TV013	21-MAY-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Dennis Aldinger	BE9619	01	Adj Inst Math 102/281	TV013	21-MAY-17
Jason Anderson	BE9484	01	Adjunct CHEM 106/107	TV013	21-MAY-17
Nicole Anderson	BE9619	00	Adj Inst - Math 102 B607	TV013	21-MAY-17
Natalie Barlett	BE9478	00	Adj Insr PSYC 101	TV013	21-MAY-17
Lorenzo Bettelyoun	BE9478	00	Adj Inst INED 411	TV013	21-MAY-17
Karel Bielstein	BE9484	01	Adj. Instructor GEOL 201/201L	TV013	21-MAY-17
Jeoffrey Bispham	BE9478	00	Adj Instr SLDR 775	TV013	21-MAY-17
Erica Bobby	BE9619	03	Adj Inst - SPCM 101	TV013	21-MAY-17
Erica Bobby	BE9619	04	Adj Instructor -SPCM 101	TV013	21-MAY-17
Christian Brown	BE9484	00	Adjunct Econ 201 B602	TV013	21-MAY-17
Lindsey Clouse	BE9619	01	Adj Instr Engl 101	TV013	21-MAY-17
Ruth Conway	BE9619	00	Adj Instructor -Math 095	TV013	21-MAY-17
Linda Corey	BE9478	01	Adj Instr Student Tchr Supervi	TV013	21-MAY-17
Stephen Digioia	BE9478	01	Adj Instr Soc 350, Soc 400	TV013	21-MAY-17
Stephen Digioia	BE9484	01	Adjunct HRM 466 B501/2 HRM 417	TV013	21-MAY-17
Stephen Digioia	BE9619	01	Adj Instructor - Pols 100	TV013	21-MAY-17
Carol Duncan	BE9619	00	Adj Instr - Engl 101 - Online	TV013	21-MAY-17
Naomi Even-Aberle	BE9619	00	Adj Instr ARTH 121 B208	TV013	21-MAY-17
Jennifer Fischer	BE9619	01	Adj Instr Engl 033/101C	TV013	21-MAY-17
Megan Fixen	BE9484	00	Adjunct BADM 464 B601	TV013	21-MAY-17
Nicholas Flatley	BE9619	00	Adj Inst - ARTH 100	TV013	21-MAY-17
Nicholas Flatley	BE9619	01	Adj Inst - ARTH 100 B603	TV013	21-MAY-17
Douglas Foley	BE9478	00	Adj Inst Student Tchr Supervi	TV013	21-MAY-17
Michael Fosha	BE9619	01	Adj Inst - Anth 210	TV013	21-MAY-17
Carrie Gray-Wood	BE9619	02	Adj Instr - Geog 101,210,492	TV013	21-MAY-17
Charles Griffin	BE9478	00	Adj Inst SLDR 740	TV013	21-MAY-17
Roger Hanzlik	BE9478	00	Adj Inst SOC 150	TV013	21-MAY-17
Seth Harwood	BE9619	00	Adj Inst MCOM 450	TV013	21-MAY-17
Erica Hastert	BE9619	00	Adj Instructor Math 102	TV013	21-MAY-17
Erica Hastert	BE9619	01	Adj Instr Math 102 Online	TV013	21-MAY-17
Jennifer Hill	BE9619	00	Adj Instructor	TV013	21-MAY-17
Michael Huxford	BE9478	00	Adj Inst PSYC 101	TV013	21-MAY-17
Erik Iverson	BE9619	00	Adj Instr - Hist 151 B203	TV013	21-MAY-17
Brandyn Johnson	BE9619	01	Adj Inst - Engl 201/283	TV013	21-MAY-17
Kayla Kinard	BE9478	00	Adj Inst SOC 100	TV013	21-MAY-17
Sharon Kirkpatrick-Sanchez	ME9554	00	Instructor	TV013	21-MAY-17
Mary Kwenda	BE9619	03	Adj Instructor - Engl 201	TV013	21-MAY-17
Mary Kwenda	BE9619	04	Adj Instructor - GS 491	TV013	21-MAY-17
Mary Larscheid-Christensen	BE9478	00	Adj Instr Student Tchr Supervi	TV013	21-MAY-17
David Martinson	BE9619	00	Adj Inst Muap 120/220	TV013	21-MAY-17

Shannon Maxwell	BE9478 00	Adj In Psyc 202,451,453,492	TV013	21-MAY-17
Francey McOwen-Standart	BE9478 00	Adj Instr SOC 100	TV013	21-MAY-17
Erica Merchant	BE9619 00	Adj Instr - Art /Arth	TV013	21-MAY-17
Jessica Miles	BE9619 02	Adj Instr - Engl 201	TV013	21-MAY-17
Lori Miller	BE9619 00	Adj Instr MUAP100,200,210,215	TV013	21-MAY-17
Lori Miller	BE9619 01	Adj Muap - 110	TV013	21-MAY-17
Phillip Mize	BE9619 00	Adj Instr Math 095	TV013	21-MAY-17
Tonya Mullaney	BE9478 00	Adj Inst SPED 100	TV013	21-MAY-17
Tonya Mullaney	BE9478 01	Adj Inst SPED 100	TV013	21-MAY-17
Shannon Newman	BE9484 00	Adjunct- TECH 389 B501/2/3	TV013	21-MAY-17
Kelly O'Connor-Salomon	BE9619 02	Adj Instr - 80853	TV013	21-MAY-17
Meredith Parker	BE9619 01	Adj Instructor - Engl 101-201	TV013	21-MAY-17
Stephen Parker	BE9619 00	Assoc Prof Emer MUAP	TV013	21-MAY-17
Patricia Parks	BE9478 00	Adj Instr Student Tchr Supervi	TV013	21-MAY-17
Paul Peterson	BE9619 00	Adj Inst Muap 105/150/250	TV013	21-MAY-17
Peter Ragnone	BE9619 02	Adj Instr - Phil 100/200	TV013	21-MAY-17
Jennifer Randle	BE9619 01	Adj Instr - Math 095	TV013	21-MAY-17
Ronald Randle	BE9619 01	Adj Instr - Geog 101	TV013	21-MAY-17
Mary Redmond	BE9478 00	Adj Instr Student Tchr Supervi	TV013	21-MAY-17
Jason Reub	BE9484 00	Adjunct TECH 416	TV013	21-MAY-17
Beverly Running Bear	BE9619 00	ADJ Inst - AIS/LAKL 101	TV013	21-MAY-17
Elizabeth Scheetz	BE9484 04	Adjunct GEOL 102L B001/2	TV013	21-MAY-17
Natalie Scheidler	BE9619 02	Adj Instr Hist 151/152	TV013	21-MAY-17
Bernard Schuchmann	BE9484 01	Adj BADM 411 B001	TV013	21-MAY-17
Bernard Schuchmann	BE9484 03	Adjunct MGMT 605 B207	TV013	21-MAY-17
Jeffrey Smith	BE9478 00	Adj Instr SLDR 748	TV013	21-MAY-17
Mitchell Stone	BE9619 01	Adj Instr Hist 122/327/480	TV013	21-MAY-17
Alicia Sutliff-Benusis	BE9619 02	Adj Instr Engl 210 & 222	TV013	21-MAY-17
Olimpia Tilles	BE9484 00	Adjunct HRM 465 B601Comp. Mgmt	TV013	21-MAY-17
Amber Waseen	BE9619 01	Adj Prof - Muap 120/220	TV013	21-MAY-17
Amber Waseen	BE9619 02	Adj Instr - Mus 100/353	TV013	21-MAY-17
Connie White	BE9478 00	Adj Instr Student Tchr Supervi	TV013	21-MAY-17
Edda Winkelman	BE9619 00	Adj Instr-Span 211	TV013	21-MAY-17
David Wolff	BE9619 00	Adj Instr - Hist 359 B205	TV013	21-MAY-17
Annie Woodle	BE9619 00	Adj Instr-MCOM 151	TV013	21-MAY-17
Paul Young	BE9484 05	Adjunct BIOL 121 and BIOL 286	TV013	21-MAY-17
David Zanton	BE9478 01	Adj Instr Sped 460/ECE 495	TV013	21-MAY-17
Betty Zehfus	BE9484 06	Adjunct CHEM 112L/114L	TV013	21-MAY-17
Eric Zimmer	BE9619 00	Adj Instr Hist 121	TV013	21-MAY-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

06/08/2017 08:10:21

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

Ver: 072011.28a

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Career Service Benefit Eligible (CSA1) Permanent Salary Adjustment(SP)								
Amber Alfson	DE9601	00	Senior Secretary	Reclassification	30845.81	30845.81	0.00	
Brenda Walloch	DE9568	00	Secretary - College of Comp	Sal Adj to 5% Range at 6 mo	23357.95	24525.85	1167.90	
Brenda Walloch	DE9797	00	Secretary	Sal Adj to 5% Range at 6 mo	23357.95	24525.85	1167.90	

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Career Service Benefit Eligible (CSA1) Terminated					
Lindsay Warner	DE9514	00	Program Assistant I	TV001	05-MAY-17

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Non-Faculty Benefit Eligible (NFE1) (NFE1) Appointments(AA)						
Dorine Bennett	DE9991	00	Academic Dean - BIS	Appointment	136500.00	22-APR-17
Nicole Claussen	DE9880	00	Director of International Prog	Appointment	60000.00	22-APR-17
Kathleen Engbrecht	DE1000	00	Summer School Teaching	Summer Teaching Appointment	422.36	22-APR-17
Kacie Fodness	DE9508	00	Activity Director/LSS	Appointment	56805.00	01-MAY-17
Eric Holm	DE9505	00	Systems Administrator	Appointment	60000.00	15-MAY-17
Jack Thompson	DE1000	00	Summer School-JUMP Start	Summer Teaching Appointment	215.20	22-APR-17

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Non-Faculty Benefit Eligible (NFE1) (NFE1) Permanent Salary Adjustment(SP)								
Judith Dittman	DE9520	00	Assoc VP for Aca Aff/Dir of SR	Title Change	168336.00	168336.00	0.00	

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Non-Faculty Benefit Eligible (NFE1) (NFE1) Terminated					
Kacie Fodness	DE9974	00	Director of Sponsored Programs	TV001	30-APR-17
Samuel Gooding	DE9959	00	Assistant Football Coach	TV001	21-MAY-17
Brady Banse	DE9955	00	Assistant Baseball Coach	TV013	21-MAY-17
Bradley Gilbert	DE9848	00	Adjunct Instructor	TV013	21-MAY-17
Bradley Gilbert	DE9939	00	Athletic Trainer	TV009	21-MAY-17
Eric Holm	DE9519	00	Adj Instructor - CSC 363 D05	TV013	21-MAY-17
David Overby	DE9666	00	Adjunct Instructor	TV013	21-MAY-17

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Student Employment and NFE Non-Benefit Eligible (NFE2) Appointments(AA)						
Mohammad Abdel Rahman	DE9693	00	CEX Grant Awards - SRI	Hire Temp Appointment	500.00	22-APR-17
Adeshina Adebowale	DS8970	00	Student Labor-Physical Plant	Hire Temp Appointment	1384.00	08-MAY-17
Omobolanle Atimise	DS8926	00	Student Labor - HealthPoint	Hire Temp Appointment	1392.00	06-MAY-17

Joseph Bennett	DW9077	00	Work Study-Grounds-Summer	Hire Temp Appointment	3800.00	15-MAY-17
John Benson	DS8962	00	SL-CNAP Curriculum Developer	Hire Temp Appointment	3024.00	15-MAY-17
Trent Boatright	DW9063	00	WorkStudy-College of Computing	Hire Temp Appointment	3800.00	08-MAY-17
Jeremiah Burkman	DW9081	00	Work Study-Library-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Jennifer Christensen	DW9090	00	Work Study-Ext Prog-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Michael Cleveland	DW9078	00	Work Study-Career Svcs-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Kaiden Corkill	DS8956	00	SL-Networking Assistant	Hire Temp Appointment	2256.00	08-MAY-17
Grace Crook	DW9069	00	Summer Work Study - HR	Hire Temp Appointment	3800.00	16-MAY-17
Aaron Curry	DW9089	00	Work Study-DSU Found-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Kaylee Cushing	DW9095	00	Work Study-Bookstore-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Griffin Egner	DS8962	00	SL-CNAP Curriculum Developer	Hire Temp Appointment	3024.00	15-MAY-17
Ahmed El Noshokaty	DE9693	00	CEX Grant Awards -SRI	Hire Temp Appointment	500.00	22-APR-17
Adam Gacke	DW9080	00	Work Study-Natural Sci-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Rachel Groth	DW9081	00	Work Study-Library-Summer	Hire Temp Appointment	1900.00	08-MAY-17
Mason Gulbranson	DW9091	00	Work Study-CS Help Desk-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Danica Hahn	DS8962	00	SL-CNAP Curriculum Developer	Hire Temp Appointment	3024.00	15-MAY-17
Tavyn Hallan	DW9085	00	Work Study-Enroll Svcs-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Alicia Hanson	DS8962	00	SL-CNAP Curriculum Developer	Hire Temp Appointment	3024.00	15-MAY-17
Nathan Harmer	DS8995	00	Junior Network Assistant	Hire Temp Appointment	1616.00	08-MAY-17
Jared Hinze	DW9093	00	WS-Comm Cntr Summer	Hire Temp Appointment	3800.00	08-MAY-17
John Hoffman	DS8970	00	Student Labor-Grounds Crew	Hire Temp Appointment	1038.00	08-MAY-17
Zachary Hoiberg	DS8962	00	SL-CNAP Curriculum Developer	Hire Temp Appointment	2520.00	15-MAY-17
Andrew Jorgenson	DS8934	00	R & D Innovation Grant	Hire Temp Appointment	3780.00	15-MAY-17
Mercedes Joy	DW9091	00	Work Study-CS Help Desk-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Hope Juntunen	DE9693	00	CEX Grant Awards - SRI	Hire Temp Appointment	500.00	22-APR-17
Michael Krause	DW9091	00	Work Study-CS Help Desk-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Eli Lang	DW9091	00	Work Study-CS Help Desk-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Amanda Larson	DW9096	00	Work Study-BIS-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Marwat Lawal	DS8970	00	Student Labor-Grounds Crew	Hire Temp Appointment	1384.00	08-MAY-17
Lucas Leinen	DE9693	00	CEX Grant Awards - SRI	Hire Temp Appointment	500.00	22-APR-17
Sergio Mendez	DS8970	00	Student Labor-Grounds Crew	Hire Temp Appointment	1384.00	08-MAY-17
Bailey Moody	DE9693	00	CEX Grant Awards - SRI	Hire Temp Appointment	500.00	22-APR-17
David Noid	DW9097	00	Work Study-Athletics-Summer	Hire Temp Appointment	3800.00	08-MAY-17
Emmanuel Opoku	DS8970	00	Student Labor-Physical Plant	Hire Temp Appointment	1384.00	08-MAY-17
Stephanie Plucker	DS8934	00	Assistant-Gen Cyber Camp	Hire Temp Appointment	708.00	08-MAY-17
Paula Rodriguez	DS8926	00	Student Labor - CAHIT	Hire Temp Appointment	1038.00	15-MAY-17
Amanda Ruiz	DS8962	00	SL-CNAP Curriculum Developer	Hire Temp Appointment	3024.00	16-MAY-17
Logan Sampson	DS8962	00	SL-CNAP Curriculum Developer	Hire Temp Appointment	3024.00	15-MAY-17
Craig Sanden	DS8949	00	Student Labor-Library	Hire Temp Appointment	346.00	26-APR-17
Vaille Swenson	DE9693	00	CEX Grant Awards - SRI	Hire Temp Appointment	500.00	22-APR-17
Alex Thomas	DS8926	00	Student Labor - CAHIT	Hire Temp Appointment	1856.00	08-MAY-17
Abbey Young	DW9081	00	Work Study-Library-Summer	Hire Temp Appointment	3800.00	08-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Mohammad Abdel Rahman	DE9693	00	CEX Grant Awards - SRI	TV012	21-MAY-17
Mohammad Abdel Rahman	DG9999	00	Graduate Teach Assist - Doc	TV012	21-MAY-17
Yazan Alshboul	DG9996	00	Graduate Research Assist -Doc	TV012	21-MAY-17
Loknath Sai Ambati	DG9984	00	Grad Research Assistant-MSA	TV012	21-MAY-17
Kofi Asamoah-Boadu	DG9982	00	Graduate Research Assistant	TV012	21-MAY-17
Haley Asimakopoulos	DW9985	00	Work Study-Enrollment Svcs	TV012	05-MAY-17
Omobolanle Atimise	DS8926	00	Student Labor - HealthPoint	TV012	05-MAY-17
Alex Babcock	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-17
Alex Babcock	DS8990	00	Student Labor-Intramurals	TV012	05-MAY-17
Tessa Bartscher	DS8957	00	Student Labor-Extended Program	TV012	21-MAY-17
Ganga Prasad Basyal	DG9998	00	Graduate Research Assist-MSIS	TV012	21-MAY-17
Braydn Beals	DS8917	00	Student-Resident Assistant	TV012	21-MAY-17
Ethelle Bean	DS8955	00	Student Labor-ADA	TV013	05-MAY-17
Samantha Beinlich	DS8917	00	Student-Resident Assistant	TV012	21-MAY-17
Erica Belter	DS8957	00	Student Labor-Extended Program	TV012	21-MAY-17
Casey Bethke	DS8917	00	Student-Resident Assistant	TV012	21-MAY-17
Bhuvana Bhadrhiri	DG9982	00	Grad Research Assistant-MSACS	TV012	21-MAY-17
Ashley Biggins	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-17
Dacey Black	DS8918	00	Student Labor - DSU Live	TV012	14-MAY-17

Brett Blackstock	DW9980 00	Work Study-Natural Sciences	TV012	05-MAY-17
Bryce Blocker	DS8932 00	Student Labor-Student Union	TV012	04-MAY-17
Stephanie Boersma	DW9997 00	Work Study-Athletics	TV012	05-MAY-17
Jovana Bogdanovic	DW9991 00	Work Study-ITS Help Desk	TV012	05-MAY-17
Mitchel Bogue	DS8949 00	Student Labor-Library	TV012	05-MAY-17
Nicholas Boone	DW9997 00	Work Study-Athletics	TV012	05-MAY-17
Spencer Boy	DS8974 00	Student Labor - Tech Fellow	TV012	05-MAY-17
Hunter Brindley	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Nicholas Brosz	DS8961 00	Labor- Peer Tutor	TV012	07-MAY-17
Jean Brown	DW9973 00	Work Study-Student Services	TV012	05-MAY-17
Kaylen Brown	DW9982 00	Work Study-Liberal Arts	TV012	05-MAY-17
Kelly Brusven	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Kelly Brusven	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-17
Nelly Burkitt	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Nelly Burkitt	DW9987 00	Work Study-DPP	TV012	05-MAY-17
Jeremiah Burkman	DS8949 00	Labor-Library	TV012	05-MAY-17
Edin Cardona Serrano	DW9973 00	Work Study-Student Services	TV012	05-MAY-17
Joel Carmona-Rojas	DS8918 00	Student Labor - DSU Live	TV012	21-MAY-17
Akhilesh Chauhan	DG9984 00	Grad Research Assistant-MSA	TV012	21-MAY-17
Jared Chavez	DW9965 00	Workstudy-Student Development	TV012	05-MAY-17
Michael Cheuvront	DS8918 00	Student Labor - DSU Live	TV012	14-MAY-17
Michael Cleveland	DW9978 00	Work Study-Career Services	TV012	05-MAY-17
River Collins	DS8962 00	Student Labor - Research Grant	TV012	21-MAY-17
Kaiden Corkill	DS8974 00	Student Labor - Tech Fellow	TV012	05-MAY-17
Cassandra Coss	DS8969 00	Student Labor-Math Tutor	TV012	14-MAY-17
Nathan Cregut	DS8961 00	Labor-Tutor	TV012	07-MAY-17
Nicholas Crowley	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Aaron Curry	DW9989 00	Work Study-DSU Foundation	TV012	05-MAY-17
Kaylee Cushing	DS8987 00	Student Labor-Bookstore	TV012	07-MAY-17
Chelsey Davis	DW9970 00	Work Study-ES Not For Profit	TV012	05-MAY-17
Cody Davis	DW9980 00	Work Study-Natural Sciences	TV012	05-MAY-17
Rylan DeHaai	DW9995 00	Work Study-Bookstore	TV012	05-MAY-17
Matthew Debilzan	DS8937 00	Student Labor-BIS	TV012	05-MAY-17
Marshall Dennert	DE9528 00	Events Driver for Baseball	TV013	20-MAY-17
Austin Dirks	DS8962 00	Student Labor - Research Grant	TV012	21-MAY-17
John Donovan	DS8974 00	Student Labor - Tech Fellow	TV012	05-MAY-17
Ahmed El Noshokaty	DE9693 00	CEX Grant Awards -SRI	TV012	21-MAY-17
David Enersen	DW9997 00	Work Study-Athletics	TV012	05-MAY-17
Kody Everson	DS8962 00	Student Labor - Research Grant	TV012	21-MAY-17
April Farmer	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Zachary Ford	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-17
Shemika Frazier	DW9980 00	Work Study-Natural Sciences	TV012	05-MAY-17
Vinicius Freitas	DS8949 00	Labor-Library	TV012	05-MAY-17
Jairon Gacosta	DW9997 00	Work Study-Athletics	TV012	05-MAY-17
Michael Garippo	DS8962 00	Student Labor - Research Grant	TV012	21-MAY-17
Michael Garippo	DW9991 00	Work Study-ITS Help Desk	TV012	05-MAY-17
Cordell Giese	DW9982 00	Work Study-Liberal Arts	TV012	05-MAY-17
Brock Gilmer	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Erik Goff	DW9995 00	Work Study-Bookstore	TV012	05-MAY-17
Briana Grage	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Mason Gulbranson	DW9991 00	Work Study-ITS Help Desk	TV012	05-MAY-17
Jacob Habeger	DS8981 00	Student Labor - Phonathon	TV012	05-MAY-17
Alexander-Jonathan Halafihi	DG9997 00	Grad Admin Assist-MSET-Sport	TV012	21-MAY-17
Caleb Hanisch	DS8949 00	Student Labor-Library	TV012	05-MAY-17
Alexis Hanson	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Nathan Harmer	DS8917 00	Apt Mng - Girton House	TV012	21-MAY-17
Sumer Hasenbank	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-17
Joshua Hazen	DW9993 00	Work Study-Community Cntr	TV012	05-MAY-17
Janell Healy	DS8974 00	Student Labor - Tech Fellow	TV012	05-MAY-17
Joshua Heesch	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-17
Caleb Hemphill	DW9963 00	WorkStudy-College of Computing	TV012	05-MAY-17
Andrew Hesse	DS8955 00	Student Labor-ADA	TV012	05-MAY-17
Jared Hinze	DS8961 00	Labor-Tutor	TV012	07-MAY-17
Zachary Hoiberg	DS8962 00	Student Labor - Research Grant	TV012	05-MAY-17
Jared Horack	DW9991 00	Work Study-ITS Help Desk	TV012	05-MAY-17
Zachary Huber	DW9967 00	Work Study-Financial Aid	TV012	05-MAY-17
Leigh Huff	DS8991 00	Student Labor-Drama	TV012	21-MAY-17
Courtney Hulstein	DW9977 00	Work Study-Physical Plant	TV012	05-MAY-17

Kayla Janssen	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-17
Kayla Janssen	DW9993 00	Work Study-Community Cntr	TV012	05-MAY-17
Rickey Janssen	DE9712 00	Art Assistant-Kiln Operator	TV013	21-MAY-17
Jesse Johnson	DW9975 00	Work Study-Production Center	TV012	05-MAY-17
Keri Johnson	DW9985 00	Work Study-Enrollment Srvs	TV012	05-MAY-17
Margaret Johnson	DW9973 00	Work Study-Student Services	TV012	05-MAY-17
Terell Johnson	DW9996 00	Work Study-BIS	TV012	05-MAY-17
Terry Jones	DW9977 00	WS-Office Assis/Physical Plant	TV012	05-MAY-17
Jordan Jorgensen	DS8913 00	Student Labor-COC	TV012	05-MAY-17
Jordan Jorgensen	DS8961 00	Labor-Tutor	TV012	07-MAY-17
Andrew Jorgensen	DS8934 00	Developer	TV012	05-MAY-17
Mercedes Joy	DW9991 00	Work Study-ITS Help Desk	TV012	05-MAY-17
Justin Jungemann	DS8918 00	Student Labor - DSU Live	TV012	14-MAY-17
Hope Juntunen	DE9693 00	CEX Grant Awards - SRI	TV012	21-MAY-17
Hope Juntunen	DS8953 00	Student Labor-Nat Sci Lab Fee	TV012	14-MAY-17
Hope Juntunen	DS8954 00	Student Labor-Research Assist	TV012	10-MAY-17
Ahygail Justice	DW9982 00	Work Study-Liberal Arts	TV012	05-MAY-17
Kelsey Kitzelman	DS8949 00	Student Labor-Library	TV012	05-MAY-17
Kellyn Klinkenborg	DG9983 00	Graduate Research Assistant	TV012	21-MAY-17
Michael Krause	DW9991 00	Work Study-ITS Help Desk	TV012	05-MAY-17
Austin Krieger	DW9991 00	Work Study-ITS Help Desk	TV012	05-MAY-17
Amanda Larson	DW9996 00	Work Study-BIS	TV012	05-MAY-17
Obatola Layiwola	DS8949 00	Labor-Library	TV012	05-MAY-17
Logan Leighton Jager	DS8949 00	Student Labor-Library	TV012	05-MAY-17
Lucas Leinen	DE9693 00	CEX Grant Awards - SRI/SRI	TV012	21-MAY-17
Lucas Leinen	DW9980 00	Work Study-Natural Sciences	TV012	05-MAY-17
Carissa Lewis	DS8930 00	Student Intern't'l Programs	TV012	21-MAY-17
Trever Listman	DW9980 00	Work Study-Natural Sciences	TV012	05-MAY-17
Reno Longe	DW9986 00	Work Study-Education	TV012	05-MAY-17
Lauren Loos	DS8932 00	Student Labor-Student Union	TV012	04-MAY-17
BreAnn Lush	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Katie Mackoy	DW9980 00	Work Study-Natural Sciences	TV012	05-MAY-17
Leah Marsh	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-17
Victoria Martin	DS8976 00	Student Labor-Trojan Times	TV012	21-MAY-17
Bailee Matucha	DW9973 00	Work Study-Student Services	TV012	05-MAY-17
Remington Maunders	DW9996 00	Work Study-BIS	TV012	05-MAY-17
Hannah May	DW9982 00	Work Study-Liberal Arts	TV012	05-MAY-17
Sergio Mendez	DS8932 00	Student Labor-Student Union	TV012	04-MAY-17
Tiffany Messick	DW9969 00	Workstudy - Human Resources	TV012	05-MAY-17
Layne Meyers	DS8974 00	Student Labor - Tech Fellow	TV012	05-MAY-17
Bailey Moody	DE9693 00	CEX Grant Awards - SRI	TV012	21-MAY-17
Cassandra Morgan	DS8961 00	Labor- Lead Tutor	TV012	07-MAY-17
Richard Morgan	DW9993 00	Work Study-Community Cntr	TV012	05-MAY-17
Nelofar Muhammadi	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Nelofar Muhammadi	DS8961 00	Labor-Tutor	TV012	07-MAY-17
Garrett Mullins	DS8976 00	Student Labor-Trojan Times	TV012	21-MAY-17
Kaisee Murphy	DW9991 00	Work Study-ITS Help Desk	TV012	05-MAY-17
Caitlin Murray	DS8981 00	Student Labor - Phonathon	TV012	01-MAY-17
Gryffin Mutzenberger	DW9973 00	Work Study-Student Services	TV012	05-MAY-17
Jacob Nelson	DW9978 00	Work Study-Career Services	TV012	05-MAY-17
Jacob Nelson	SS7808 01	student hrly Programmer	TV012	21-MAY-17
Savanna Niles	DW9995 00	Work Study-Bookstore	TV012	05-MAY-17
David Noid	DW9997 00	Work Study-Athletics	TV012	05-MAY-17
Nicholas Norris	DW9997 00	Work Study-Athletics	TV012	05-MAY-17
Arnold Nzailu	DG9991 00	Doc Research GA - Business	TV012	05-MAY-17
Ivy Oeltjenbruns	DS8974 00	Student Labor - Tech Fellow	TV012	05-MAY-17
Ashley Olson	DW9997 00	Work Study-Athletics	TV012	05-MAY-17
Emmanuel Opoku	DS8992 00	Student Labor-Diversity	TV012	21-MAY-17
Emily Ortmann	DS8969 00	Studen Labor-Math Center Tutor	TV012	14-MAY-17
Gideon Owusu	DW9981 00	Work Study-Library	TV012	05-MAY-17
Lindsey Pate	DS8917 00	Student-Resident Assistant	TV012	21-MAY-17
Lindsey Pate	DW9978 00	Work Study-Career Services	TV012	05-MAY-17
Chandra Patil	DG9998 00	Graduate Research Assist-MSA	TV012	21-MAY-17
Haley Paulson	DS8951 00	Student Labor-Student Success	TV012	05-MAY-17
Zachary Paulson	DS8974 00	Student Labor - Tech Fellow	TV012	05-MAY-17
Jesse Plaetz	DS8987 00	Student Labor-Bookstore	TV012	05-MAY-17
Stephanie Plucker	DG9983 00	Graduate Research Assistant	TV012	21-MAY-17
Tyler Pokos	DS8962 00	Student Labor - Research Grant	TV012	21-MAY-17

Shreejana Poudel	DG9984	00	Grad Research Assistant-MSA	TV012	21-MAY-17
Jobreil Powell	DW9973	00	Work Study-Student Services	TV012	05-MAY-17
Nicholas Prokop	DS8917	00	Student-Resident Assistant	TV012	21-MAY-17
Dyshawn Proudlove	DS8955	00	Student Labor-ADA Notetaker	TV012	05-MAY-17
Tucker Ramhorst	DW9977	00	Work Study-Physical Plant	TV012	05-MAY-17
Hanna Ramstad	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-17
Tyler Rau	DS8961	00	Labor-Tutor	TV012	07-MAY-17
Tyler Rau	DS8962	00	Student Labor - Research Grant	TV012	21-MAY-17
Dominique Redlin	DS8918	00	Student Labor - DSU Live	TV012	14-MAY-17
Dominique Redlin	DS8974	00	Student Labor - Tech Fellow	TV012	05-MAY-17
Alvin Reels	DW9963	00	WorkStudy-College of Computing	TV012	05-MAY-17
Robert Richardson	DS8961	00	Student Labor- Peer Tutor	TV012	07-MAY-17
Christian Ries	DS8961	00	Labor-Tutor	TV012	07-MAY-17
Ashley Robinson	DW9996	00	Work Study-BIS	TV012	05-MAY-17
Megan Robinson	DW9996	00	Work Study-BIS	TV012	05-MAY-17
Paula Rodriguez	DS8926	00	Student Labor - CAHIT	TV012	10-MAY-17
Paula Rodriguez	DS8949	00	Labor-Library	TV012	05-MAY-17
Jamie Roeder	DS8962	00	Student Labor - Research Grant	TV012	21-MAY-17
Jamie Roeder	DW9975	00	Work Study-Production Center	TV012	05-MAY-17
Jake Rundell	DS8918	00	Student Labor - DSU Live	TV012	21-MAY-17
Craig Sanden	DS8949	00	Student Labor-Library	TV012	05-MAY-17
Craig Sanden	DW9981	00	Work Study-Library	TV012	25-APR-17
Elizabeth Schliep	DS8949	00	Labor-Library	TV012	05-MAY-17
Jessica Schmitt	DS8955	00	Student Labor-ADA	TV012	05-MAY-17
Madeline Schmitt	US7983	02	Student Technical Assistant	TV012	21-MAY-17
Madeline Schmitt	US8046	02	Writing Center Tutor	TV012	21-MAY-17
Peggy Schroeder	DS8957	00	Student Labor-Extended Program	TV012	21-MAY-17
Alexis Schryvers	DW9986	00	Work Study-Education	TV012	05-MAY-17
Laura Schuck	DS8969	00	Student Labor-Math Center Tutor	TV012	14-MAY-17
Shelbee Schultz	DW9972	00	Work Study-America Reads	TV012	05-MAY-17
Daniel Sebit	DW9985	00	Work Study-Enrollment Srvs	TV012	05-MAY-17
Dominic Sharma	DW9991	00	Work Study-ITS Help Desk	TV012	05-MAY-17
Tawny Sherman	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-17
Michael Shlanta	DS8962	00	Student Labor - Research Grant	TV012	21-MAY-17
Sagar Shrestha	DG9983	00	Graduate Research Assistant	TV012	21-MAY-17
Christian Small	DS8990	00	Student Labor-Intramurals	TV012	05-MAY-17
Cody Smith	DW9993	00	Work Study-Community Cntr	TV012	05-MAY-17
Zayn Snyder	DW9991	00	Work Study-ITS Help Desk	TV012	05-MAY-17
Nolan Sonnenburg	DS8917	00	Student-Resident Assistant	TV012	21-MAY-17
Jenna Sorsen	DS8961	00	Labor-Tutor	TV012	07-MAY-17
Jill Stearns	DS8955	00	Student Labor-ADA Assistant	TV013	05-MAY-17
Trent Steen	DS8974	00	Student Labor - Tech Fellow	TV012	05-MAY-17
Hannah Steffen	DW9993	00	Work Study-Community Cntr	TV012	05-MAY-17
Katherine Stier	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-17
Chad Stitz	DW9991	00	Work Study-ITS Help Desk	TV012	05-MAY-17
Michael Stydel	DW9977	00	Work Study-Physical Plant	TV012	05-MAY-17
Ryan Styles	DW9963	00	WorkStudy-College of Computing	TV012	05-MAY-17
Vaille Swenson	DE9693	00	CEX Grant Awards - SRI	TV012	21-MAY-17
Vaille Swenson	DS8953	00	Student Labor-Nat Sci Lab Fee	TV012	14-MAY-17
Vaille Swenson	DS8957	00	Student Labor-Extended Program	TV012	21-MAY-17
Jamie Tebben	DS8990	00	Student Labor-Intramurals	TV012	05-MAY-17
Connor Teel	DS8990	00	Student Labor-Intramurals	TV012	07-MAY-17
Connor Teel	DW9997	00	Work Study-Athletics	TV012	05-MAY-17
Tyler Telkamp	DS8961	00	Labor-Tutor	TV012	07-MAY-17
Alex Thomas	DS8926	00	Student Labor - HealthPoint	TV012	05-MAY-17
Jacob Thomas	DS8974	00	Student Labor - Tech Fellow	TV012	05-MAY-17
Jerricka Thompson	DW9972	00	Work Study-America Reads	TV012	05-MAY-17
John Townsend	DS8954	00	Student Labor-Research Assist.	TV012	15-MAY-17
John Townsend	DW9980	00	Work Study-Natural Sciences	TV012	05-MAY-17
Erika Trapp	DS8987	00	Student Labor-Bookstore	TV012	05-MAY-17
Link Tucker	DW9982	00	Work Study-Liberal Arts	TV012	05-MAY-17
Robert Uttermark	DE9541	00	Student Teaching Supervisor	TV013	05-MAY-17
Alexander Van Keulen	DW9981	00	Work Study-Library	TV012	05-MAY-17
Ryan Voyles	DS8949	00	Student Labor-Library	TV012	05-MAY-17
Travis Wallert	DW9977	00	Work Study-Physical Plant	TV012	05-MAY-17
Brittany Webb	DS8957	00	Student Labor-Extended Program	TV012	21-MAY-17
Tessa Weeldreyer	DW9978	00	Work Study-Career Services	TV012	05-MAY-17
Joseph Weiner	DS8957	00	Student Labor-Extended Program	TV012	21-MAY-17

Madison Whitcomb	DS8949	00	Student Labor-Library	TV012	05-MAY-17
Miranda Wiedeman	DS8987	00	Student Labor-Bookstore	TV012	05-MAY-17
Carrie Wieman	DE9711	00	Cheerleading Advisor	TV013	21-MAY-17
Drew Wiese	DW9997	00	Work Study-Athletics	TV012	05-MAY-17
Ryan Wille	DW9982	00	Work Study-Liberal Arts	TV012	05-MAY-17
Jacob Williams	DS8978	00	Student Labor-Senate	TV012	21-MAY-17
Kyle Williams	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-17
Kayla Wipf	DW9985	00	Work Study-Enrollment Svcs	TV012	05-MAY-17
Abigail Wisell	DS8990	00	Student Labor-Intramurals	TV012	21-MAY-17
Hunter Wood	DW9967	00	Work Study-Financial Aid	TV012	05-MAY-17
Abbey Young	DS8949	00	Student Labor-Library	TV012	05-MAY-17
Desalegn Zemenfes	DW9991	00	Work Study-ITS Help Desk	TV012	05-MAY-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Joshua Anderson	DE1000	00	Summer School Teaching	Summer Teaching Appointment	3079.52	22-APR-17
Katie Anderson	DE1000	00	Summer School Teaching	Summer Teaching Appointment	5807.76	22-APR-17
Richard Avery	DE1000	00	Summer School Teaching	Summer Teaching Appointment	29301.30	22-APR-17
Angela Behrends	DE1000	00	Summer School	Summer Teaching Appointment	1432.98	22-APR-17
Glenn Berman	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1063.57	22-APR-17
Stacey Berry	DE1000	00	Summer School	Summer Teaching Appointment	9203.04	22-APR-17
Stacey Berry	DE9694	00	Innovation Mini-Grant Award	Hire Temp Appointment	790.00	22-APR-17
David Bishop	DE1000	00	Summer School Teaching	Summer Teaching Appointment	11899.98	22-APR-17
Justin Blessinger	DE1000	00	Summer School Teaching	Summer Teaching Appointment	11840.82	22-APR-17
Kyle Cronin	DE1000	00	Summer School Teaching	Summer Teaching Appointment	7100.16	22-APR-17
Dale Droge	DE1000	00	Summer School Teaching	Summer Teaching Appointment	8894.28	22-APR-17
Timothy Fiegen	DE1000	00	Summer School Teaching	Summer Teaching Appointment	5073.69	22-APR-17
Kari Forbes-Boyte	DE1000	00	Summer School Teaching	Summer Teaching Appointment	10387.32	22-APR-17
Derek Franken	DE1000	00	Summer School Teaching	Summer Teaching Appointment	15257.52	22-APR-17
Michael Gaylor	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	2000.00	22-APR-17
Mark Geary	DE1000	00	Summer School Teaching	Summer Teaching Appointment	13065.36	22-APR-17
Steven Graham	DE1000	00	Summer School Teaching	Summer Teaching Appointment	7244.07	22-APR-17
Alex Guillien	DE1000	00	Summer School Teaching	Summer Teaching Appointment	2152.00	22-APR-17
Thomas Halverson	DE1000	00	Summer School Teaching	Summer Teaching Appointment	16930.67	22-APR-17
Michael Ham	DE1000	00	Summer School Teaching	Summer Teaching Appointment	6120.00	22-APR-17
Robert Honomichl	DE1000	00	Summer School Teaching	Summer Teaching Appointment	4014.24	22-APR-17
Jason Jenkins	DE1000	00	Summer School Teaching	Summer Teaching Appointment	4000.00	22-APR-17
Viki Johnson	DE1000	00	Summer School Teaching	Summer Teaching Appointment	10393.80	22-APR-17
Kimberly Jones	DE1000	00	Summer School Teaching	Summer Teaching Appointment	9684.00	22-APR-17
Thomas Jones	DE1000	00	Summer School Teaching	Summer Teaching Appointment	4951.81	22-APR-17
Kurt Kemper	DE1000	00	Summer School Teaching	Summer Teaching Appointment	10922.40	22-APR-17
Daniel Klumper	DE1000	00	Summer School Teaching	Summer Teaching Appointment	13066.70	22-APR-17
Scott Klungseth	DE1000	00	Summer School Teaching	Summer Teaching Appointment	9277.94	22-APR-17
Stephen Krebsbach	DE1000	00	Summer School Teaching	Summer Teaching Appointment	17566.08	22-APR-17
Jun Liu	DE1000	00	Summer School Teaching	Summer Teaching Appointment	22877.55	22-APR-17
Kelly MacLeod	DE1000	00	Summer School Teaching	Summer Teaching Appointment	3228.00	22-APR-17
James McKeown	DE1000	00	Summer School	Summer Teaching Appointment	8601.60	22-APR-17
Alan Montgomery	DE1000	00	Summer School Teaching	Summer Teaching Appointment	6717.69	22-APR-17
John Mydland	DE1000	00	Summer School Teaching	Summer Teaching Appointment	9897.42	22-APR-17
Nevine Nawar	DE1000	00	Summer School Teaching	Summer Teaching Appointment	4552.52	22-APR-17
John Nelson	DE9694	00	Innovation Mini-Grant Award	Hire Temp Appointment	790.00	22-APR-17
Cherie Noteboom	DE1000	00	Summer School Teaching	Summer Teaching Appointment	12474.86	22-APR-17
Cherie Noteboom	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	3000.00	22-APR-17
Austin O'Brien	DE1000	00	Summer School Teaching	Summer Teaching Appointment	5394.39	22-APR-17
Christopher Olson	DE1000	00	Summer School Teaching	Summer Teaching Appointment	28800.00	22-APR-17
Scott Overmyer	DE1000	00	Summer School Teaching	Summer Teaching Appointment	5040.01	22-APR-17
Insu Park	DE1000	00	Summer School	Summer Teaching Appointment	14092.50	22-APR-17
Linda Parks	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	1334.00	22-APR-17
Joshua Pauli	DE9849	05	NSA CNAP	Supplemental Appointment	10690.22	22-APR-17
Ashley Podhradsky	DE1000	00	Summer School Teaching	Summer Teaching Appointment	6988.68	22-APR-17
Michael Roach	DE1000	00	Summer School Teaching	Summer Teaching Appointment	9723.81	22-APR-17
Pamela Rowland	DE1000	00	Summer School Teaching	Summer Teaching Appointment	2343.63	22-APR-17
Pamela Rowland	DE1000	01	Summer School Teaching	Summer Teaching Appointment	123.35	22-APR-17
Pamela Rowland	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	1000.00	22-APR-17
Ronghua Shan	DE1000	00	Summer School Teaching	Summer Teaching Appointment	22651.65	22-APR-17

Zixing Shen	DE1000	00	Summer School Teaching	Summer Teaching Appointment	18324.38	22-APR-17
Mark Spanier	DE1000	00	Summer School Teaching	Summer Teaching Appointment	10329.60	22-APR-17
Renae Spohn	DE1000	00	Summer School	Summer Teaching Appointment	5592.39	22-APR-17
Renae Spohn	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	1334.00	22-APR-17
Scott Staiger	DE1000	00	Summer School-HLTH 422	Summer Teaching Appointment	4260.33	22-APR-17
Sandi Steinhoff-Muller	DE1000	00	Summer School-SPED 100	Summer Teaching Appointment	4537.92	22-APR-17
Kelly Steinmetz	DE1000	00	Summer School Teaching	Summer Teaching Appointment	3376.32	22-APR-17
Kevin Streff	DE1000	00	Summer School Teaching	Summer Teaching Appointment	20349.90	22-APR-17
Joshua Stroschein	DE1000	00	Summer School Teaching	Summer Teaching Appointment	6120.00	22-APR-17
Daniel Talley	DE1000	00	Summer School Teaching	Summer Teaching Appointment	25245.75	22-APR-17
Debra Tech	DE1000	00	Summer School Teaching	Summer Teaching Appointment	20797.96	22-APR-17
Brent Tulloss	DE1000	00	Summer School Teaching	Summer Teaching Appointment	15011.01	22-APR-17
Patrick Videau	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	2000.00	22-APR-17
Jackson Walters	DE1000	00	Summer School Teaching	Summer Teaching Appointment	26966.12	22-APR-17
Julie Wulf Plimpton	DE1000	00	Summer School Teaching	Summer Teaching Appointment	6240.00	22-APR-17
Julie Wulf Plimpton	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	1332.00	22-APR-17

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date

Lacy Patnoe	DE9892	00	Clinical Instructor	SA011	21-MAY-17
Geoffrey Schaab	DE9859	00	Instructor	SA011	21-MAY-17
Geoffrey Schaab	DE9967	00	Head Baseball Coach	SA011	21-MAY-17
Douglas Peters	DE9857	00	Instructor	SA018	21-MAY-17
Katie Anderson	DE9923	04	Instructor - FY17 Overload	TV013	21-MAY-17
Richard Avery	DE9921	03	Professor - FY17 Overload	TV013	21-MAY-17
Kristel Bakker	DE9920	03	Professor - FY17 Overload	TV013	21-MAY-17
Glenn Berman	DE9901	02	Assoc Professor FY17 Overload	TV013	21-MAY-17
Stacey Berry	DE9694	00	Innovation Mini-Grant Award	TV013	21-MAY-17
David Bishop	DE9882	01	Professor FY17 Overload	TV013	21-MAY-17
Justin Blessinger	DE9710	00	Trojan Times Advisor	TV013	21-MAY-17
Susan Conover	DE9931	01	Professor-FY17 Overload	TV013	21-MAY-17
Kyle Cronin	DE9898	01	Asst Professor - FY17 Overload	TV013	21-MAY-17
Dale Droge	DE9930	04	Professor - FY17 Overload	TV013	21-MAY-17
Ryan English	DE9927	01	Assist Professor-FY17 Overload	TV013	21-MAY-17
Timothy Fiegen	DE9917	04	Assoc Professor-FY17 Overload	TV013	21-MAY-17
Derek Franken	DE9902	02	Instructor FY17 Overload	TV013	21-MAY-17
Michael Gaylor	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-17
Thomas Halverson	DE9551	00	Coordinator-College of Comput	TV013	21-MAY-17
Thomas Halverson	DE9709	02	Asste Professor-FY17 Overload	TV013	21-MAY-17
Michael Ham	DE9889	01	Assis Professor-FY17 Overload	TV013	21-MAY-17
Robert Honomichl	DE9845	03	Instructor - FY17 Overload	TV013	21-MAY-17
Jeffrey Howard	DE9685	01	Assist Professor-FY17 Overload	TV013	21-MAY-17
Walter Iriarte	DE9887	01	Assist Professor-FY17 Overload	TV013	21-MAY-17
Viki Johnson	DE9879	02	Assoc Professor-FY17 Overload	TV013	21-MAY-17
Kimberly Jones	DE9597	01	Instructor - FY17 Overload	TV013	21-MAY-17
Thomas Jones	DE9894	01	Assoc Professor-FY17 Overload	TV013	21-MAY-17
Beom Soo Kim	DE9564	00	DSU Live Coordinator	TV013	21-MAY-17
Scott Klungseth	DE9718	00	Faculty Athletic Rep	TV013	21-MAY-17
Stephen Krebsbach	DE9545	00	MSACS Program Coordinator	TV013	21-MAY-17
Stephen Krebsbach	DE9893	01	Associate Prof-FY17 Overload	TV013	21-MAY-17
Jun Liu	DE9544	00	MSA Program Coordinator	TV013	21-MAY-17
Jun Liu	DE9604	03	Assistant Prof FY17 Overload	TV013	21-MAY-17
Michael Lynch	DE9580	02	Instructor - FY17 Overload	TV013	21-MAY-17
Kelly MacLeod	DE9672	02	Instructor - FY17 Overload	TV013	21-MAY-17
Lynette Molstad Gorder	DE9912	03	SD DoEd for FBILA/DECA Cont	TV013	21-MAY-17
Daniel Mortenson	DE9633	00	DAD Program Coordinator	TV013	21-MAY-17
Daniel Mortenson	DE9888	01	Assist Professor-FY17 Overload	TV013	21-MAY-17
John Mydland	DE9886	01	Asst Prof - FY17 Overload	TV013	21-MAY-17
Nevine Nawar	DE9613	01	Instructor - FY17 Overload	TV013	21-MAY-17
John Nelson	DE9518	00	Coordinator-English Programs	TV013	21-MAY-17
John Nelson	DE9694	00	Innovation Mini-Grant Award	TV013	21-MAY-17
Cherie Noteboom	DE9543	00	D.Sc in IS Prog Coordinator	TV013	21-MAY-17
Cherie Noteboom	DE9660	02	Asst Professor-FY17 Overload	TV013	21-MAY-17
Cherie Noteboom	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-17

Christopher Olson	DE9549	00	Coordinator of Info Systems	TV013	21-MAY-17
Christopher Olson	DE9573	01	Assistant Prof - FY17 Overload	TV013	21-MAY-17
Timothy Orme	DE9645	01	Asst Professor-FY17 Overload	TV013	21-MAY-17
Jeffrey Palmer	DE9925	01	Professor - FY17 Overload	TV013	21-MAY-17
Insu Park	DE9562	01	Assistant Prof - FY17 Overload	TV013	21-MAY-17
Linda Parks	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-17
Joshua Pauli	DE9849	05	NSA CNAP	TV013	21-MAY-17
Wayne Pauli	DE9542	00	D.Sc in CS Progam Coordinator	TV013	21-MAY-17
Douglas Peters	DE9857	01	Instructor - FY17 Overload	TV013	21-MAY-17
Ashley Podhradsky	DE9608	00	Acad Coord - Security Programs	TV013	21-MAY-17
Ashley Podhradsky	DE9891	03	Assistant Prof FY17 Overload	TV013	21-MAY-17
Pamela Rowland	DE9681	03	Instructor - FY17 Overload	TV013	21-MAY-17
Pamela Rowland	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-17
Ronghua Shan	DE9517	00	Coordinator of MSIS	TV013	21-MAY-17
Ronghua Shan	DE9909	02	Associate Prof FY17 Overload	TV013	21-MAY-17
Kevin Smith	DE9903	04	Instructor - FY17 Overload	TV013	21-MAY-17
Mark Spanier	DE9596	01	Instructor - FY17 Overload	TV013	21-MAY-17
Kelly Steinmetz	DE9871	01	Instructor - FY17 Overload	TV013	21-MAY-17
Joshua Stroschein	DE9918	01	Assis Professor-FY17 Overload	TV013	21-MAY-17
Daniel Talley	DE9548	00	Coordinator of Business	TV013	21-MAY-17
Daniel Talley	DE9907	01	Professor - FY17 Overload	TV013	21-MAY-17
Debra Tech	DE9838	01	Asst Professor FY17 Overload	TV013	21-MAY-17
Brent Tulloss	DE9837	01	Instructor - FY17 Overload	TV013	21-MAY-17
Patrick Videau	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-17
Jackson Walters	DE9521	00	Coordinator of MBA	TV013	21-MAY-17
Julie Wulf Plimpton	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jared DeMott	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	20,000.00	22-APR-17
Thomas Farrell	DE1001	00	Adjunct Instructor-Summer	Summer Teaching Appointment	3175.20	22-APR-17
Tyler Flaagan	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	5380.00	22-APR-17
Angela Keith	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	6133.20	22-APR-17
Jessica Kemp	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	1291.20	22-APR-17
Cotton Koch	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	2632.00	22-APR-17
Andrew Kramer	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	2700.00	22-APR-17
Chris Martin	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	3228.00	22-APR-17
Yanyan Shang	DE9693	00	CEX Grant Awards - SRI	Hire Temp Appointment	500.00	22-APR-17
Steven Steele	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	8608.00	22-APR-17
Michael Waldner	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	3228.00	22-APR-17
Cody Welu	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	3228.00	22-APR-17
Joel Wahnoutka	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	3228.00	22-APR-17
Shawn Zwach	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	3228.00	22-APR-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Brian Ahrendt	DE9666	00	Adj Instr	TV013	21-MAY-17
Jeffrey Ballard	DE9850	00	Adj Instructor ART122	TV013	21-MAY-17
Lindsey Brewer	DE9666	00	Adjunct Instructor	TV013	21-MAY-17
Patti Brooks	DE9666	00	Adjunct Instructor	TV013	21-MAY-17
Philip Egeberg	DE9666	00	Adj Instr-INFA 715	TV013	21-MAY-17
Aaron Fields	DE9666	00	Adj Instr-CSC 444	TV013	21-MAY-17
Susan Filler	DE9666	00	Adjunct Instructor	TV013	21-MAY-17
Roy Fine	DE9666	00	Adj Instr-Distance CSC 250	TV013	21-MAY-17
Tyler Flaagan	DE9666	00	Adjunct Instructor	TV013	21-MAY-17
Alexander Gartner	DE9519	00	Adj Instructor - CIS 462 D01	TV013	21-MAY-17
Janel Guse	DE9666	00	Adjunct Instructor	TV013	21-MAY-17
Sheila Hargens	DE9579	00	Adjunct Instructor	TV013	21-MAY-17
Sheila Hargens	DE9666	00	Adjunct Instructor	TV013	21-MAY-17
Randall Harkless	DE9666	00	Adjunct Instructor	TV013	21-MAY-17
Michael Hunhoff	DE9666	00	Adjunct Instructor	TV013	21-MAY-17

Angela Keith	DE9843 00	Adjunct Instructor-UC	TV013	21-MAY-17
Jessica Kemp	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Kenneth Kerkvliet	DE9843 00	Adjunct Instructor-UC	TV013	21-MAY-17
Paula Kingery	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Claire Knowles	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Cotton Koch	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Andrew Kramer	DE9519 00	Adjunct Instructor	TV013	21-MAY-17
Renae Kruse Thornton	DE9872 00	Adjunct Instructor	TV013	21-MAY-17
Donald Mackenzie	DE9666 00	Adj Instr-ARTH 212	TV013	21-MAY-17
Casualene Meyer	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Lora Milne	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Chad Mitzel	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Maureen Murphy	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Margaret O'Brien	DE9666 00	Adj Instruct-Distance ACCT 211	TV013	21-MAY-17
Sean O'Brien	DE9843 00	Adj Instructor-BADM 350	TV013	21-MAY-17
Sam O'Hanlon	DE9666 00	Adj Instr	TV013	21-MAY-17
Sam O'Hanlon	DE9872 00	Adj Instructor-BIS	TV013	21-MAY-17
Kindra Schneider	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Jennifer Schulte	DE9519 00	Adj Instruct - Intro to Comp	TV013	21-MAY-17
Christina Sewell	DE9666 00	Adj Instr	TV013	21-MAY-17
Christina Sewell	DE9850 00	Adj Instructor	TV013	21-MAY-17
Yanyan Shang	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Yanyan Shang	DE9693 00	CEX Grant Awards - SRI	TV012	21-MAY-17
Leretta Smith	DE9666 00	Adjunct Instructor	TV013	21-MAY-17
Jeffrey Tschetter	DE9666 00	Adj Instr-Business Statistics	TV013	21-MAY-17
Cody Welu	DE9666 00	Adj Instr-Distance CSC 150	TV013	21-MAY-17
Joel Wahnoutka	DE9666 00	Adj Instr-CSC 250	TV013	21-MAY-17
David Wrotenbery	DE9843 00	Adjunct Faculty UC	TV013	21-MAY-17
Shawn Zwach	DE9666 00	Adjunct Instructor	TV013	21-MAY-17

ECLS 45 Volunteers			
Banner ID	Name	Department	Institution
A00213951	Zachary DeGroot	Arts & Sciences	DSU
A00213701	Zachary Kerkaert	Arts & Sciences	DSU
A00204783	Sabrina Simons	Arts & Sciences	DSU

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South Dakota Board of Regents

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06/07/2017 16:50:49

Date Range : 22-APR-17 thru 21-MAY-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
Emily Sell	NE9871	00	Harlem Globetrotters Xtra Duty	Hire Temp Appointment	500.00	22-APR-17

Career Service Benefit Eligible (CSA1)
Leave of Absence(LA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Timothy Hornaman	NE9441	00	Facility Worker	LWOP ADA	25770.70	22-APR-17

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
James Dauwen	NE9805	00	Facility Worker	SA017	21-MAY-17
Chelvan Arunasalam	NE9629	03	Assistant Soccer Coach	TV013	21-MAY-17
Chelvan Arunasalam	NE9871	02	Cashier/Men's Athletics	TV013	14-MAY-17
Julie Backous	NE9871	03	Cashier/Men's Athletics	TV013	21-MAY-17
Jacob Bentz	NE9449	06	NSU Events/Barnett Ctr	TV013	17-MAY-17
Jacob Bentz	NE9871	09	Cashier/Men's Athletics	TV013	21-MAY-17
Gale Buchanan	NE9758	00	Facility Worker	TR001	21-MAY-17
Mercedes Buchanan	NE9953	00	Facility Worker	TR001	21-MAY-17
Michelle Eisenbeisz	NE9449	02	NSU Events/Barnett Ctr	TV013	17-MAY-17
Michelle Eisenbeisz	NE9871	04	Cashier/Men's Athletics	TV013	17-MAY-17
Heidi Hepola	NE9871	00	Cashier/Men's Athletics	TV013	14-MAY-17
Timothy Hornaman	NE9441	00	Facility Worker	TR002	21-MAY-17
Alan Kinder	NE9871	09	Cashier/Men's Athletics	TV012	21-MAY-17
Nancy Miller	NE9871	07	Cashier/Men's Athletics	TV013	21-MAY-17
Paul Moulsoff	NE9871	03	Cashier/Men's Athletics	TV013	21-MAY-17
Cheng Peng	NE9656	00	Math Tutor - UC	TV013	21-MAY-17
Carol Schumacher	NE9871	02	Cashier/Men's Athletics	TV013	21-MAY-17
Emily Sell	NE9871	00	Harlem Globetrotters Xtra Duty	TV013	21-MAY-17
Morgan Stadler	NE9871	00	Cashier/Men's Athletics	TV013	10-MAY-17
Jeanne Tople	NE9804	00	Backup Box Office Assistant	TV013	21-MAY-17

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kaitlin Awe	NE9462	00	SSS - Writing Tutor	TV013	21-MAY-17
Kaitlin Awe	NE9662	03	Writing Tutor/Trainer	TV013	21-MAY-17
Victoria Biach	NE9656	00	Math Tutor - UC	TV013	21-MAY-17
Christine Hauck	NE9974	14	OCE-BADM 101 N800T	TV013	21-MAY-17
Seth Honerman	NE9662	00	Writing Tutor - UC	TV013	21-MAY-17
Mary Kost	NE9871	06	Cashier/Men's Athletics	TV013	14-MAY-17
Megan Pond	NE9662	00	Writing Tutor - UC	TV013	21-MAY-17
Rebecca Simon	NE9662	00	Writing Tutor - UC	TV013	21-MAY-17

Non-Faculty Benefit Eligible (NFE1) (NFE1) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Cory Anderson	NE9706	03	INSIGHT - April 22, 2017	Supplemental Appointment	400.00 22-APR-17
Cory Anderson	NE9706	04	INSIGHT - April 29, 2017	Supplemental Appointment	400.00 22-APR-17
Kelly Bindenagel	NE9706	03	INSIGHT - April 29, 2017	Supplemental Appointment	400.00 22-APR-17
Kelly Bindenagel	NE9706	04	Insight - May 20, 2017	Supplemental Appointment	400.00 22-APR-17
Nicole Monanian	NE9638	01	Head Swimming Coach	Appointment	42000.00 08-MAY-17
Lindsey Partridge	NE9723	00	Assistant VB Coach	Appointment	36000.00 08-MAY-17
Jeremy Reed	NE9641	00	VP Enrollmt Mgmt/Std Affairs	Appointment	120000.00 11-MAY-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.								
Rebecca Johnson	NE9610	00	Academic Advisor	Sal Adj-Unusual Circumstance	37000.00	37000.00	0.00	

Non-Faculty Benefit Eligible (NFE1) (NFE1) Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Jesse Currier	NE9703	00	Defensive Coordinator	TV001	29-APR-17
Cory Anderson	NE9706	03	INSIGHT - April 22, 2017	TV013	21-MAY-17
Cory Anderson	NE9706	04	INSIGHT - April 29, 2017	TV013	21-MAY-17
Tara Arntsen	NE9449	01	NSU Events/Barnett Ctr	TV013	17-MAY-17
Tara Arntsen	NE9871	02	Cashier/Men's Athletics	TV013	17-MAY-17
Kelly Bindenagel	NE9706	03	INSIGHT - April 29, 2017	TV013	21-MAY-17
Kelly Bindenagel	NE9706	04	Insight - May 20, 2017	TV013	21-MAY-17
Kevin Bjerke	NE9867	01	Teach - HLTH 251 (1 cr)	TV013	21-MAY-17
Susan Bostian	NE9641	02	Interim VP for Student Affairs	TV012	21-MAY-17
Madia Droppers	NE9843	02	Adj Inst-ENGL 201-N06SYN 76818	TV013	21-MAY-17
Madia Droppers	NE9871	00	Cashier/Men's Athletics	TV013	14-MAY-17
Madia Droppers	NE9974	21	OCE-ENGL 201 NHU01	TV013	21-MAY-17
Tracy Jurgens	NE9459	05	Box Office Assistant	TV013	21-MAY-17
Nathan Kozach	NE9628	00	Area Coordinator - Res Life	TV009	19-MAY-17
Jennifer Lofswold	NE9843	00	Adj Inst-ENGL 101 N05SYN 76811	TV013	21-MAY-17
Nicole Monanian	NE9848	01	Lifeguard	TV013	05-MAY-17
Nicole Monanian	NG9282	01	GA-HPER	TV012	21-MAY-17
Lindsey Partridge	NG9282	00	GA-HPER	TV012	21-MAY-17
Terry Piatz	NE9483	03	Adj Inst BIO312Lec/Lab/Hemtly	TV013	21-MAY-17
Stacey Schmidt	NE9871	07	Cashier/Men's Athletics	TV013	14-MAY-17
Doris Stusiak	NE9449	01	NSU Events/Barnett Ctr	TV013	10-MAY-17
Doris Stusiak	NE9871	01	Cashier/Men's Athletics	TV013	14-MAY-17
Nehemaia Tupou	NE9871	07	Cashier/Men's Athletics	TV013	21-MAY-17
Debra Wenzel	NE9974	01	OCE-EDER 761-NHU01	TV013	21-MAY-17

Student Employment and NFE Non-Benefit Eligible (NFE2) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Ethan Bakken	NW9408	00	Work Study-Intercoll Athl	Hire Temp Appointment	1400.00 08-MAY-17
Mikayla Bartels	NS9459	02	Student Labor - OCE	Hire Temp Appointment	380.00 22-APR-17
Mikayla Bartels	NW9468	02	Work Study-Extension	Hire Temp Appointment	1520.00 08-MAY-17
Brandon Bicek	NS9470	00	Macot Appearance	Hire Temp Appointment	20.00 22-APR-17
Micala Bishop	NS9450	00	Notetaker-SP2017-EPSY302N01	Hire Temp Appointment	75.00 22-APR-17
Mariah Block	NS9308	00	E-learning Student Labor	Hire Temp Appointment	800.00 08-MAY-17
Kelson Brewer	NS9450	01	Notetaker-SP2017 SPCM 101N07	Hire Temp Appointment	75.00 22-APR-17
Zoe Buckstead	NS9308	00	E-learning Student Labor	Hire Temp Appointment	1200.00 08-MAY-17
Nicholas Buras	NS9308	00	E-learning Student Labor	Hire Temp Appointment	800.00 08-MAY-17
Marissa Clark	NW9465	01	Work Study-Off Campus Admn	Hire Temp Appointment	1480.00 08-MAY-17
Kaycee Cronin	NS9450	00	Notetaker-BIOL 101-N01	Hire Temp Appointment	75.00 22-APR-17
Kawlar Dah	NS9450	00	Notetaker SP2017 BADM 370-N02	Hire Temp Appointment	75.00 22-APR-17

Tessa Durnin	NS9465	00	Student Labor - SWAT	Hire Temp Appointment	800.00	09-MAY-17
Benjamin Fichter	NS9470	00	Mascot	Hire Temp Appointment	30.00	22-APR-17
Zachary Fleming	NS9450	00	Notetaker-PSYC 492-N01	Hire Temp Appointment	75.00	22-APR-17
Brianna Geigle	NS9450	00	Notetaker-SP2017 - BIOL 153N02	Hire Temp Appointment	75.00	22-APR-17
Shelby Glover	NS9288	02	Honors Breakfast Performance	Hire Temp Appointment	50.00	22-APR-17
Haley Grandpre	NW9467	01	Work Study-Counseling	Hire Temp Appointment	1440.00	08-MAY-17
Alyson Hageman	NS9450	00	Notetaker SP2017 EPSY 428-N01	Hire Temp Appointment	75.00	22-APR-17
Kari Hanson	NS9450	00	Notetaker SP2017 SOC 100-N03	Hire Temp Appointment	75.00	22-APR-17
Zachary Horstman	NS9380	01	BB Camp Co-director	Hire Temp Appointment	1000.00	22-APR-17
Busrafhatima Hulmani	NS9308	01	E-learning Student Labor	Hire Temp Appointment	800.00	08-MAY-17
Sean Kramer	NS9465	00	Student Labor - SWAT	Hire Temp Appointment	800.00	09-MAY-17
Alazae LeFaive	NS9470	01	NSU MASCOT Sept'16-Feb'17	Hire Temp Appointment	395.00	22-APR-17
Allerie Loof	NW9329	01	Work Study-Library	Hire Temp Appointment	1400.00	15-MAY-17
Colin McAlvain	NS9471	00	Student Labor-Men's Athletics	Hire Temp Appointment	350.00	22-APR-17
Amanda McIlravy	NS9288	02	Honors Breakfast Performance	Hire Temp Appointment	50.00	22-APR-17
Shahara Jalal Meridha	NS9308	04	E-learning Student Labor	Hire Temp Appointment	880.00	08-MAY-17
Matthew Moran-Brewer	NS9394	00	Student Labor-Mathematics	Hire Temp Appointment	350.00	22-APR-17
Zachary Neer	NW9408	01	Work Study-Intercoll Athl	Hire Temp Appointment	1400.00	08-MAY-17
Brooke Nelson	NS9450	01	Notetaker SP2017 ARTD 113-N01	Hire Temp Appointment	75.00	22-APR-17
Megan Norton	NS9363	00	Student Labor - Grounds	Hire Temp Appointment	700.00	15-MAY-17
Clara Pierskalla	NS9450	01	Notetaker-SP2017 PSYC451/489	Hire Temp Appointment	150.00	22-APR-17
Andrea Rausch	NW9325	00	Work Study-Transcripts	Hire Temp Appointment	1400.00	08-MAY-17
Leah Reilly	NS9301	00	SSS Office Assistant	Hire Temp Appointment	960.00	15-MAY-17
Cordell Ring	NS9470	00	Mascot Appearances	Hire Temp Appointment	22.50	22-APR-17
Molly Royals	NS9288	03	Honors Breakfast Performance	Hire Temp Appointment	50.00	22-APR-17
Adwoa Street	NS9415	00	Student Labor Controller	Hire Temp Appointment	800.00	15-MAY-17
Brian Sumption	NS9308	00	E-learning Student Labor	Hire Temp Appointment	880.00	08-MAY-17
Margaret Thares	NS9365	00	Info Desk	Hire Temp Appointment	740.00	08-MAY-17
Christopher Theroux	NW9329	01	Work Study-Library	Hire Temp Appointment	1400.00	08-MAY-17
Sydnee Torrence	NS9369	00	Student Labor - NSF SD WISE	Hire Temp Appointment	400.00	22-APR-17
McKenzie Werner	NW9468	01	Work Study-Extension	Hire Temp Appointment	1400.00	08-MAY-17
Mattison Zerr	NS9275	00	Reading Tutor	Hire Temp Appointment	350.00	22-APR-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Zachary Aaker	NW9408	02	Work Study-Intercoll Athl	TV012	05-MAY-17
Balie Albrecht	NS9438	00	Stu Pub Photographer \$3./photo	TV012	04-MAY-17
Anastasia Asp	NW9327	00	Work Study-Student Affairs	TV012	05-MAY-17
Rachel Baer	NS9312	00	Peer Advisor	TV012	21-MAY-17
Ethan Bakken	NG9282	00	GA-HPER	TV012	21-MAY-17
Michael Barreneche	NW9408	01	Work Study-Intercoll Athl	TV012	05-MAY-17
Brandon Barrett	NW9321	01	Work Study-Bookstore	TV012	05-MAY-17
Dakota Barrie	NG9282	00	GA-HPER	TV012	21-MAY-17
Mikayla Bartels	NS9459	02	Student Labor - OCE	TV012	05-MAY-17
Zachariah Bartolomeo	NW9313	00	Work Study-Student Union	TV012	05-MAY-17
Kyle Beardsley	NW8309	00	W/S Off-Campus ARAMARK	TV012	05-MAY-17
Doyle Becker	NE9809	05	Learning Power Cohort Teacher	TV013	21-MAY-17
Myles Beckler	NS9438	00	Stu Pub - \$5./cartoon	TV012	04-MAY-17
Ellie Beckman	NW9321	02	Work Study-Bookstore	TV012	05-MAY-17
Elise Benner	NW9408	00	Work Study-Intercoll Athl	TV012	05-MAY-17
Angela Berglund	NW9328	00	Work Study-History	TV012	05-MAY-17
Whitney Berner	NS9317	02	Student Labor-Math Lab	TV012	21-MAY-17
Brandon Bicek	NS9470	00	Macot Appearance	TV012	21-MAY-17
Brandon Bicek	NW8465	00	Workstudy-Admissions	TV012	05-MAY-17
Micala Bishop	NS9450	00	Notetaker-SP2017-EPSY302N01	TV012	21-MAY-17
Micala Bishop	NW9447	00	Work Study-Biology	TV012	05-MAY-17
Sierra Bivens	NW8293	02	Work Study-International	TV012	05-MAY-17
Mariah Block	NS9377	01	Student Technology Fellow	TV012	05-MAY-17
Madilyn Bommersbach	NS9377	02	Student Technology Fellow	TV012	05-MAY-17
Gage Bortnem	NS9411	00	Student Labor -Chemistry Pilot	TV012	21-MAY-17
Evan Brandner	NW9329	00	Work Study - Library	TV012	05-MAY-17
Jacque Bratcher	NW9456	00	Work Study - Music	TV012	05-MAY-17
Mikayla Braun	NS9317	01	Student Labor-Math Lab	TV012	21-MAY-17
Kelson Brewer	NS9450	01	Notetaker-SP2017 SPCM 101N07	TV012	21-MAY-17

Kelson Brewer	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Tess Buchanan	NW9456 00	Work Study - Music	TV012	05-MAY-17
Zoe Buckstead	NS9377 00	Student Technology Fellow	TV012	05-MAY-17
Zoe Buckstead	NS9438 00	Stu Pub Reporter \$1./col inch	TV012	04-MAY-17
Nicholas Buras	NS9471 00	Web Cast	TV012	04-MAY-17
Ruth Burkhalter	NW9325 00	Work Study-Transcripts	TV012	05-MAY-17
Dillon Burton	NW8465 01	Workstudy-Admissions	TV012	05-MAY-17
Zachary Busch	NS9471 01	Student Labor-Men's Athletics	TV012	05-MAY-17
Jordan Carson	NW9460 00	Work Study-University College	TV012	05-MAY-17
John Cassens	NW9456 01	Work Study - Music	TV012	05-MAY-17
Luke Chevalier	NS9471 01	Student Labor-Men's Athletics	TV012	05-MAY-17
Marissa Clark	NW9465 00	Work Study-Off Campus Admn	TV012	05-MAY-17
Meghan Conn	NW9329 00	Work Study-Library	TV012	05-MAY-17
Amanda Conway	NW9313 00	Work Study-Student Union	TV012	05-MAY-17
Austin Coombes	NS9394 00	Student Labor-Mathematics	TV012	21-MAY-17
Michael Cooper	NW9321 01	Work Study-Bookstore	TV012	05-MAY-17
Katherine Cosman	NW9467 01	Work Study-Counseling	TV012	05-MAY-17
Ian Coughlin	NS9272 01	Office Assistant	TV012	21-MAY-17
Kaycee Cronin	NS9275 00	Reading Tutor	TV012	21-MAY-17
Kaycee Cronin	NS9450 00	Notetaker-BIOL 101-N01	TV012	21-MAY-17
Zechariah Culbreath	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-17
Zechariah Culbreath	NW9408 02	Work Study-Intercoll Athl	TV012	05-MAY-17
Kawlar Dah	NS9450 00	Notetaker SP2017 BADM 370-N02	TV012	21-MAY-17
Kawlar Dah	NW9329 00	Work Study-Library	TV012	05-MAY-17
Katelyn DeJong	NW8313 01	Res Life Work study	TV012	05-MAY-17
Trent Dean	NW8465 04	Workstudy-Admissions	TV012	05-MAY-17
Justin Decker	NS9294 01	Student Labor - Intramurals	TV012	05-MAY-17
Tabitha Devoss	NW8309 01	W/S Off Campus-Abdn SchoolDist	TV012	05-MAY-17
Addyson Diaz	NW9313 01	Work Study-Student Union	TV012	05-MAY-17
Alexis Doerr	NS9438 01	Stu Pub Writer \$1./col inch	TV012	04-MAY-17
Alexis Doerr	NW9332 03	Work Study-Galleries	TV012	05-MAY-17
Henry Dorr	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Erin Drew	NE9644 00	Cheerleader Coach	TV013	21-MAY-17
Preston Droessler	NW9316 01	Work Study-Wellness	TV012	05-MAY-17
Haley Duchsherer	NW9313 00	Work Study-Student Union	TV012	05-MAY-17
Nyssa Duffield	NW9456 02	Work Study - Music	TV012	05-MAY-17
Jared Dullum	NW9447 00	Work Study-Biology	TV012	05-MAY-17
Tessa Durnin	NW9447 01	Work Study-Biology	TV012	05-MAY-17
Morgan Ehnert	NS9374 00	Student Labor - Library	TV012	05-MAY-17
Morgan Ehnert	NW9329 00	Work Study-Library	TV012	05-MAY-17
Taylor Ellingson	NS9372 06	Student Labor-Admissions	TV012	05-MAY-17
Calvin Ellis	NG9297 00	GA - UC - TRIO SSS	TV012	21-MAY-17
Reganne Engebretson	NW9460 00	Work Study-University College	TV012	05-MAY-17
Tyler Engen	NW8309 01	W/S Off-Campus BGCA	TV012	05-MAY-17
Stephany Estrada	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Etienne Ezeff	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Collin Faretta	NW9316 00	Work Study-Wellness	TV012	05-MAY-17
Evangelina Farias	NW8465 00	Workstudy-Admissions	TV012	05-MAY-17
Sarah Fast	NS9374 00	Student Labor - Library	TV012	05-MAY-17
Marcus Fast Wolf	NW8309 01	W/S Off Campus - Abdn Park/Rec	TV012	05-MAY-17
Zachary Feil	NG9289 00	GA - Honors	TV012	21-MAY-17
Rebecca Fesler	NS9377 00	Student Technology Fellow	TV012	21-MAY-17
Katelyn Fetsch	NW9316 00	Work Study-Wellness	TV012	05-MAY-17
Benjamin Fichter	NS9470 00	Mascot	TV012	21-MAY-17
Shannon Fines	NS9305 00	Reading Tutor Pass	TV012	21-MAY-17
Zachary Fleming	NS9377 03	Student Technology Fellow	TV012	05-MAY-17
Zachary Fleming	NS9450 00	Notetaker-PSYC 492-N01	TV012	21-MAY-17
Collin Fransen	NW9329 00	Work Study-Library	TV012	05-MAY-17
Bo Fries	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-17
Emma Friesel	NW9321 00	Work Study-Bookstore	TV012	05-MAY-17
Jasmine Frost	NW9467 00	Work Study-Counseling	TV012	05-MAY-17
Heather Fuhrmann	NW8313 01	Res Life Work study	TV012	05-MAY-17
Jamie Fuse	NS9272 00	Office Assistant	TV012	21-MAY-17
Jamie Fuse	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Maria Carmelia Garcia	NS9308 00	E-learning Student Labor	TV012	15-MAY-17
Lindsey Gast	NW9447 00	Work Study-Biology	TV012	05-MAY-17
Chelsie Gehrke	NW9323 00	Work Study-Alumni & Devel.	TV012	05-MAY-17
Brianna Geigle	NS9450 00	Notetaker-SP2017 - BIOL 153N02	TV012	21-MAY-17

Ashley Geist	NG9283 00	GA-Career Services	TV012	21-MAY-17
Ashley Geist	NS9438 01	Stu Pub Writer \$1./col inch	TV012	04-MAY-17
Calista Giannonatti	NS9275 00	Reading Tutor	TV012	21-MAY-17
Calista Giannonatti	NW9460 00	Work Study-University College	TV012	05-MAY-17
Kendall Glissendorf	NS9460 00	AwareWolves	TV012	17-MAY-17
Scott Glodt	NW9456 02	Work Study - Music	TV012	05-MAY-17
Shelby Glover	NS9288 02	Honors Breakfast Performance	TV012	21-MAY-17
Shelby Glover	NW9456 00	Work Study - Music	TV012	05-MAY-17
Joseph Gomez	NW9421 03	Work Study-Custodial	TV012	05-MAY-17
Christopher Gonzales	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Johnathan Gorr	NW9456 00	Work Study - Music	TV012	05-MAY-17
Haley Grandpre	NW9467 00	Work Study-Counseling	TV012	05-MAY-17
Desmond Graves	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Nora Groft	NE9478 00	Course Dvlpmnt Applied Eng Comm	TV013	21-MAY-17
Nora Groft	NE9809 06	Learning Power Cohort Teacher	TV013	21-MAY-17
Hannah Gruenwald	NW9465 00	Work Study-Off Campus Admn	TV012	05-MAY-17
Alyson Hageman	NS9450 00	Notetaker SP2017 EPSY 428-N01	TV012	21-MAY-17
Alyson Hageman	NW9467 00	Work Study-Counseling	TV012	05-MAY-17
Morgan Hamman	NW9329 00	Work Study-Library	TV012	05-MAY-17
Mariah Hanisch	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Sadie Hanna	NW8309 01	W/S Off-Campus - SDBVI	TV012	05-MAY-17
Sydney Hanna	NW8309 01	W/S Off campus -SDSBVI	TV012	05-MAY-17
Kari Hanson	NS9450 00	Notetaker SP2017 SOC 100-N03	TV012	21-MAY-17
Kari Hanson	NW9323 00	Work Study-Alumni & Devel.	TV012	05-MAY-17
Karlina Harney	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Crystal Harper	NW9332 00	Work Study-Galleries	TV012	05-MAY-17
Kady Harris	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Tyler Harris	NW9471 00	WorkStudy-UnivRelations Intern	TV012	05-MAY-17
Kelsee Hartman	NW9332 03	Work Study-Galleries	TV012	05-MAY-17
Marcus Heggelund	NW8309 00	W/s Off Campus Boys/Girls Club	TV012	05-MAY-17
Kevin Heilman	NS9377 00	Student Technology Fellow	TV012	05-MAY-17
Kevin Heilman	NS9411 00	Student Labor -Chemistry Pilot	TV012	21-MAY-17
Carson Henry	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Brooke Heppner	NS9438 02	Stu Pub - \$.3./photo	TV012	04-MAY-17
Brooke Heppner	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Lisandra Herrera Ferrer	NW8293 00	Work Study-International	TV012	05-MAY-17
Suzanne Higgins	NS9375 00	Student Labor-Computer Center	TV012	05-MAY-17
Suzanne Higgins	NS9377 00	Student Technology Fellow	TV012	19-MAY-17
Molly Hirsch	NS9376 01	Student Labor/ Wrestling	TV012	01-MAY-17
Pe Pet Hlaing	NS9374 00	Student Labor - Library	TV012	05-MAY-17
Su Hlaing	NS9308 00	E-learning Student Labor	TV012	15-MAY-17
Isaac Hodge	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Landon Hoellein	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Alisyn Hof	NW9456 00	Work Study - Music	TV012	05-MAY-17
Scott Hoffman	NW9300 00	Work Study-CEIB	TV012	05-MAY-17
Holly Holborn	NS9438 00	Student Pub - Copy Editor	TV012	04-MAY-17
Holly Holborn	NW9313 01	Work Study-Student Union	TV012	05-MAY-17
Mitchell Holler	NW9329 00	Work Study-Library	TV012	05-MAY-17
William Holtan	NS9312 00	Peer Advisor	TV012	21-MAY-17
Pedram Homayounpour	NS9317 01	Student Labor-Math Lab	TV012	21-MAY-17
Zachary Horstman	NG9282 00	GA-HPER	TV012	21-MAY-17
Zachary Horstman	NS9380 01	BB Camp Co-director	TV012	21-MAY-17
Brian Hovland	NS9414 00	Student Labor Alumni/Devl	TV012	21-MAY-17
Justin Howard	NW8456 00	WS - Theater	TV012	05-MAY-17
Busrafhatima Hulmani	NS9375 00	Student Labor-Computer Center	TV012	21-MAY-17
Rebecca Hunt	NS9374 00	Student Labor - Library	TV012	05-MAY-17
Brianna Iverson	NE9661 00	Reading Tutor - UC	TV013	21-MAY-17
Kelsey Iverson	NW9324 00	Work Study-Accounting	TV012	05-MAY-17
Brianna Jackson	NS9471 00	Student Labor-Men's Athletics	TV012	13-MAY-17
Brianna Jackson	NW9408 02	Work Study-Intercoll Athl	TV012	05-MAY-17
Eliza Jacob	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Naveed Janwari	NS9308 00	E-learning Student Labor	TV012	15-MAY-17
Kate Jarland	NW9456 04	Work Study - Music	TV012	05-MAY-17
Ashley Jenkins	NS9275 00	Reading Tutor	TV012	21-MAY-17
Mina Jeong	NS9411 00	Student Labor -Chemistry Pilot	TV012	21-MAY-17
Jo Ann Jernberg	NW9329 02	Work Study-Library	TV012	05-MAY-17
Andrew Johnson	NG9282 01	GA-HPER	TV012	21-MAY-17
Mckenzie Johnson	NG9282 00	GA-HPER Track	TV012	21-MAY-17

Sarah Johnson	NW9460 01	Work Study-University College	TV012	05-MAY-17
Hannah Jorgenson	NW9329 00	Work Study-Library	TV012	05-MAY-17
Kaylee Kappes	NS9377 01	Student Technology Fellow	TV012	05-MAY-17
Elizabeth Katz	NS9377 00	Student Technology Fellow	TV012	05-MAY-17
Elizabeth Katz	NW8309 01	W/S Off-campus-Abdn School	TV012	05-MAY-17
Nicholas Kayl	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Hannah Kearns	NW8465 01	Workstudy-Admissions	TV012	05-MAY-17
Lisa Keizer	NW9321 03	Work Study-Bookstore	TV012	05-MAY-17
Brooke Kellen	NW9329 01	Work Study-Library	TV012	05-MAY-17
Chaka Kelly	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Adam Kiefer	NG9282 01	GA-HPER	TV012	21-MAY-17
Russel Kilgore	NG9282 01	GA-HPER	TV012	21-MAY-17
Tyler Kjenstad	NS9317 01	Student Labor-Math Lab	TV012	21-MAY-17
Sara Kjetland	NS9317 02	Student Labor-Math Lab	TV012	21-MAY-17
Sara Kjetland	NW9460 00	Work Study-University College	TV012	05-MAY-17
Corey Klatt	NS9275 01	Reading Tutor	TV012	21-MAY-17
Corey Klatt	NS9346 00	Student Assn - President	TV012	21-MAY-17
Adam Kline	NS9377 02	Student Technology Fellow	TV012	05-MAY-17
Donovan Kopetsky	NS9377 02	Student Technology Fellow	TV012	05-MAY-17
Donovan Kopetsky	NS9440 00	Student Labor - UC	TV012	05-MAY-17
Andrea Korvela	NS9301 01	SSS Office Assistant	TV012	05-MAY-17
Sean Kramer	NW9447 01	Work Study-Biology	TV012	05-MAY-17
Kirsten Krueger	NG9280 01	GA-Psychology	TV012	21-MAY-17
Alicia Kuipers	NS9312 01	Peer Advisor	TV012	21-MAY-17
Alicia Kuipers	NS9317 01	Student Labor-Math Lab	TV012	21-MAY-17
Brianna Kusler	NS9377 00	Student Technology Fellow	TV012	05-MAY-17
Sarah L'Allier	NG9282 01	GA-HPER	TV012	21-MAY-17
Tyler Lanam	NS9438 01	Stu Pub Reporter \$1./col inch	TV012	04-MAY-17
Gabrielle Lane	NG9282 01	GA-HPER	TV012	21-MAY-17
Paige Larson	NW9455 01	Work Study-Art	TV012	05-MAY-17
Leandro Layne	NG9294 01	GA-Music	TV012	21-MAY-17
Alazae LeFaive	NS9470 01	NSU MASCOT Sept'16-Feb'17	TV012	21-MAY-17
Catherine Leber	NS9275 01	Reading Tutor	TV012	21-MAY-17
Catherine Leber	NS9305 00	Reading Tutor Pass	TV012	21-MAY-17
Catherine Leber	NS9460 01	Student Lab-AWAREWolves	TV012	20-MAY-17
Chelsey Lehrke	NS9317 02	Student Labor-Math Lab	TV012	21-MAY-17
Alexis Lewis	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Allerie Loof	NS9374 00	Student Labor - Library	TV012	05-MAY-17
Allerie Loof	NW9329 00	Work Study-Library	TV012	05-MAY-17
Kaitlynn Loos	NW9323 01	Work Study-Alumni & Devel.	TV012	05-MAY-17
Hannah Lopes	NS9377 00	Student Technology Fellow	TV012	21-MAY-17
Easton Lopez	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Lucas Lorenz	NS9471 01	Student Labor-Men's Athletics	TV012	05-MAY-17
Jena Lunzman	NW9456 00	Work Study - Music	TV012	05-MAY-17
Rachel Lynch	NS9275 00	Reading Tutor	TV012	21-MAY-17
Rachel Lynch	NS9317 02	Student Labor-Math Lab	TV012	21-MAY-17
Cassandra Maillet	NS9312 00	Peer Advisor	TV012	21-MAY-17
Jessica Marti	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Alysha Martinez	NS9438 02	Stu Pub Writer \$1./col inch	TV012	04-MAY-17
Alysha Martinez	NW9282 00	Work Study-Controller	TV012	05-MAY-17
Breanna Marzahn	NW8309 00	W/S Off-Campus - SDBVI	TV012	05-MAY-17
Toni Mayer	NW9329 01	Work Study-Library	TV012	05-MAY-17
Matthew Mayfield	NS9460 00	Student Lab-Campus Comm Coal	TV012	21-MAY-17
Colin McAlvain	NS9273 00	Math Tutor	TV012	05-MAY-17
Colin McAlvain	NS9471 00	Student Labor-Men's Athletics	TV012	05-MAY-17
Jessica McClain	NS9275 00	Reading Tutor	TV012	21-MAY-17
Ashtin McClemans	NS9377 05	Student Technology Fellow	TV012	05-MAY-17
Makayla McConnell	NW9465 07	Work Study- F.A. Office	TV012	05-MAY-17
Patrick McCormack	NW9329 00	Work Study-Library	TV012	05-MAY-17
Connor McDonald	NS9292 01	Student Labor-Wellness Cntr	TV012	05-MAY-17
Connor McDonald	NS9294 02	Student Labor - Intramurals	TV012	05-MAY-17
Stacey McDonald	NS9438 01	Student Pub - Asst Editor	TV012	04-MAY-17
Stacey McDonald	NS9438 02	Stu Pub Reporter \$1./col inch	TV012	04-MAY-17
Adam McFarland	NG9284 00	GA-Student Activities	TV012	21-MAY-17
Amanda McIlravy	NS9288 02	Honors Breakfast Performance	TV012	21-MAY-17
Toriana Mekash	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Taylor Melius	NW9451 03	Work Study-Political Science	TV012	05-MAY-17
Jule Mercer	NW9455 00	Work Study-Art	TV012	05-MAY-17

Shahara Jalal Meridha	NS9308 03	E-learning Student Labor	TV012	21-MAY-17
Shahara Jalal Meridha	NS9375 02	Student Labor-Computer Center	TV012	21-MAY-17
Shahara Jalal Meridha	NW8309 00	W/S Off Campus - Avera PT	TV012	05-MAY-17
Bernice Meristil	NW9326 02	Work Study-English	TV012	05-MAY-17
Jordan Metz	NW9455 00	Work Study-Art	TV012	05-MAY-17
Monte Meyerink	NG9296 00	GA - University College	TV012	21-MAY-17
Danica Mickelson	NW9282 03	Work Study-Controller	TV012	05-MAY-17
Presley Mittelstadt	NW9434 02	Work Study-Intramurals	TV012	05-MAY-17
Benjamin Moen	NS9383 02	Student Labor-School of Bus.	TV012	05-MAY-17
Melanie Monnier	NS9317 01	Student Labor-Math Lab	TV012	21-MAY-17
Melanie Monnier	NS9392 01	Student Labor - English	TV012	21-MAY-17
Kue Moo	NW9329 00	Work Study-Library	TV012	05-MAY-17
Matthew Moran-Brewer	NS9394 00	Student Labor-Mathematics	TV012	21-MAY-17
Matthew Moran-Brewer	NW9447 01	Work Study-Biology	TV012	05-MAY-17
Andrea Morehouse	NW8309 00	W/S Off Campus - B&G Club	TV012	05-MAY-17
Sue Morrell	NE9809 03	Learning Power Cohort Teacher	TV013	21-MAY-17
Gentry Musgrove	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Yianoula Nadeau	NG9300 00	Grad Asst-Human Perf Lab	TV012	21-MAY-17
Catherine Nakae	NW9465 00	Work Study-Off Campus Admn	TV012	05-MAY-17
Zachary Neer	NG9282 00	GA-HPER	TV012	21-MAY-17
Brooke Nelson	NS9275 03	Reading Tutor	TV012	21-MAY-17
Brooke Nelson	NS9346 00	Student Assn - Vice President	TV012	21-MAY-17
Brooke Nelson	NS9438 04	Student Pub-Managing Editor	TV012	04-MAY-17
Brooke Nelson	NS9438 05	Stu Pub Reporter \$1./col inch	TV012	04-MAY-17
Brooke Nelson	NS9450 01	Notetaker SP2017 ARTD 113-N01	TV012	21-MAY-17
Anna Noeldner	NS9312 00	Peer Advisor	TV012	21-MAY-17
Dannale Norris	NW9323 01	Work Study-Alumni & Devel.	TV012	05-MAY-17
Zackery North	NW9329 04	Work Study-Library	TV012	05-MAY-17
Danielle Notz	NW9329 00	Work Study-Library	TV012	05-MAY-17
Mikayla Nuese	NS9312 00	Peer Advisor	TV012	21-MAY-17
Mikayla Nuese	NS9392 00	Student Labor - English	TV012	21-MAY-17
Sierra Ohm	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Till Olson	NW9324 00	Work Study-Accounting	TV012	05-MAY-17
Lucas Osowski	NW9408 02	Work Study-Intercoll Athl	TV012	05-MAY-17
Andrea Overman	NS9460 01	AWAREWolves	TV012	21-MAY-17
Andrea Overman	NW9441 00	Work Study-Psychology	TV012	05-MAY-17
Lauren Paatela	NS9374 00	Student Labor - Library	TV012	05-MAY-17
Marybeth Pappas	NS9438 00	Copy Editor - Exponent	TV012	04-MAY-17
Marybeth Pappas	NW9401 01	Work Study-Student Association	TV012	05-MAY-17
Joseph Park	NS9438 00	Stu Pub - Writer \$1./col inch	TV012	04-MAY-17
Nolan Parks	NG9282 00	GA-HPER	TV012	21-MAY-17
Nathan Patterson	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Mara Perkins	NW8465 01	Workstudy-Admissions	TV012	05-MAY-17
Jordan Petersen	NG9282 00	GA-HPER	TV012	21-MAY-17
Clara Pierskalla	NS9275 02	Reading Tutor	TV012	21-MAY-17
Clara Pierskalla	NS9305 00	Reading Tutor PASS	TV012	21-MAY-17
Clara Pierskalla	NS9450 01	Notetaker-SP2017 PSYC451/489	TV012	21-MAY-17
Brittany Quinn	NW9321 01	Work Study-Bookstore	TV012	05-MAY-17
Danielle Quinn	NW9329 02	Work Study-Library	TV012	05-MAY-17
Andrea Rausch	NW9317 00	Work Study-Registrar	TV012	05-MAY-17
Tabitha Reule	NS9317 02	Student Labor-Math Lab	TV012	21-MAY-17
Cordell Ring	NS9470 00	Mascot Appearances	TV012	21-MAY-17
Raekwon Robinson	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Betser Roney	NS9453 00	Student Shuttle Driver	TV012	21-MAY-17
Bianca Rosa	NW9408 01	Work Study-Intercoll Athl	TV012	05-MAY-17
Molly Royals	NS9288 03	Honors Breakfast Performance	TV012	21-MAY-17
Molly Royals	NS9377 02	Student Technology Fellow	TV012	05-MAY-17
Lauren Rulofson	NW9328 00	Work Study-History	TV012	05-MAY-17
James Salinas	NS9317 00	Student Labor-Math Lab	TV012	21-MAY-17
Philip Sauer	NS9471 03	Student Labor-Men's Athletics	TV012	05-MAY-17
Colton Schaefer	NW9456 04	Work Study - Music	TV012	05-MAY-17
Crystal Scherr	NS9272 00	Office Assistant	TV012	21-MAY-17
Michaela Schlecht	NW9455 00	Work Study-Art	TV012	05-MAY-17
Joanna Schleich	NW8293 01	Work Study-International	TV012	05-MAY-17
Michael Schlieue	NW9324 03	Work Study-Accounting	TV012	05-MAY-17
Nicolette Schmidt	NW8309 00	W/S Off Campus-SDBVI	TV012	05-MAY-17
Tabitha Schmidt	NW9421 00	Work Study-Custodial	TV012	05-MAY-17
Ann Schmitt	NW9467 00	Work Study-Counseling	TV012	05-MAY-17

Zyandra Schroeder	NW9317 00	Work Study-Registrar	TV012	05-MAY-17
Adam Schultz	NW9447 00	Work Study-Biology	TV012	05-MAY-17
Autumn Schulz	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Kyla Schuster	NS9438 00	Stu Pub - \$.3./photo	TV012	04-MAY-17
Kyla Schuster	NW9313 00	Work Study-Student Union	TV012	05-MAY-17
Levi Seefeldt	NS9365 01	Info Desk Staff	TV012	05-MAY-17
Daniel Severson	NG9292 00	GA-Wellness Center	TV012	21-MAY-17
Sydney Shintaffer	NW9408 00	Work Study-Intercoll Athl	TV012	05-MAY-17
Steven Shumaker	NW8309 01	W/S Off-campus Abdn Park&Rec	TV012	05-MAY-17
Jacob Sigurdson	NW9324 01	W/S - Accounting	TV012	05-MAY-17
Brooke Smith	NS9292 01	Student Labor-Wellness Cntr	TV012	05-MAY-17
Ian Smith	NS9294 01	Student Labor - Intramurals	TV012	05-MAY-17
Rachel Smith	NW9323 00	Work Study-Alumni & Devel.	TV012	05-MAY-17
Sabrina Smith-Mount	NS9438 00	Student Labor - Student Pub	TV012	04-MAY-17
Sabrina Smith-Mount	NS9471 02	Student Labor-Men's Athletics	TV012	21-MAY-17
Miranda Snell	NW8309 00	W/S Off-Campus-Sonshine Patch	TV012	05-MAY-17
Travis Sormaz	NG9291 00	GA-Office of Int'l Programs	TV012	21-MAY-17
Katherine Springer	NS9312 00	Peer Advisor	TV012	21-MAY-17
ShyAnn Springer	NS9275 00	Reading Tutor	TV012	21-MAY-17
Courtney Sronce	NS9438 00	Stu Pub - Copy Editor	TV012	04-MAY-17
Courtney Sronce	NS9438 01	Stu Pub - Writer \$1./col inch	TV012	04-MAY-17
Courtney Sronce	NW9323 01	Work Study-Alumni & Devel.	TV012	05-MAY-17
Mercede Stotesbery	NG9288 01	GA-Office Field Experience	TV012	21-MAY-17
Adwoa Street	NG9287 00	GA - Disability Services	TV012	21-MAY-17
Brian Sumption	NS9377 04	Student Technology Fellow	TV012	05-MAY-17
Brian Sumption	NW9319 04	Work Study-Computer Center	TV012	05-MAY-17
Patrick Sweeney	NG9282 01	GA-HPER	TV012	21-MAY-17
Kaitlyn Szeles	NS9317 01	Student Labor-Math Lab	TV012	21-MAY-17
Alexis Tappe	NW9408 03	Work Study-Intercoll Athl	TV012	05-MAY-17
Deanne Taylor	NW9460 00	Work Study-University College	TV012	05-MAY-17
Heidi Tayson	NS9365 00	Info Desk Staff	TV012	05-MAY-17
Crystal Terhune	NS9374 00	Student Labor - Library	TV012	05-MAY-17
Crystal Terhune	NW9329 00	Work Study-Library	TV012	05-MAY-17
Gretchen Tetrault	NE9460 01	Assistant Softball Coach	TV013	21-MAY-17
Margaret Thares	NW9327 00	Work Study-Student Affairs	TV012	05-MAY-17
Brooke Thielbar	NW9456 00	Work Study - Music	TV012	05-MAY-17
Emily Tillma	NS9471 02	Student Labor-Men's Athletics	TV012	21-MAY-17
Amanda Tobin	NS9377 02	Student Technology Fellow	TV012	05-MAY-17
Trevor Tomlinson	NS9292 01	Student Labor-Wellness Cntr	TV012	05-MAY-17
Paige Tooker	NS9295 01	Student Labor - Fin. Aid	TV012	05-MAY-17
Sydney Torrence	NS9369 00	Student Labor - NSF SD WISE	TV012	21-MAY-17
Kaitlyn Tracy-King	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-17
Darcy Usher	NS9374 00	Student Labor - Library	TV012	05-MAY-17
Darcy Usher	NS9414 00	Student Labor Alumni/Devl	TV012	21-MAY-17
Annika Van Oosbree	NS9397 01	Student Labor - Biology	TV012	21-MAY-17
Annika Van Oosbree	NS9438 01	Student Pub-Copy Editor	TV012	04-MAY-17
Annika Van Oosbree	NS9438 02	Stu Pub Reporter \$1./col inch	TV012	04-MAY-17
Kristen Vanderostyne	NW9329 00	Work Study-Library	TV012	05-MAY-17
Johanna Wahl	NS9275 01	Reading Tutor	TV012	21-MAY-17
Taylor Wall	NS9460 01	Student Labor-AWAREWolves	TV012	21-MAY-17
Ellen Weber	NW8309 00	W/S Off Campus-Boys/Girls Club	TV012	05-MAY-17
Cory Weeks	NW8313 00	Res Life Work study	TV012	05-MAY-17
Carrie Wegleitner	NW8424 01	Work Study - Placement	TV012	05-MAY-17
Ellie Weinmeister	NS9275 00	Reading Tutor	TV012	21-MAY-17
Mckenzie Werner	NW9468 00	Work Study-OCE	TV012	05-MAY-17
Kara Wetzel	NG9282 00	GA-HPER - Athl Training	TV012	21-MAY-17
Chelsea White	NS9471 00	Student Labor-Men's Athletics	TV012	14-MAY-17
James White	NS9365 00	Student Labor-Centrex	TV012	05-MAY-17
Jesse Williams	NW8309 00	W/S Off-Campus DormAide-SDSBVI	TV012	05-MAY-17
Gary Wollman	NS9308 00	NSU TV Student Asst	TV012	15-MAY-17
Gary Wollman	NW9464 00	Work Study-Media Center	TV012	05-MAY-17
Nathaniel Zeise	NS9471 02	Student Labor-Men's Athletics	TV012	05-MAY-17
Mattison Zerr	NS9275 00	Reading Tutor	TV012	21-MAY-17
Hattie Zinter	NW8465 00	Workstudy-Admissions	TV012	05-MAY-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Lori Bruns	NE9831	04	Supervise 1 PE395/1 PE496 Std	Supplemental Appointment	300.00	22-APR-17
Mario Fontana	NE9831	02	Supervise 11 Internships	Supplemental Appointment	1650.00	22-APR-17
John Long	NE9472	00	GEOG 192-NFL0T	Continuing Education/Extension	4028.24	22-APR-17
Andria Moon	NE9472	13	OCE-EDFN 4/592-NFL0N/NFL0T	Continuing Education/Extension	1399.16	22-APR-17
Andria Moon	NE9568	03	Develop Intro Tch Ed Course	Supplemental Appointment	300.00	22-APR-17
Thomas Orr	NE9831	23	Supervise 14 Internships	Supplemental Appointment	2100.00	22-APR-17
Courtney Waid-Lindberg	NE9472	07	OCE-SS-360-NFL0N	Continuing Education/Extension	4341.84	22-APR-17

Faculty Benefit Eligible (FAC1)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Adj.								
Gregory DePies	NE9599	00	Assistant Professor	Change in Appointment Type	47500.00	48068.00	568.00	

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Allen Barclay	NE9472	18	OCE-BFS 715-N800T	TV013	21-MAY-17
Allen Barclay	NE9685	03	Department Chair - Business	TV013	21-MAY-17
Terry Beckler	NE9714	02	Chair - School of Fine Arts	TV013	21-MAY-17
Gregory Blair	NE9829	00	Overload - 1 credit	TV013	21-MAY-17
Kristi Bockorny	NE9472	26	OCE- BADM 464-N800T	TV013	21-MAY-17
Gayle Bortnem	NE9472	18	OCE-EDFN 442 N800T	TV013	21-MAY-17
Gayle Bortnem	NE9594	00	Associate Professor	TR001	21-MAY-17
Michael Bronikowski	NE9845	00	15ContHrsFA2016;10SP2017/1hrOL	TV013	21-MAY-17
Lori Bruns	NE9831	04	Supervise 1 PE395/1 PE496 Std	TV013	21-MAY-17
Sara Christensen-Blair	NE9645	03	Faculty Athletic Rep	TV013	21-MAY-17
Guangwei Ding	NE9456	05	RS Mentor 1 sec CHEM 106 Huron	TV013	21-MAY-17
Andrzej Duszenko	NE9472	28	OCE-GS-491-N800T	TV013	21-MAY-17
Abderrahman Elkhader	NE9701	01	Overload-Math 342	TV013	21-MAY-17
Marcela Fafalak	NE9829	02	O/L .5 Cont Hrs-Piano lessons	TV013	21-MAY-17
Kami Fischbach	NE9743	04	Teach MATH 021 (3 cr)	TV013	21-MAY-17
Marla Fogderud	NE9472	00	OCE-MUS 735-N800T	TV013	21-MAY-17
Mario Fontana	NE9831	02	Supervise 11 Internships	TV013	21-MAY-17
Erin Fouberg	NE9839	07	O/L-8 hrs. FA2016/10.66 SP2017	TV013	21-MAY-17
Gregory Francom	NE9472	17	OCE-ELRN 750 N700T	TV013	21-MAY-17
Gregory Francom	NE9472	18	OCE-ELRN 750-N800T	TV013	21-MAY-17
Constance Geier	NE9472	05	OCE-EPsy 741-N800T	TV013	21-MAY-17
Joanna Goetz	NE9478	01	Mentor-New Elearning tchrs	TV013	21-MAY-17
Juan Gonzalez	NE9472	12	OCE-SPAN 469-N800T	TV013	21-MAY-17
Juan Gonzalez	NE9472	13	OCE-SPAN 353 N800T	TV013	21-MAY-17
Juan Gonzalez	NE9472	14	OCE-SPAN 312-N800T	TV013	21-MAY-17
Juan Gonzalez	NE9702	02	Department Chair	TV013	21-MAY-17
Steven Gough	NE9478	03	Mentor New Elearning Tchrs	TV013	21-MAY-17
Steven Gough	NE9478	04	1:30sec SPAN1&13 stdts to 2:30	TV013	21-MAY-17
David Grettler	NE9456	15	RS lsecHIST152/AC/BV/Mitch	TV013	21-MAY-17
David Grettler	NE9472	18	OCE-HIST 481-N800T	TV013	21-MAY-17
Elizabeth Haller	NE9472	25	OCE-ENGL 230 N800T	TV013	21-MAY-17
Elizabeth Haller	NE9540	03	1 cr OL-1 Sec ENGL 488	TV013	21-MAY-17
Jeffrey Jay	NE9472	20	OCE-EDFN 752-N800T	TV013	21-MAY-17
Julie Johnson	NE9472	03	OCE-SPCM 101-N800T	TV013	21-MAY-17
James Kennedy	NE9561	00	Associate Professor	TR001	21-MAY-17
Alyssa Kiesow	NE9472	23	OCE-BIOL 434/L N800T	TV013	21-MAY-17
Alyssa Kiesow	NE9622	06	Coordinator of UG Research	TV013	21-MAY-17
Peter Kilian	NE9800	05	Department Chair-Fine Arts	TV013	21-MAY-17
Joy Korman	NE9478	01	Overload-Master Teacher	TV013	21-MAY-17
Keun Lee	NE9472	09	OCE-ECON 201 N800T	TV013	21-MAY-17
Michelle Lesnar	NE9472	02	OCE-ECON 330-N800T	TV013	21-MAY-17
Virginia Lewis	NE9449	01	NSU Events/Barnett Ctr	TV013	21-MAY-17

Virginia Lewis	NE9472	32	OCE-GER 455-N800T	TV013	21-MAY-17
Virginia Lewis	NE9472	33	OCE-GER 433 N800T	TV013	21-MAY-17
Anna Lohmeyer	NE9662	00	Writing Tutor - UC	TV013	21-MAY-17
John Long	NE9472	00	GEOG 192-NFL0T	TV013	21-MAY-17
Grant Manhart	NE9472	17	OCE-MUS 735-N800T	TV013	21-MAY-17
Grant Manhart	NE9472	18	OCE-MUS 100-N800T	TV013	21-MAY-17
Grant Manhart	NE9829	09	1crO/LWolfPACK/1crO/L31cr lssn	TV013	21-MAY-17
Arthur Marmorstein	NE9456	09	RS-1sec HIST122 RiggsHS Pierre	TV013	21-MAY-17
Gayla Martens	NE9478	01	Mentor New Elearning Tchrs	TV013	21-MAY-17
Amber Mathern	NE9472	02	OCE-BADM 479-N800T	TV013	21-MAY-17
Todd Muehler	NE9472	14	OCE-BFS 725-N800T	TV013	21-MAY-17
Todd Muehler	NE9660	05	Dacotah Bank Scholar Program	TV013	21-MAY-17
Michelle Nelin-Maruani	NE9478	01	Overload-Master Teacher	TV013	21-MAY-17
Alan Neville	NE9713	05	Chair - EESE	TV013	21-MAY-17
George Nora	NE9472	14	OCE-CHEM 108/L -N800T	TV013	21-MAY-17
George Nora	NE9845	04	3crOL-FA16 12cnt hrs/SP17 15hr	TV013	21-MAY-17
Jacqueline Omland	NE9478	03	Mentor New Elearning Tchrs	TV013	21-MAY-17
Thomas Orr	NE9831	23	Supervise 14 Internships	TV013	21-MAY-17
Penni Pearson	NE9456	15	RS-Mntr ENGLBV/Canton/Roncalli	TV013	21-MAY-17
Scott Peterson	NE9472	06	OCE-MIS 325-N800T	TV013	21-MAY-17
Scott Peterson	NE9691	08	Director of Placement	TV013	21-MAY-17
Robert Preston	NE9660	05	Dacotah Bank Scholar Program	TV013	21-MAY-17
Nadya Preszler	NE9479	02	1.32Cr OL-Sprvs4TchrCandidates	TV013	21-MAY-17
Peter Ramey	NE9472	10	OCE-ENGL 201-N801T	TV013	21-MAY-17
Jodie Ramsay	NE9456	21	RS-Mentor BIO151/153-4 Schools	TV013	21-MAY-17
Jodie Ramsay	NE9712	06	Department Chair	TV013	21-MAY-17
Jodie Ramsay	NE9846	09	O/L2.3cont hrs-Anderson on lv	TV013	21-MAY-17
Ricardo Rojas	NE9456	04	RS MentorMATH 123/102-BV/Mitch	TV013	21-MAY-17
Ricardo Rojas	NE9701	01	Overload-Math 101	TV013	21-MAY-17
Sara Schmidt	NE9472	28	OCE-ACCT 480-N800T	TV013	21-MAY-17
Sara Schmidt	NE9688	02	Chair, School of Business	TV013	21-MAY-17
Elizabeth Sills	NE9456	00	RS-Mentor 2 secSPCM 101 Canton	TV013	21-MAY-17
Michael Skyles	NE9829	12	1 cr O/L for Spring Musical	TV013	21-MAY-17
Danielle Thooft	NE9478	01	Mentor New Elearning Tchrs	TV013	21-MAY-17
Steven Usitalo	NE9608	04	Department Chair	TV013	21-MAY-17
Wendy VanGent	NE9472	15	OCE-MUS 775-N800T	TV013	21-MAY-17
Wendy VanGent	NE9479	00	4.6 Cr o/l Studnt Tchr Suprvis	TV013	21-MAY-17
Robert Vodnoy	NE9829	01	1crOLDir Pit Orchestra SPMusic	TV013	21-MAY-17
Courtney Waid-Lindberg	NE9472	06	OCE-SOC 100 N801T	TV013	21-MAY-17
Courtney Waid-Lindberg	NE9472	07	OCE-SS-360-NFL0N	TV013	21-MAY-17
Jeffrey Walz	NE9478	02	Course Dvlpmt - US Govt	TV013	21-MAY-17
Timothy Woods	NE9829	15	Director MME Program	TV013	21-MAY-17
Timothy Woods	NE9829	16	O/L 1cr MUEN 130	TV013	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Ross Flom	NE9461	00	Revamp PSYC 101	Hire Temp Appointment	0.00	22-APR-17
Ross Flom	NE9908	00	Secure Grant Funds - Ed Dept	Hire Temp Appointment	1200.00	22-APR-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Daniel Albertsen	NE9479	01	Suprvs 3 Tchr Ed Candidates	TV013	21-MAY-17
Amber Arlint	NE9974	03	OCE-EDFN 4/575-N800T	TV013	21-MAY-17
Shelly Baker	NE9974	45	OCE-BADM 482N800T	TV013	21-MAY-17
Heidi Barclay	NE9974	26	OCE-BADM 457 N800T	TV013	21-MAY-17
Heidi Barclay	NE9974	27	OCE-BADM 360 N800T	TV013	21-MAY-17
Bo Beck	NE9479	00	Supervise 1 Tchr Ed Candidate	TV013	21-MAY-17
Lauren Bittner	NE9974	03	OCE-BADM 244-N800T	TV013	21-MAY-17
Michael Bockorny	NE9974	30	OCE-BADM 336 N800T	TV013	21-MAY-17
Michael Bockorny	NE9974	31	OCE-BADM 339-N800T	TV013	21-MAY-17
Wendy Bragg	NE9832	00	RS - 1 sec BIO 151 @ Huron HS	TV013	21-MAY-17

Lisa Brown	NE9841 01	Adjct Inst-SOC 320	TV013	21-MAY-17
Matthew Christensen	NE9832 09	RS-4sec ENGL101 BV HS	TV013	21-MAY-17
Krista Croghan	NE9974 48	OCE-SPAN 101-N800T	TV013	21-MAY-17
Krista Croghan	NE9974 49	OCE-SPAN 102-N800T	TV013	21-MAY-17
Krista Croghan	NE9974 50	OCE-SPAN 101 N801T	TV013	21-MAY-17
Nancy Cutler	NE9479 06	Suprvs 3 Tchr Ed Candidates	TV013	21-MAY-17
Nancy Cutler	NE9479 07	Sprvs 5pre-stdt teach ELED496	TV013	21-MAY-17
Amy Dolan	NE9846 00	Adj Inst-3Sec BIOL Srvy Labs	TV013	21-MAY-17
Amy Dolan	NE9974 04	OCE-BIOL 288-N800T	TV013	21-MAY-17
Paul Dutt	NE9757 10	Adj Inst 1 cont hr MUAP 105	TV013	21-MAY-17
Jonathon Evenson	NE9543 00	Misc/Bus Driver	TV013	21-MAY-17
Jonathon Evenson	NE9867 04	Adj Inst-PE 473/WEL100L	TV013	21-MAY-17
Carol Fischer	NE9757 06	Adj Inst3.5Cont Hrs Appl Keybd	TV013	21-MAY-17
Roberta Gellhaus	NE9461 05	Adj Inst-ELED/SPED 396/496	TV013	21-MAY-17
Roberta Gellhaus	NE9461 06	Adj Inst EDFN 440 Sec N01	TV013	21-MAY-17
Roberta Gellhaus	NE9479 05	Supervise 2 Tchr Ed Candidates	TV013	21-MAY-17
Sherron Grote	NE9479 01	Supervise 2 Tchr Ed Candidates	TV013	21-MAY-17
Becky Guffin	NE9461 13	Adj Inst-ELED 330K-8 Math Mthd	TV013	21-MAY-17
Carol Hess	NE9479 00	Sprvs 1ECE/1ELED 488 Plcmts	TV013	21-MAY-17
Allen Hogie	NE9832 05	RS - 3 sec MATH 123 BV HS	TV013	21-MAY-17
Jennifer Hopkins	NE9465 00	Adj Inst ARTH 100	TV013	21-MAY-17
Laura Jacobs	NE9832 14	RS-1secENGL210/2SecSPCM101Cntr	TV013	21-MAY-17
Melanie Jacobson	NE9832 03	RS-4 sec MATH 102 Mitchell HS	TV013	21-MAY-17
Jeanne James-Hansen	NE9832 01	RS-1 sec ENGL 210 Roncalli	TV013	21-MAY-17
Sharon Johnson	NE9479 00	Sprvs 5 Tchr Ed Candidates	TV013	21-MAY-17
Janelle Klapperich	NE9479 07	Sprvse 6 Tchr Ed Candidates	TV013	21-MAY-17
Daryl Kosiak	NE9974 00	OCE-POLS 210-N800T	TV013	21-MAY-17
Daryl Kosiak	NE9974 01	OCE-CJUS 201-N800T	TV013	21-MAY-17
Tina Lamb	NE9974 18	OCE-BADM 370 N800T	TV013	21-MAY-17
Susan Landon-Arnold	NE9974 16	OCE-BIOL 285-N800T	TV013	21-MAY-17
Susan Landon-Arnold	NE9974 17	OCE-MICR 231L N800T	TV013	21-MAY-17
Rodger Lenhard	NE9479 00	Supervise 1 Tchr Ed Candidate	TV013	21-MAY-17
Jerome Letcher	NE9757 03	Adj Inst 6 cr Low Brass Lessns	TV013	21-MAY-17
Eric Liknes	NE9974 00	OCE-BIOL 101L NHU01	TV013	21-MAY-17
Justin Lovrien	NE9832 00	RS-2 sec BIOL 151 BV HS	TV013	21-MAY-17
Ramona Lundberg	NE9832 08	RS-1 sec BIO 151/153 Deuel HS	TV013	21-MAY-17
Mustafa Magbool	NE9974 09	OCE-BADM 310-N800T	TV013	21-MAY-17
Dennis McDermott	NE9757 18	Adj Inst MEUN/180/380/MUS 292	TV013	21-MAY-17
Edward Mickelson	NE9832 06	RS-1secHIST122 Riggs HS/Pierre	TV013	21-MAY-17
Rodney Mittelstedt	NE9974 05	OCE-HIST 151-NHU01	TV013	21-MAY-17
Rodney Mittelstedt	NE9974 06	OCE-POLS 100-NHU01	TV013	21-MAY-17
Tracy Mittleider	NE9479 00	Sprvs 1 Tchr Ed Candidate	TV013	21-MAY-17
Stephen Morgan	NE9832 11	RS-1sec HIST 152 Mitchell HS	TV013	21-MAY-17
James Musil	NE9832 01	RS-1sec CHEM106/L Huron HS	TV013	21-MAY-17
Gaye Nachreiner	NE9974 10	OCE-PSYC 101 N800T	TV013	21-MAY-17
Gaye Nachreiner	NE9974 11	OCE-PSYC 101N801T	TV013	21-MAY-17
Gaye Nachreiner	NE9974 12	OCE-PSYC 221-N800T	TV013	21-MAY-17
Gaye Nachreiner	NE9974 13	OCE-PSYC 221-NHU01	TV013	21-MAY-17
Marne Neiger	NE9974 06	OCE-BADM 469-N800T	TV013	21-MAY-17
Marne Neiger	NE9974 07	OCE-BADM 424-N800T	TV013	21-MAY-17
Beth Neitzert	NE9974 01	OCE-MUS-100 NHU01	TV013	21-MAY-17
Christina Nemmers	NE9479 00	Supervise 1 Tchr Ed Candidate	TV013	21-MAY-17
Julie Olson	NE9832 04	RS-2 sec BIO 151 Mitchell HS	TV013	21-MAY-17
Mat Orr	NE9867 05	Adj Inst WEL100/100L N01N02	TV013	21-MAY-17
Mat Orr	NE9974 31	OCE-WEL 100L/N800T	TV013	21-MAY-17
Mat Orr	NE9974 32	OCE-WEL 100L-N801T	TV013	21-MAY-17
Mat Orr	NE9974 33	OCE-WEL-100L N802T	TV013	21-MAY-17
Jessica Perkins	NE9974 18	OCE-MUS 100 N801T	TV013	21-MAY-17
Christian Pirlet	NE9832 02	RS-2secHIST152 Abdn Central	TV013	21-MAY-17
Julie Poeppel	NE9461 05	Adj Inst SEED 400/392/496	TV013	21-MAY-17
Julie Poeppel	NE9479 10	Supervise 5 Tchr Ed Candidates	TV013	21-MAY-17
Julie Poeppel	NE9479 11	Student Teacher Sprvsr	TV013	21-MAY-17
Kraig Presler	NE9832 05	RS-4sec MATH 102 BV HS	TV013	21-MAY-17
Jeremy Risty	NE9832 09	RS-3sec HIST 152 BV HS	TV013	21-MAY-17
Amy Sanderson	NE9974 01	OCE-SOC 458-N800T	TV013	21-MAY-17
Anna Schwan	NE9974 00	OCE-EDFN 4/540 N800T	TV013	21-MAY-17
Micah Siegel	NE9479 02	Suprvse 2 Tchr Ed Candidates	TV013	21-MAY-17
Michael Smith	NE9974 24	OCE-ARTH-100-N800T	TV013	21-MAY-17

John Strohman	NE9974 02	OCE-BADM 350-NCC01	TV013	21-MAY-17
Brandon Tetrault	NE0001 00	Volunteer	TV013	21-MAY-17
Brandon Tetrault	NE9867 02	Adj Inst 354Prev Athl Inj	TV013	21-MAY-17
William Trentham	NE9466 01	Adj Inst MATH 101 3 cont hrs	TV013	21-MAY-17
William Trentham	NE9466 02	MATH 101; MATH 102	TV013	21-MAY-17
William Trentham	NE9801 01	Tch 6 Math Labs	TV013	21-MAY-17
Phillip Wagner	NE9974 14	OCE-SPCM 101-N803T	TV013	21-MAY-17
Phillip Wagner	NE9974 15	OCE-SPCM 101-N802T	TV013	21-MAY-17
Phillip Wagner	NE9974 16	OCE-SPCM 101-N804T	TV013	21-MAY-17
Phillip Wagner	NE9974 17	OCE-SPCM 101-N801T	TV013	21-MAY-17
Kelly Wallace	NE9479 00	Supvse 1 Tchr Ed Candidate	TV013	21-MAY-17
Kelly Wallace	NE9867 01	Adj Inst-PE360/HLTH321/341	TV013	21-MAY-17
Tetiana White	NE9481 00	Adj Inst SPCM 101/470	TV013	21-MAY-17
Tetiana White	NE9852 03	Adj Inst SPAN 101	TV013	21-MAY-17
Larry Wild	NE9974 19	OCE-THEA-100-N800T	TV013	21-MAY-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

06/07/2017 16:41:52

Date Range : 22-APR-17 thru 21-MAY-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
Cleo Heenan	ME9902	01	Senior Secretary/CAMP Meals	Hire Temp Appointment	728.10	12-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Tabatha Mutolo	ME9796	00	Accounting Assistant	End of Probation Adjust	29639.43	31116.20	1476.77	
Karen Vieira	ME9648	00	Library Associate	Reclassification	28911.44	30367.42	1455.98	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
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There were no records found for this group.

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Alcina Brick	ME9801	00	Accounting Assistant	TV000	19-MAY-17
Robert Repstein	ME9267	00	Facility Worker - Days	TV000	26-APR-17
Jack Thomas	ME9305	00	Mail Carrier (Mail Processor)	TV000	21-MAY-17
Cathy Durkin	ME9258	00	Test Proctor	TV013	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
John Smith	ME9258	00	Test Proctor (Sr Secretary)	Hire Temp Appointment	500.00	22-APR-17

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kristen Harders	ME9184	00	Admissions Assistant	TV013	27-APR-17
Joseph Petres	ME9178	00	Biology Lab Tech(Mat Lab Tech)	TV013	21-MAY-17
Marie Romano	ME9258	00	Test Proctor	TV013	21-MAY-17
Charles Schilling	ME9747	00	Laboratory Techn (Fab Techn)	TV013	21-MAY-17
John Smith	ME9258	00	Test Proctor (Sr Secretary)	TV013	21-MAY-17

2000

Non-Faculty Benefit Eligible (NFE1) (NFE1) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Samantha Haverly	ME9949	00	Admissions Counselor	Appointment	35000.00 24-APR-17
Daniel Soeder	ME9207	00	Director of ERI	Appointment	110000.00 22-APR-17

Non-Faculty Benefit Eligible (NFE1) (NFE1) Permanent Salary Adjustment(SP)									
Name Adj.	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New	
Yu Luo	ME9214	00	Research Scientist I	Title Change	48483.20	48483.20	0.00		

Non-Faculty Benefit Eligible (NFE1) (NFE1) Temporary Salary Adjustments(ST)									
Name Adj.	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New	
There were no records found for this group.									

Non-Faculty Benefit Eligible (NFE1) (NFE1) Leave of Absence(LA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date

Non-Faculty Benefit Eligible (NFE1) (NFE1) Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Carla Cermenaro	ME9922	00	Registrar/Director Acad Srvs	TV000	30-APR-17
Praveen Kolla	ME9242	00	Research Scientist I	TV000	12-MAY-17
Guodong Wang	ME9248	00	Research Scientist I	SA011	22-APR-17
Heather Wilson	ME9756	00	President	TV000	10-MAY-17
Vanessa Braband	ME9578	00	Postdoctoral Research Sci	TV013	21-MAY-17
Cabot-Ann Christofferson	ME9549	00	Instructor	TV013	21-MAY-17
Andrea Surovek	ME9469	01	Honors/EPICS	TV013	21-MAY-17
Andrea Surovek	ME9541	00	Senior Lecturer	TV013	21-MAY-17

Student Employment and NFE Non-Benefit Eligible (NFE2) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Ayobami Alao	MS9902	00	Student Grounds Worker	Hire Temp Appointment	2560.00 08-MAY-17
Ayobami Alao	MS9986	00	Museum Student Worker	Hire Temp Appointment	420.00 08-MAY-17
Daniel Albl	MS9929	01	Summer Crew	Hire Temp Appointment	2880.00 08-MAY-17
Wyatt Anderson	MS9974	02	ITS Tech Fellow Lan Crew	Hire Temp Appointment	3840.00 08-MAY-17
Kirk Blumenthal	MS9974	00	ITS Tech Fellow Lan Crew	Hire Temp Appointment	3840.00 08-MAY-17
Andrew Brown	MS9940	00	CABS UG Research - Smirnova	Hire Temp Appointment	2000.00 22-APR-17
Zhendao Cao	MS9959	01	Student Labor/GGE/Lisenbee	Hire Temp Appointment	200.00 22-APR-17
Matthew Dondelinger	MS9972	00	CABS GRA - Smirnova	Hire Temp Appointment	2500.00 22-APR-17
Ayden Drabek	MS9974	00	ITS Tech Fellow	Hire Temp Appointment	3800.00 06-MAY-17
Hannah Dudak	MS9970	00	CBE Student Hourly	Hire Temp Appointment	3360.00 08-MAY-17
Hilary Eaton	MS9924	00	Counseling/ADA Intern	Hire Temp Appointment	2112.00 15-MAY-17
Ezebuolike Egbelu	MS9902	36	Facilities Grounds Worker	Hire Temp Appointment	3200.00 15-MAY-17
Molly Erickson	MS9940	00	CABS UG Research - Kunza	Hire Temp Appointment	400.00 24-APR-17
Rachel Fenenga	MS9902	36	Facilities student worker	Hire Temp Appointment	360.00 08-MAY-17
Rachel Fenenga	MS9910	00	EHS Summer Intern	Hire Temp Appointment	1280.00 08-MAY-17
Taylor Green	MS9965	00	HRLY/CEE/Haffner	Hire Temp Appointment	240.00 22-APR-17
Ezra Grothe	MS9917	00	Chief Financial Officer	Hire Temp Appointment	750.00 22-APR-17
Md Raqibull Hasan	MS9902	36	Student Grounds Worker	Hire Temp Appointment	1280.00 08-MAY-17
Kathryn Heaton	MS9929	01	PT Summer Desk Staff	Hire Temp Appointment	1800.00 08-MAY-17

Victor Hernandez Chinos	MS9974 00	ITS Tech Fellows	Hire Temp Appointment	3900.00	06-MAY-17
Kathryn Hines	MS9992 01	TLC Finals Week Tutor	Hire Temp Appointment	225.00	25-APR-17
Carl Holloman	MS9974 00	ITS Tech Fellow	Hire Temp Appointment	3700.00	06-MAY-17
Jayvon Jackson	MS9974 00	Tech Fellow Lan Crew	Hire Temp Appointment	4160.00	08-MAY-17
Nayda Jones	MS9933 00	RAS Student Employee	Hire Temp Appointment	800.00	15-MAY-17
Jason Kaufman	MS9929 01	Summer Rocker Facilities	Hire Temp Appointment	1480.00	15-MAY-17
Karissa Kjenstad	MS9940 00	CABS UG research - Kunza	Hire Temp Appointment	2240.00	15-MAY-17
Thanasis Kouris	MS9926 01	Wellness Center	Hire Temp Appointment	360.00	08-MAY-17
Jared Kovall-Scarlett	MS9902 00	Facilities Grounds Worker	Hire Temp Appointment	2560.00	08-MAY-17
Madison Larsen	MS9940 00	CABS UG Research - Kunza	Hire Temp Appointment	1780.00	22-APR-17
Enricko Mahardhika	MS9902 00	Facilities Grounds Worker	Hire Temp Appointment	2560.00	08-MAY-17
Cora Masterlark	MS9940 00	CABS Storeroom Employee - UG	Hire Temp Appointment	699.96	08-MAY-17
Nicole Miller	MS9944 01	Admissions Student Assistant	Hire Temp Appointment	1000.00	08-MAY-17
Natalie Montoya	MS9992 00	TLC Summer Tutor	Hire Temp Appointment	300.00	11-MAY-17
Elexious Musick	MS9929 01	PT Summer Desk Staff	Hire Temp Appointment	1800.00	08-MAY-17
Anirban Naskar	MS9902 36	Student Grounds Worker	Hire Temp Appointment	2560.00	08-MAY-17
Oladimeji Oladepo	MS9986 00	Museum Student Worker	Hire Temp Appointment	1575.00	08-MAY-17
Wasiu Oyetunji	MS9986 00	Museum Student Worker	Hire Temp Appointment	1575.00	08-MAY-17
Sahil Prabhudesai	MS9926 01	Wellness Center	Hire Temp Appointment	360.00	08-MAY-17
Stephanie Reed	ME9910 00	Drama Club Director	Hire Temp Appointment	2250.00	22-APR-17
Nicholas Ritchie	MS9970 00	CBE Student Hourly	Hire Temp Appointment	3360.00	08-MAY-17
William Roggenthen	ME9948 00	Res Sci IV	Appointment	81904.16	22-APR-17
Tyler Ryther	MS9910 00	EHS Summer Intern	Hire Temp Appointment	1600.00	15-MAY-17
Andrew Schappert	MS9902 00	Student Grounds Worker	Hire Temp Appointment	2560.00	08-MAY-17
Jeremy Schumacher	MS9974 02	ITS Tech Fellow Lan Crew	Hire Temp Appointment	4480.00	08-MAY-17
Chamaka Senarath	MS9992 03	TLC Summer Tutor	Hire Temp Appointment	800.00	11-MAY-17
Dylan Spider	MS9926 01	Wellness Center	Hire Temp Appointment	360.00	08-MAY-17
Danielle Tourtillott	MS9965 01	HRLY/CEE/Stone/Grant	Hire Temp Appointment	500.00	15-MAY-17
Adrian Vopnford	MS9974 01	ITS Tech Fellow	Hire Temp Appointment	4853.24	06-MAY-17
Ryan Waggener	MS9908 00	Grad Ed student employee	Hire Temp Appointment	1600.00	25-APR-17
Alexander Westerbuhr	MS9929 02	Summer Crew Supervisor	Hire Temp Appointment	3840.00	08-MAY-17
Matthew Young	MS9976 01	ITS Student Worker LAN Summer	Hire Temp Appointment	4480.00	06-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Megan Rohrer	MS9956	00	IE UG, Studt hourly- Dr Piper	TV012	21-MAY-17
Ajibola Adewole	MG9964	00	GRA/CBE/Salem	TV012	21-MAY-17
Vivek Agarwal	MG9998	00	GTA/MES/Safarzadeh	TV012	21-MAY-17
Vivek Agarwal	MG9998	01	GTA/MES/Kellar	TV012	21-MAY-17
Adams Ahmadu	MS9928	02	Resident Assistant	TV012	21-MAY-17
Adams Ahmadu	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17
Kayode Ajayi	MG9976	01	GRA MEM Tukkaraja	TV012	21-MAY-17
Tope Akinmoladun	MG9975	01	GTA MEM Tukkaraja	TV012	21-MAY-17
Rotimi Akinnuoye	MG9976	01	MEM GRA Brickey	TV012	21-MAY-17
Morotolaoluwa Alabi	MG9993	00	AMP GRA	TV012	21-MAY-17
Abdulrahman Alharbi	MS9902	00	Facilities Student Worker	TV012	21-MAY-17
Othman Ali	MG9986	00	GRA/ECE/Tian	TV012	21-MAY-17
Tavis Allam	MW9976	00	FWS-SALC	TV012	05-MAY-17
Aaron Alphonsus	MS9901	00	International Peer Mentor	TV012	21-MAY-17
Lukmon Aminu	MG9998	00	GTA/MES/Jasthi	TV012	21-MAY-17
Mahsa Amiri	MG9993	00	AMP GRA	TV012	21-MAY-17
Brandon Antoine	MS9928	03	Assistant Area Coordinator	TV012	21-MAY-17
Seth Arndt-Maynard	MW9945	00	FWS - Off Campus America Reads	TV012	05-MAY-17
Christopher Arnott	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17
Arjun Ayyangar	MS9936	00	REU RA / MCS / Garlick	TV012	21-MAY-17
Mohammed Bafageeh	MG9981	00	GTA, IE dept/D Jensen	TV012	21-MAY-17
Ethan Baillargeon	MW9986	00	FWS- ITS	TV012	05-MAY-17
Amir Bajramovic	MG9987	00	GTA/CEE/Bienert	TV012	21-MAY-17
Amir Bajramovic	MG9988	00	GRA/CEE/Nam	TV012	21-MAY-17
Elijah Balavitch	MW9972	00	FWS-Apex Art Gallery	TV012	05-MAY-17
William Bane	MS9953	00	MET UG Hourly	TV012	21-MAY-17
Antonio Bano-Sanoguera	MS9980	00	Surbeck Event Manager	TV012	21-MAY-17
Michael Baranowski	MG9983	00	GTA/GGE/Anderson	TV012	21-MAY-17
Dawn Barbeau	MS9924	00	Graduate DOS Intern	TV012	21-MAY-17

Haleh Barmaki	MS9986	00	Museum Student Worker	TV012	21-MAY-17	
Broc Barthel	MS9928	01	Resident Assistant	TV012	21-MAY-17	
Luke Bauske	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17	
Jay Bean	MS9902	00	Facilities Intern	TV012	21-MAY-17	
Lucian Bedard	MS9940	00	CABS UG Research - Heglund	TV012	21-MAY-17	
Jacquelyn Belock	MS9986	00	Museum Student Worker	TV012	21-MAY-17	
Rahul Bhargava	MG9976	00	GRA MEM Tukkaraja	TV012	21-MAY-17	
Eden Bhatta	MG9995	00	BioSNTR SDRIC GRA Crawford	TV012	21-MAY-17	
Venkata Bhattiprolu	MG9993	00	GRA AMP Widener	TV012	21-MAY-17	
Mohit Bibra	MG9964	00	GRA/CBE/Sani	TV012	21-MAY-17	
Darryl Birge	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17	
Henri Blancett	MW9963	00	FWS-MET	TV012	05-MAY-17	
Tanner Blank	MS9976	00	ITS Student Worker	TV012	05-MAY-17	
Kirk Blumenthal	MS9974	00	ITS Tech Fellow	TV012	05-MAY-17	
Allison Bodvig	MS9908	00	Grad Ed student employee	TV012	21-MAY-17	
Allison Bodvig	MS9977	00	Math Supplemental Instructor	TV012	21-MAY-17	
Rudresh Bommadihalli	Rajappago	MG9971	00	CABS GTA - Smirnova	TV012	21-MAY-17
Rudresh Bommadihalli	Rajappago	MG9971	01	CABS GTA - Smirnova	TV012	21-MAY-17
Scyller Borglum	MG9983	00	GTA/GGE/ANDERSON	TV012	21-MAY-17	
Tyler Borgwardt	MG9956	01	Physics GTA Strieder	TV012	21-MAY-17	
Tyler Borgwardt	MG9957	01	Physics GRA Strieder	TV012	21-MAY-17	
Brady Bos	MS9940	00	CABS/UGResearch/Christofferson	TV012	21-MAY-17	
Jacob Boschee	MG9957	01	Physics GRA Oszwaldowski	TV012	21-MAY-17	
Aaron Bost	MS9950	02	MECH/Muci/Hourly	TV012	21-MAY-17	
Cooper Bowen	MS9965	00	HRLY/CEE/Capehart	TV012	21-MAY-17	
Michael Bowles	MG9957	01	Physics GRA Schnee	TV012	21-MAY-17	
Julian Brackins	MG9969	02	GTA CSC 170 & MathProj / Riley	TV012	21-MAY-17	
Julian Brackins	MS9953	00	MES/Kellar/USD Student Hourly	TV012	21-MAY-17	
Troy Brady	MS9926	00	Intramural Official	TV012	01-MAY-17	
Joseph Brett	MS9988	00	Nano Research Assistant	TV012	21-MAY-17	
Grant Brewer	MW9985	00	FWS - Library	TV012	05-MAY-17	
Sophie Brogdon	MS9926	01	Yoga Instructor	TV012	08-MAY-17	
Alexandra Brown	MW9960	00	FWS-Athletics	TV012	05-MAY-17	
Witerson Brutus	MW9960	00	FWS-Athletics	TV012	05-MAY-17	
Reeha Jasmine Budatala	MG9993	00	GRA AMP Widener	TV012	21-MAY-17	
Remington Bullis	MS9962	00	ECE UG Grader	TV012	21-MAY-17	
Kimberlynn Cameron	MG9984	00	GRA/GEOL/Sawyer	TV012	21-MAY-17	
Marcus Cannon	MS9965	00	HRLY/CEE/HAFFNER	TV012	05-MAY-17	
Marcus Cannon	MW9967	00	FWS-Civil Engr	TV012	05-MAY-17	
Zhendao Cao	MS9959	00	STUDENT LABOR/GGE/Li	TV012	21-MAY-17	
Zhendao Cao	MS9959	01	Student Labor/GGE/Lisenbee	TV012	21-MAY-17	
Scott Carda	MG9969	00	GTA CSC314/MCS/Riley-Pyeatt	TV012	21-MAY-17	
Courtney Carlson	MS9970	00	CBE Student Hourly	TV012	21-MAY-17	
Samuel Carroll	MS9923	00	ADA Proctor	TV012	05-MAY-17	
Samuel Carroll	MS9936	01	GR CSC150 LL / MCS - Riley	TV012	21-MAY-17	
Peter Carvalho	MS9928	01	Residential Peer Mentor	TV012	21-MAY-17	
Mindy Castle	MS9928	01	Resident Assistant	TV012	21-MAY-17	
Rebecca Ceremuga	MS9950	00	ME/Workstudy/Moore	TV012	21-MAY-17	
Anurag Chakraborty	MG9977	00	ME/GTA/Ash	TV012	21-MAY-17	
Anurag Chakraborty	MG9977	01	ME/GTA/Ash	TV012	21-MAY-17	
Jacob Chambers	MS9962	00	ECE UG Grader	TV012	21-MAY-17	
Jacob Chambers	MS9974	00	ITS Tech Fellow	TV012	05-MAY-17	
Michael Chantry	MG9956	01	Physics GTA Oszwaldowski	TV012	21-MAY-17	
Michael Chantry	MG9957	01	Physics GRA Oszwaldowski	TV012	21-MAY-17	
Hari Chapagain	MG9956	01	Physics GTA Oszwaldowski	TV012	21-MAY-17	
Hari Chapagain	MG9957	01	Physics GRA Oszwaldowski	TV012	21-MAY-17	
Clinton Chapman	MG9964	00	GRA/CBE/Hadley	TV012	21-MAY-17	
Nathaniel Chapman	MS9970	00	CBE Student Hourly	TV012	21-MAY-17	
Perry Chesebro	MS9959	01	Student Labor/GGE/Belanger	TV012	21-MAY-17	
Krishna Govinda Rajan Chilkoor	MG9987	00	GTA/CEE/Gadhamshetty	TV012	21-MAY-17	
Krishna Govinda Rajan Chilkoor	MG9988	01	GRA/CEE/Gadhamshetty	TV012	21-MAY-17	
Seungyun Choi	MS9900	00	Campus Safety - Student	TV012	21-MAY-17	
Akshay Chowdu	MG9975	01	GTA MEM Roberts	TV012	21-MAY-17	
Akshay Chowdu	MS9900	00	Campus Safety - Student	TV012	21-MAY-17	
Gregory Christensen	MS9990	00	AMP Grad Hourly--Hong	TV012	21-MAY-17	
Jorge Cisneros Hernandez	MW9957	00	FWS-Math & Computer Science	TV012	05-MAY-17	
Nicholas Claggett	MS9965	01	HRLY/CEE/Shearer	TV012	21-MAY-17	
Blake Claus	MS9992	04	TLC Spring Tutor	TV012	21-MAY-17	

Kyla Coan	MS9944	00	Student Social Media Worker	TV012	21-MAY-17
Madigan Cochran	MS9986	00	Museum Asst - Student Employee	TV012	21-MAY-17
Samuel Coffin	MS9962	00	ECE UG Grader	TV012	21-MAY-17
Shaina Colombe	MS9936	00	REU RA / MCS / Garlick	TV012	21-MAY-17
Zane Cooper	MS9981	00	BOOKSTORE STUDENT EMPLOYEE	TV012	12-MAY-17
Juan Correal	MS9959	01	Student Labor/GGE/Lisenbee	TV012	21-MAY-17
John Costello IV	MG9988	00	GRA/CEE/Kenner	TV012	21-MAY-17
Hannah Covey	MS9965	00	HRLY/CEE/Nam	TV012	21-MAY-17
Dorian Cowart	MW9960	00	FWS-Equipmnt Room	TV012	05-MAY-17
Zachery Crandall	MG9969	00	GTA Math Proctor / MCS - Riley	TV012	21-MAY-17
Zachery Crandall	MS9992	02	TLC Spring Tutor	TV012	21-MAY-17
Zachery Crandall	MS9992	03	TLC Finals Week Tutor	TV012	21-MAY-17
Brianna Crawford	MW9945	00	FWS - Off Campus America Reads	TV012	05-MAY-17
Samuel Crawford	MW9948	00	FWS - Enviro Health & Safety	TV012	05-MAY-17
Samuel Crittenden	MS9923	00	ADA Proctor	TV012	05-MAY-17
Kathryn Croell	MS9965	00	HRLY/CEE/Arneson-Meyer	TV012	21-MAY-17
Cody Cronin	MS9928	02	Resident Assistant	TV012	21-MAY-17
Reid Cummins	MS9980	00	Surbeck Event Manager	TV012	21-MAY-17
Peter Daly	MS9959	00	Student Worker/GEOL/Anderson	TV012	21-MAY-17
Kerrick Dando	MG9960	00	Nano GRA	TV012	21-MAY-17
Mathew Daniel	MS9962	00	ECE UG Grader	TV012	21-MAY-17
Kristin Darnell	MS9904	36	WISE Student Employee	TV012	21-MAY-17
Battsengel Dashdorj	MG9988	00	GRA/CEE/Kenner	TV012	21-MAY-17
Aditi David	MG9964	01	GRA/CBE/Sani	TV012	21-MAY-17
Jake Davidson	MW9957	00	FWS- Math CompSci Office Asst	TV012	05-MAY-17
Jake Davidson	MW9957	01	FWS-MCS CSC 250 TA Grader	TV012	05-MAY-17
Katrina Davidson	MW9955	00	FWS-PE/Athletic Training	TV012	05-MAY-17
Justin Davis	MS9913	00	CAPE / UG / CNAM	TV012	21-MAY-17
Quinn Del Val	MS9936	00	SI Math 125 CalcII / MCS-Riley	TV012	21-MAY-17
Caleb Dillinger	MG9966	00	AML Grad	TV012	21-MAY-17
Yichun Ding	MG9994	00	BME GRA - Zhu	TV012	21-MAY-17
Ashley Ditlev	MG9994	01	BME GRA - DeVeaux	TV012	21-MAY-17
Steven Dixer	MS9950	02	Researcher/Hourly/Muci	TV012	21-MAY-17
Jonathan Dixon	MG9969	00	GTA CSC 170L/MCS-Riley Corwin	TV012	21-MAY-17
Matthew Dondelinger	MG9972	00	CABS GRA - Smirnova	TV012	21-MAY-17
Jessica Dornbusch	MS9965	00	HRLY/CEE/Silva	TV012	21-MAY-17
Ayden Drabek	MS9974	00	ITS Tech Fellow	TV012	05-MAY-17
Kimberly Drennon	MG9988	00	GRA/CEE/Benning	TV012	21-MAY-17
Rohit Dulal	MS9921	00	AML Grad Hourly	TV012	21-MAY-17
Colter Dunagan	MG9972	00	CABS GRA - Christofferson	TV012	21-MAY-17
Colter Dunagan	MS9932	00	Physics Hourly - Corwin	TV012	21-MAY-17
Colter Dunagan	MS9940	00	CABS/UGResearch/Christofferson	TV012	21-MAY-17
Hannah Duncan	MW9969	00	FWS-Human Resources	TV012	05-MAY-17
Emily Dvorak	MG9956	01	Physics GTA Bai	TV012	21-MAY-17
Emily Dvorak	MG9957	01	Physics GRA Bai	TV012	21-MAY-17
Michael Eagan	MS9921	01	AML UG Hourly	TV012	21-MAY-17
Hilary Eaton	MS9924	00	Student Worker/Grad Assistant	TV012	05-MAY-17
Hilary Eaton	MS9933	00	Test Proctor	TV012	21-MAY-17
Garret Ecoffey	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17
Rishikesh Ederada	MS9970	00	CBE Student Hourly	TV012	21-MAY-17
Rishikesh Ederada	MS9970	01	CBE Student Hourly	TV012	21-MAY-17
Gina Elmore	MS9917	00	Student Senate President	TV012	21-MAY-17
Tochukwu Emeakaroha	MG9995	00	Nano GRA	TV012	21-MAY-17
Dylan Emerick	MW9985	00	FWS - Library	TV012	05-MAY-17
Molly Erickson	MS9940	00	CABS UG Research - Kunza	TV012	21-MAY-17
Lauren Estridge-Zwanzig	MG9994	00	BME GRA - Tolle	TV012	21-MAY-17
Clayton Evans	MS9990	00	AMP UG Hourly	TV012	21-MAY-17
Clayton Evans	MW9992	00	FWS-AMP	TV012	05-MAY-17
Jessica Evans	MG9994	00	BME GRA - DeVeaux	TV012	21-MAY-17
Taylor Evans	MS9956	00	IE UG Stdt hr, P Jensen	TV012	21-MAY-17
Jessica Fabin	MS9986	00	Museum Archival Student Worker	TV012	01-MAY-17
Tacio Vinicius Ferreira Lopes	MG9976	01	MEM GRA Brickey	TV012	21-MAY-17
Jackson Fiddler	MS9926	00	Intramural Official	TV012	01-MAY-17
Jon Fisher	MG9995	00	Nano GRA	TV012	21-MAY-17
Lydia Ford	MS9944	00	Student Social Media Worker	TV012	21-MAY-17
Elizabeth Friesen	MS9965	00	HRLY/CEE/Arneson-Meyer	TV012	21-MAY-17
Emory Fryberger	MW9947	00	FWS - Career Learn Center	TV012	05-MAY-17
Jacquelyn Galles	MS9923	00	Grad Intern	TV012	21-MAY-17

Bridget Gasper	ME9347 00	Cheerleading Coach	TV013	21-MAY-17
Logan Gayton	MS9926 00	Wellness Center Supervisor	TV012	06-MAY-17
Austin Gill	MS9936 00	UG SI Math 125 / MCS / Riley	TV012	21-MAY-17
Katherine Giorgio	MS9928 02	Resident Assistant	TV012	21-MAY-17
Ian Godfrey	MS9900 00	Campus Safety - Student	TV012	21-MAY-17
Taylor Green	MS9965 00	HRLY/CEE/Haffner	TV012	05-MAY-17
Aaron Grimm	MS9917 00	Student Senate Secretary	TV012	21-MAY-17
Ezra Grothe	MS9917 00	Chief Financial Officer	TV012	21-MAY-17
Zane Haase	MS9962 00	ECE UG Grader	TV012	21-MAY-17
Anahita Haghighizadeh	MG9995 00	Nano GRA	TV012	21-MAY-17
James Haiston	MS9932 02	Physics Hourly - Reichenbacher	TV012	21-MAY-17
James Haiston	MS9990 01	AMP Grad Hourly	TV012	21-MAY-17
Kristen Haller	MS9928 01	Resident Assistant	TV012	21-MAY-17
Michaela Halvorson	MG9972 01	CABS GRA - Kunza	TV012	21-MAY-17
Mark Hanhardt	MG9957 00	Physics GRA Strieder	TV012	21-MAY-17
Md Raqibull Hasan	MG9986 00	GRA/ECE/Zhao	TV012	21-MAY-17
Asif Hassan	MG9986 00	GRA/ECE/Zhao	TV012	21-MAY-17
Anna Haydock	MS9925 01	Career Planning Office Assist	TV012	21-MAY-17
Kyle Hazelwood	MG9983 00	GTA/GGE/ANDERSON	TV012	21-MAY-17
Matthew Hedgespeth	MW9951 00	FWS-Alumni Association	TV012	05-MAY-17
Kaleb Hedman	MW9967 00	FWS-Civil Engr	TV012	05-MAY-17
Spencer Heidbrink	MS9965 00	HRLY/CEE/Kenner	TV012	21-MAY-17
Cheyenne Herbert	MS9992 05	TLC Spring Tutor	TV012	21-MAY-17
Cheyenne Herbert	MS9992 06	TLC Finals Week Tutor	TV012	21-MAY-17
Cheyenne Herbert	MW9988 00	FWS Ivanhoe	TV012	05-MAY-17
Saige Herbert	MW9993 00	FWS-Faculty/Staff Lounge	TV012	05-MAY-17
Rachel Hermanson	MS9928 02	Resident Assistant	TV012	21-MAY-17
Charles Heyer	MS9928 01	Resident Assistant	TV012	21-MAY-17
John Hillard	MS9921 00	AML UG Hourly	TV012	21-MAY-17
John Hillard	MS9953 00	MET/Kellar/Hourly Reserach	TV012	21-MAY-17
Kathryn Hines	MS9992 00	TLC Spring Tutor	TV012	21-MAY-17
Kathryn Hines	MS9992 01	TLC Finals Week Tutor	TV012	21-MAY-17
Benjamin Hinricher	MS9940 00	CABS Storeroom Employee - UG	TV012	21-MAY-17
Ryan Hinrichs	MS9944 01	Hourly/Adm/Telecounselor	TV012	21-MAY-17
Tasha Hodges	MG9988 00	GRA/CEE/Lingwall	TV012	21-MAY-17
Steven Hofer	MS9962 00	ECE UG Grader	TV012	21-MAY-17
Kyle Hohn	MS9962 00	ECE UG Grader	TV012	21-MAY-17
Christa Hollister	MS9927 00	WISE MEntor	TV012	21-MAY-17
Carl Holloman	MS9974 00	ITS Tech Fellow	TV012	05-MAY-17
Austin Holmes	MW9945 00	FWS - Off Campus America Reads	TV012	05-MAY-17
Jordan Hoops	MG9964 00	GRA/CBE/Brenza	TV012	21-MAY-17
Josiah Horner	MS9928 01	Resident Assistant	TV012	21-MAY-17
Robert Huber	MG9983 00	GTA/GGE/ANDERSON	TV012	21-MAY-17
Stacie Hull	MW9960 00	FWS-Athletics/Laundry Room	TV012	05-MAY-17
Peter Hunter	MS9928 01	Resident Assistant	TV012	21-MAY-17
Samuel Huntington	MS9900 00	Campus Safety - Student	TV012	21-MAY-17
Samuel Irwin	MW9945 00	FWS-OffCmps Am Reads/DacvryGB	TV012	05-MAY-17
Claudia Isola	MS9965 00	HRLY/CEE/Stone	TV012	21-MAY-17
Alexander Iverson	MS9936 00	UG TA Weiss / MCS - Riley	TV012	21-MAY-17
Joshua Jacini	MS9926 00	Football Student Worker	TV012	16-MAY-17
Samuel Jacobs	MS9928 01	Resident Assistant	TV012	21-MAY-17
David Jakpor	MS9908 00	Grad Ed student assistant	TV012	21-MAY-17
Brian James	MS9990 00	AMP Grad Hourly	TV012	21-MAY-17
Dalton Jenkins	MS9974 00	ITS Tech Fellow	TV012	05-MAY-17
Christopher Jensen	MS9956 00	ENGM grad Stdt HRLY	TV012	21-MAY-17
Amber Jerke	MG9964 01	GRA/CBE/Brenza	TV012	21-MAY-17
Tait Johannsen	MG9991 00	GRA/CBE/Menkhaus	TV012	21-MAY-17
Dustin Johnson	MS9970 00	CBE Student Hourly	TV012	21-MAY-17
Kirsten Johnson	MS9940 00	CABS UG Research - Kunza	TV012	21-MAY-17
Marit Johnson	MG9994 01	BME GRA - Piper	TV012	21-MAY-17
Matthew Johnson	MS9959 00	Student Labor/GEOL/Anderson	TV012	21-MAY-17
Samantha Johnson	MW9959 00	FWS-CABS	TV012	05-MAY-17
Samantha Johnson	MW9959 01	CABS Lab/Grader	TV012	05-MAY-17
Nayda Jones	MS9911 01	OMA Student Assistant	TV012	21-MAY-17
Rachel Jones	MW9972 00	FWS-Apex Art Gallery	TV012	05-MAY-17
Thomas Kadlecek	MG9956 01	Physics GTA Strieder	TV012	21-MAY-17
Thomas Kadlecek	MG9957 01	Physics GRA Strieder	TV012	21-MAY-17
Eswar ArunKumar Kalaga	MG9964 01	GRA/CBE/Brenza	TV012	21-MAY-17

Lin Kang	MG9995	00	BioSNTR Nano GRA Smith	TV012	21-MAY-17
Sushma Priyanka Karanam	MS9965	00	HRLY/CEE/Gadhamshetty	TV012	21-MAY-17
Nihal Karanth	MS9992	03	TLC Spring Tutor	TV012	21-MAY-17
Victoria Karnes	MW9997	00	FWS-Music	TV012	05-MAY-17
Rebekkah Kary	MS9900	00	Campus Safety student	TV012	21-MAY-17
Jason Kaufman	MS9929	01	Rocker Square Facilities	TV012	14-MAY-17
Austin Kaul	MS9936	01	UG Grader Math373 / MCS-Riley	TV012	21-MAY-17
Austin Kaul	MS9950	00	ME/Hourly/Romkes	TV012	21-MAY-17
Balarama Krishna Reddy Keesari	MS9970	00	CBE Student Hourly	TV012	21-MAY-17
Mackenzie Kenney	MG9988	00	GRA/CEE/Geza	TV012	21-MAY-17
Mackenzie Kenney	MS9926	03	Athletics General	TV012	25-APR-17
Mitchell Kern	MG9974	00	GRA/AES/Capehart	TV012	21-MAY-17
Charles Kieffer	MS9928	02	Resident Assistant	TV012	21-MAY-17
Yoseph Kigeneh	MG9977	00	ME/GTA/Ash	TV012	21-MAY-17
Young Jae Kim	MW9983	00	FWS-Intramurals	TV012	05-MAY-17
Kendra Kimball	MW9959	00	FW-CABS	TV012	05-MAY-17
Justin King	MG9977	00	ME/GTA/Romkes	TV012	21-MAY-17
Erdi Kiris	MG9976	01	MEM GRA Brickey	TV012	21-MAY-17
Nicolas Kirkvold	MS9928	01	Resident Assistant	TV012	21-MAY-17
Matthew Kirkvold	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17
Amanda Klein	MS9986	00	Museum Asst-Student Employee	TV012	21-MAY-17
Tyler Kleinsasser	MS9928	02	Resident Assistant	TV012	21-MAY-17
Mitchell Kleven	MW9960	00	FWS-Equipment Room	TV012	05-MAY-17
Colen Kling	MS9970	00	CBE Student Hourly	TV012	21-MAY-17
Andrew Klingaman	MW9966	00	FWS-ECE	TV012	05-MAY-17
John Knetemann	MS9974	00	ITS Tech Fellow	TV012	05-MAY-17
Kai Knipper	MS9970	00	CBE Student Hourly	TV012	21-MAY-17
Joshua Knock	MS9965	00	HRLY/CEE/Kenner	TV012	21-MAY-17
Alec Knox	MS9928	02	Resident Assistant	TV012	21-MAY-17
Chance Knutson	MS9973	00	Student Apex Gallery	TV012	21-MAY-17
Joshua Koenig	MS9970	00	CBE Student Hourly	TV012	21-MAY-17
Broc Kokesh	MG9984	00	GRA/PALE/Anderson	TV012	21-MAY-17
Venkata Aneesh Kona	MG9975	00	TA MEM Wyatt	TV012	21-MAY-17
Divya Kota	MG9995	00	BioSNTR Nano GRA Liu	TV012	21-MAY-17
Scott Kottkamp	MG9983	00	GTA/PALE/ANDERSON	TV012	21-MAY-17
Thanasis Kouris	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17
Mitchell Kramer	MW9992	00	FWS-AMP	TV012	05-MAY-17
Chase Krog	MS9928	01	Resident Assistant	TV012	21-MAY-17
Dalton Kuehl	MS9926	00	Wellness Center Supervisor	TV012	05-MAY-17
Kyle Lady	MS9936	00	UG SalaryTA Math123/MCS-Riley	TV012	21-MAY-17
Beverly Lalama Del Salto	MS9944	01	Admissions Student Assistant	TV012	21-MAY-17
David Langerman	MS9953	00	MET/Kellar/Hourly Student	TV012	21-MAY-17
Anna Larson	MS9965	00	HRLY/CEE/Arneson-Meyer	TV012	21-MAY-17
Devin Last	MG9983	00	GTA/GGE/ANDERSON	TV012	21-MAY-17
Joseph Lauzon	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17
Hyoin Lee	MG9988	00	GRA/CEE/Nam	TV012	21-MAY-17
Shane Lee	MG9975	01	GTA MEM Roberts	TV012	21-MAY-17
Sunghee Lee	MS9928	01	Residential Peer Mentor	TV012	21-MAY-17
Sunghee Lee	MS9977	02	Math Supplemental Instructor	TV012	21-MAY-17
Clint Leeper	MG9974	00	GRA/AES/Capehart	TV012	21-MAY-17
Derek Lehmann	MS9962	00	ECE UG Grader	TV012	21-MAY-17
Adam Lenox	MW9960	00	FWS-Equipment Room	TV012	05-MAY-17
Hans Leonhardt	MW9962	00	FWS - Mechanical	TV012	05-MAY-17
Hans Leonhardt	MW9996	00	FWS-CAMP	TV012	05-MAY-17
Hannah Leppert	MS9940	01	CABS Storeroom Employee - UG	TV012	21-MAY-17
Hannah Leppert	MS9977	00	CHEM Supplemental instructor	TV012	21-MAY-17
Tyler Liebsch	MG9956	01	Physocs GTA Sobolev	TV012	21-MAY-17
Tyler Liebsch	MG9957	01	Physics GRA Sobolev	TV012	21-MAY-17
Jordan Lienau	MW9966	00	FWS ECE	TV012	05-MAY-17
Mingrui Liu	MG9998	00	GTA/MES/Kellar	TV012	21-MAY-17
Mingrui Liu	MG9999	00	GRA/MES/Kellar	TV012	21-MAY-17
Christopher Lomatayo	MG9991	00	GRA/CBE/Groven	TV012	21-MAY-17
Christopher Lomatayo	MS9970	00	CBE Student Hourly	TV012	21-MAY-17
Alexis Long	MG9988	00	GRA/CEE/Benning	TV012	21-MAY-17
Brooke Long	MG9983	00	GTA/GGE/Anderson	TV012	21-MAY-17
Brooke Long	MG9984	01	GRA/PALE/Anderson	TV012	21-MAY-17
Stephanie Loose	MG9983	00	GTA/GGE/Anderson	TV012	21-MAY-17
Kelly Lubbers	MW9989	00	FWS - Museum of Geology	TV012	05-MAY-17

Chris Lynde	MS9940 00	CABS - Lab GTA - Filipova	TV012	21-MAY-17
Chris Lynde	MS9940 01	Chemistry Lab GTA - Zhu	TV012	21-MAY-17
Nathan Lynum	MG9974 00	GRA/AES/Capehart/French	TV012	21-MAY-17
Xiaojing Ma	MG9972 00	CABS GRA - Fong	TV012	21-MAY-17
Ryan Macy	MG9993 00	AMP GRA	TV012	21-MAY-17
Bharathkiran Maddipudi	MG9991 00	GRA/CBE/Hadley	TV012	21-MAY-17
Timothy Magstadt	MS9926 00	Wellness Ctr Stdt Supervisor	TV012	05-MAY-17
Antoine Maines	MW9962 00	FWS - Mechanical	TV012	05-MAY-17
Kevin Mairose	MS9928 01	Resident Assistant	TV012	21-MAY-17
Dale Malinzak	MG9984 01	GRA/GEOL/Sawyer	TV012	21-MAY-17
Johnathon Malone	MS9959 00	Student/GEOL/Roggenthen	TV012	21-MAY-17
MD Manjur-A-Elahi	MG9988 00	GRA/CEE/Shearer	TV012	21-MAY-17
Bryce Mann	MS9926 01	Intramural Referee	TV012	05-MAY-17
Naomi Manzer	MS9986 01	Museum Student Worker	TV012	21-MAY-17
Patrick Marshall	MS9908 00	Grad Ed student assistant	TV012	21-MAY-17
Angela Martinez	MW9950 00	Off Campus - WAVI	TV012	05-MAY-17
Marc Mascarenhas	MS9992 01	TLC Spring Tutor	TV012	21-MAY-17
Marc Mascarenhas	MS9992 02	TLC Finals Week Tutor	TV012	21-MAY-17
Karli Mattson	MS9992 00	TLC Spring Tutor	TV012	21-MAY-17
Abigail McBride	MS9928 01	Resident Assistant	TV012	21-MAY-17
Isiah McGuire	MW9960 00	FWS-Athletics Laundry	TV012	05-MAY-17
Marcus McKinney	MS9928 02	Resident Assistant	TV012	21-MAY-17
Colton Medler	MS9959 00	Student/GEOL/Roggenthen	TV012	21-MAY-17
Blake Messegee	MW9985 00	FWS - Library	TV012	05-MAY-17
Jevin Meyerink	MG9994 01	BME GRA - Crawford	TV012	21-MAY-17
Brett Michels	MS9944 01	Admissions Student Assistant	TV012	21-MAY-17
Nicole Miller	MS9944 00	Hourly/Adm/Telecounselor	TV012	21-MAY-17
Strider Miller	MS9947 00	MEM Hourly McCormick	TV012	21-MAY-17
Alec Millner	MS9940 02	CABS/ChemLab Asst-Grader/Meyer	TV012	30-APR-17
Alec Millner	MS9992 02	TLC Spring Tutor	TV012	21-MAY-17
Robert Minick	MS9926 00	Wellness Ctr Stdt Supervisor	TV012	06-MAY-17
Andrew Mitchell	MW9989 00	FWS-Museum	TV012	05-MAY-17
Brenna Mollet	MS9928 03	Assistant Area Coordinator	TV012	21-MAY-17
Michael Montalbano	MG9956 01	Physics GTA French	TV012	21-MAY-17
Michael Montalbano	MG9957 01	Physics GRA French	TV012	21-MAY-17
Melissa Montoya Mairena	MS9965 00	HRLY/CEE/Haffner	TV012	21-MAY-17
Daniel Moore	MG9967 01	Physics MS GTA Oszwaldowski	TV012	21-MAY-17
Daniel Moore	MS9992 09	TLC Spring Tutor	TV012	21-MAY-17
John Moore	MG9991 00	GRA/CBE/Gilcrease	TV012	21-MAY-17
Anthony Morast	MS9936 00	GRA MathPilot Data / MCS Riley	TV012	21-MAY-17
Eric Morrison	MG9956 00	Physics PhD GTA Schnee	TV012	21-MAY-17
Neyala Motlagh	MG9994 00	BME GRA - Gilley	TV012	21-MAY-17
Trevor Mount	MS9959 00	Student/GEOL/Anderson	TV012	21-MAY-17
Kayleigh Muilenburg	MS9959 00	Student Labor/GEOL/Anderson	TV012	21-MAY-17
Taylor Muncie	MW9962 00	FWS - Mechanical	TV012	05-MAY-17
Jonathon Murray	MW9983 00	FWS-Intramurals	TV012	05-MAY-17
Kelsey Murray	MG9994 00	BME GRA - DeVaux	TV012	21-MAY-17
Caleb Musick	MW9997 00	FWS-Music	TV012	05-MAY-17
Elexious Musick	MW9986 00	FWS-ITS	TV012	05-MAY-17
Elexious Musick	MW9997 00	FWS-Music	TV012	05-MAY-17
Daniel Nagel	MS9953 00	MET UG Hourly	TV012	21-MAY-17
Fredric Neiderer	MW9992 00	FWS-AMP	TV012	05-MAY-17
Derek Neubert	MG9991 00	GRA/CBE/Groven	TV012	21-MAY-17
Miles Neville	MS9913 00	CAPE / UG / CNAM	TV012	21-MAY-17
Joseph Newkirk	MG9978 00	ME/GRA/Degen	TV012	21-MAY-17
Walelign Nikshi	MS9950 00	ME/Hourly/Muci	TV012	04-MAY-17
Daniel Nix	MG9995 00	BioSNTR SDRIC GRA Anderson	TV012	21-MAY-17
Megan Norr	MG9984 00	GRA/PALE/Anderson	TV012	21-MAY-17
Abu Md Numan-Al-Mobin	MG9972 00	GRA/CABS-ECE/Smirova-Anagnosto	TV012	21-MAY-17
Abu Md Numan-Al-Mobin	MS9900 00	Campus Safety student	TV012	21-MAY-17
Angel Nunez	MS9985 00	Student Programmer	TV012	05-MAY-17
Ni Putu Dewi Nurmalasari	MG9995 00	Nano GRA	TV012	21-MAY-17
Kristen O'Connor	MG9988 00	GRA/CEE/Benning	TV012	21-MAY-17
Crystal Ochoa	MS9978 01	CAMP Office Worker	TV012	21-MAY-17
Spencer Oeltjenbruns	MS9981 00	BOOKSTORE STUDENT EMPLOYEE	TV012	12-MAY-17
Omololu Ogunseye	MS9965 00	HRLY/CEE/Lingwall	TV012	21-MAY-17
Mojolaoluwa Ojoawo	MS9962 00	ECE Student Hourly	TV012	21-MAY-17
Ike Okparaake	MS9928 02	Resident Assistant	TV012	21-MAY-17

Oladimeji Oladepo	MG9993	00	AMP GRA	TV012	21-MAY-17
Sanmi Omotilewa	MG9975	00	TA MEM Tukkaraja	TV012	21-MAY-17
Sean Oolman	MW9986	00	FWS-ITS	TV012	05-MAY-17
Christopher Oram	MS9928	01	Resident Assistant	TV012	21-MAY-17
Jacob Otteman	MS9944	01	Admissions Student Assistant	TV012	21-MAY-17
Mark Owens	MS9953	01	MET UG Research Student	TV012	21-MAY-17
Wasiu Oyetunji	MG9990	00	GTA/CBE/Dixon & Hadley	TV012	21-MAY-17
Ozan Cagatay Ozdemir	MS9990	00	AMP Grad Hourly	TV012	21-MAY-17
Yong Pan	MG9976	00	GRA MEM Tukkaraja	TV012	21-MAY-17
Virali Parekh	MG9994	01	BME GRA - Sindén	TV012	21-MAY-17
Xavier Pasala	MG9995	00	Nano GRA	TV012	21-MAY-17
Manasi Paste	MS9986	00	Museum Student Worker	TV012	21-MAY-17
Samuel Patzer	MW9986	00	FWS ITS	TV012	05-MAY-17
Bo Paulsen	MS9959	00	Student Labor/GEOE/Sawyer	TV012	21-MAY-17
Bo Paulsen	MS9965	00	HRLY/CEE/Benning	TV012	21-MAY-17
DeVaughn Pearson	MS9959	00	Student Worker/GEOE/Sawyer	TV012	21-MAY-17
Kurukulasuriya Perera	MS9944	01	Hourly/Adm/Telecounselor	TV012	21-MAY-17
Jacob Petersen	MG9999	00	GRA/MES/Kellar	TV012	21-MAY-17
Ryan Peyton	MW9990	00	FWS-Engr Min Exprmnt Stn	TV012	05-MAY-17
Jason Phillips	MG9988	00	GRA/CEE/Benning	TV012	21-MAY-17
Matthew Phillips	MS9913	00	CAPE / UG / CNAM	TV012	21-MAY-17
Micah Picasso	MW9972	00	FWS-Apex Gallery	TV012	05-MAY-17
Drew Pitt	MS9965	00	CEE/HRLY/Kenner	TV012	21-MAY-17
Rajeshwar Shilpika Podali	MG9983	00	GTA/GGE/ANDERSON	TV012	21-MAY-17
Nikhil Pokharel	MG9995	00	Nano GRA	TV012	21-MAY-17
Navaneethaa Pollachi Veluswamy	MG9960	00	GRAD/CNAM/SALEM	TV012	21-MAY-17
Taylor Popham	MW9967	00	FWS-CEE	TV012	05-MAY-17
Sahil Prabhudesai	MS9926	00	Wellness Ctr Stdt Supervisor	TV012	05-MAY-17
Kristin Pratscher	MS9959	00	Student Labor/GGE/Anderson	TV012	21-MAY-17
Shaun Preszler	MG9987	00	GTA/CEE/Kenner	TV012	21-MAY-17
Nathan Pumulo	MG9956	00	Physics GTA Corwin	TV012	21-MAY-17
Nathan Pumulo	MG9957	00	Physics GRA Corwin	TV012	21-MAY-17
Jesse Punsal	MG9988	00	GRA/CEE/Stone	TV012	21-MAY-17
Kari Radke	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17
Jacob Radtke	MS9928	02	Resident Assistant	TV012	21-MAY-17
Nicholas Radzykewycz	MW9962	00	FWS - Mechanical	TV012	05-MAY-17
Gary Rank	MW9985	00	FWS - Library	TV012	05-MAY-17
John Rapp	MS9921	01	AML UG Hourly	TV012	21-MAY-17
Elliot Rarden	MS9936	01	UG CSC 170 LL / MCS - Riley	TV012	21-MAY-17
Ishara Ratnayake	MG9995	00	BioSNTR GRA	TV012	21-MAY-17
Shailabh Rauniyar	MG9964	00	GRA/CBE/Sani	TV012	21-MAY-17
Abhishek Ray	MS9900	00	Student Campus Safety	TV012	21-MAY-17
Abhishek Ray	MS9901	00	International Peer Mentor	TV012	21-MAY-17
Darien Raymond	MS9911	00	Chemistry & Math Tutor	TV012	05-MAY-17
Darien Raymond	MS9940	01	CABS Storeroom Employee - UG	TV012	21-MAY-17
Daniel Rederth	MG9957	01	Physics GRA Oszwaldowski	TV012	21-MAY-17
Fleford Redoloza	MS9959	00	Student/GEOL/Roggenthen	TV012	21-MAY-17
Kristine Reed	MG9988	00	GRA/CEE/Kenner	TV012	21-MAY-17
Shannon Reed	ME9684	00	Assistant Track/Field Coach	TV013	09-MAY-17
Stephanie Reed	ME9910	00	Drama Club Director	TV013	21-MAY-17
David Reinhardt	MS9926	00	Wellness Center Supervisor	TV012	06-MAY-17
Sterling Richard	MS9959	00	Student/GEOL/Roggenthen	TV012	21-MAY-17
Nicole Ridgwell	MG9984	00	GRA/GEOL/ANDERSON	TV012	21-MAY-17
Rashad Ridley	MS9926	01	Intramural Official	TV012	01-MAY-17
Rashad Ridley	MW9960	00	FWS-Equipment Room	TV012	05-MAY-17
Jorge Robles Arancibia	MS9902	00	Custodian	TV012	21-MAY-17
Jorge Robles Arancibia	MS9947	00	GTA MEM McCormick	TV012	21-MAY-17
William Roggenthen	ME9543	00	Senior Lecturer	TV013	21-MAY-17
Christopher Romanjenko	MS9928	02	Resident Assistant	TV012	21-MAY-17
Philip Romano	MS9992	00	TLC Spring Tutor	TV012	21-MAY-17
Philip Romano	MS9992	01	TLC Finals Week Tutor	TV012	21-MAY-17
Noah Rosolek	MW9977	00	FWS-Facilities	TV012	05-MAY-17
Sara Row	MS9970	00	CBE Student Hourly	TV012	21-MAY-17
Micah Runner	MW9983	00	FWS-Intamurals	TV012	05-MAY-17
Fidel Ruz-Nuglo	MG9964	00	GRA/CBE/Groven	TV012	21-MAY-17
Tyler Ryther	MS9902	00	Facilities Intern	TV012	21-MAY-17
Tyler Ryther	MS9940	00	CABS/lectgrader/Christofferson	TV012	21-MAY-17
Tyler Ryther	MS9977	00	CHEM Supplemental Instructor	TV012	21-MAY-17

Mariya Sachek	MS9908 00	Grad Ed student assistant	TV012	21-MAY-17
Marcus Sanchez	MW9960 00	FWS-Athletics	TV012	05-MAY-17
Sydney Saylor	ME9195 00	Research Assistant	TV013	21-MAY-17
Morgan Schaefer	MS9940 01	CABS/Lectgrader-Lab asst/Coble	TV012	20-MAY-17
Simon Schaefer	MS9928 02	Resident Assistant	TV012	21-MAY-17
Alexander Schimbeno	MS9928 01	Resident Assistant	TV012	21-MAY-17
Judah Schkloven	MS9959 00	Student/GEOL/Anderson	TV012	21-MAY-17
Eric Schmid	MG9960 00	GRAD/CNAM/SALEM	TV012	21-MAY-17
Nathan Scholl	MG9977 00	ME/GTA/Ellingsen	TV012	21-MAY-17
Theodore Schoper	MS9962 00	ECE UG Grader	TV012	21-MAY-17
Robert Schrock	MW9942 00	FWS-Wellness Center	TV012	05-MAY-17
Jeremy Schumacher	MS9974 00	ITS Tech Fellow	TV012	05-MAY-17
Royce Schwab	MS9950 01	ME/Hourly/Abata	TV012	21-MAY-17
Rebecca Scott	MW9942 00	FWS-Wellness Center	TV012	05-MAY-17
John Seifert	MS9950 00	ME/Hourly/Degen	TV012	21-MAY-17
Randi Seiwald	MS9947 00	MEM Hourly McCormick	TV012	21-MAY-17
Randi Seiwald	MS9986 00	Museum Student Worker	TV012	21-MAY-17
Kailey Selby	MW9991 00	FWS-Financial Aid Office	TV012	05-MAY-17
Chamaka Senarath	MS9992 01	TLC Spring Tutor	TV012	21-MAY-17
Chamaka Senarath	MS9992 02	TLC Finals Week Tutor	TV012	21-MAY-17
Kenneth Shaffner	MS9965 00	HRLY/CEE/Shearer	TV012	21-MAY-17
Malik Shakur	MS9926 01	Equipment Room Supervisor	TV012	01-MAY-17
Malik Shakur	MS9926 02	Intramural Official	TV012	08-MAY-17
Jordan Shannon	MG9964 00	GRA/CBE/Shende	TV012	21-MAY-17
Madan Sharma Timalisina	MG9956 01	Physics GTA Reichenbacher	TV012	21-MAY-17
Madan Sharma Timalisina	MG9957 01	Physics GRA Reichenbacher	TV012	21-MAY-17
Sharon Sharon	MG9984 00	GRA/GGE/BELANGER	TV012	21-MAY-17
Patrick Shaw	MG9987 00	GTA/CEE/Kenner	TV012	21-MAY-17
Patrick Shaw	MG9988 00	GRA/CEE/Kenner	TV012	21-MAY-17
Patrick Shaw	MS9926 02	Wellness Ctr Student Superviso	TV012	05-MAY-17
Patrick Shaw	MS9926 03	Intramural official	TV012	08-MAY-17
Ishaan Shetye	MS9928 01	Resident Assistant	TV012	21-MAY-17
Michael Shimek	MS9940 00	CABS UG Research - Heglund	TV012	21-MAY-17
Jungmin Shin	MS9900 00	Campus Safety student	TV012	21-MAY-17
Megan Shoemaker	MS9926 00	Intramural Student Worker	TV012	01-MAY-17
Ali Shojaei Zadeh	MG9988 00	GRA/CEE/Geza	TV012	21-MAY-17
Shashwati Shradha	MS9936 00	UG CSC 170 LL / MCS - Riley	TV012	21-MAY-17
Shashwati Shradha	MS9986 00	Museum Student Worker	TV012	21-MAY-17
Namita Shrestha	MG9987 00	GTA/CEE/Gadhamshetty	TV012	21-MAY-17
Namita Shrestha	MG9988 00	GRA/CEE/Gadhamshetty	TV012	21-MAY-17
Prashansa Shrestha	MG9988 00	GRA/CEE/Stone	TV012	21-MAY-17
Ramila Shrestha	MG9986 00	ECE GRA Anagnostou	TV012	21-MAY-17
Weston Shutts	MS9950 00	ME/Lalley/Hourly	TV012	21-MAY-17
Weston Shutts	MW9942 00	FWS-Wellness Center	TV012	05-MAY-17
Dakotah Simpson	MS9962 00	ECE UG Grader	TV012	21-MAY-17
Riley Singer	MW9985 00	FWS - Library	TV012	05-MAY-17
Akshay Singh	MS9936 00	UG - CSC 150 LL / MCS - Riley	TV012	21-MAY-17
Akshay Singh	MS9980 02	Surbeck Center Event Manger	TV012	21-MAY-17
Amandeep Singh	MS9900 00	Student Campus Safety	TV012	21-MAY-17
Donald Skillings	MS9970 00	CBE Student Hourly	TV012	21-MAY-17
Westley Skogen	MS9921 00	AML UG Hourly	TV012	21-MAY-17
Nathan Smaglik	MG9995 00	Nano GRA	TV012	21-MAY-17
Christopher Smith	MS9936 00	Grad - Assistant / MCS - Riley	TV012	21-MAY-17
Courtney Smith	MS9965 00	HRLY/CEE/Gadhamshetty	TV012	21-MAY-17
Ryan Smith	MW9955 00	FWS-Athletics/PE	TV012	05-MAY-17
Trey Smith	MS9926 00	Intramural Official	TV012	01-MAY-17
Woodlin Smith	MS9932 00	Physics Hourly - Schnee	TV012	21-MAY-17
Seth Snyder	MW9985 00	FWS - Library	TV012	05-MAY-17
Samuel Sorger	MG9987 00	GTA/CEE/Lingwall	TV012	21-MAY-17
Leila Sorkhi	MG9998 00	GTA/MES/Crawford	TV012	21-MAY-17
Leila Sorkhi	MG9999 00	GRA/MES/Crawford	TV012	21-MAY-17
Ventura Sowers	MW9949 00	FWS - Police Dept Off Campus	TV012	05-MAY-17
Matthew Spandl	MW9985 00	FWS - Library	TV012	05-MAY-17
Hunter Sperling	MW9942 00	FWS-Wellness Center	TV012	05-MAY-17
Dylan Spider	MW9942 00	FWS-Wellness Center	TV012	05-MAY-17
Alexander Spilman	MS9980 00	Surbeck Event Manager	TV012	21-MAY-17
Saiprasad Sreekumar Ajitha	MG9976 00	MEM GRA Tukkaraja	TV012	21-MAY-17
William Staib	MS9929 01	Rocker Square Facilities	TV012	17-MAY-17

Shane Star	MS9965 00	HRLY/CEE/Gadhamshetty	TV012	21-MAY-17
Scott Stearns	MS9943 00	HRLY/IAS/Klicke	TV012	05-MAY-17
Emily Stickney	MG9972 01	CABS GRA - Kunza	TV012	21-MAY-17
Cody Stock	MG9983 00	GTA/GGE/ANDERSON	TV012	21-MAY-17
Jason Stock	MG9956 00	Physics GTA Reichenbacher	TV012	21-MAY-17
Jason Stock	MG9957 01	Physics GRA Reichenbacher	TV012	21-MAY-17
Bobbi Strange	MS9928 02	Resident Assistant	TV012	21-MAY-17
Bobbi Strange	MW9980 00	FW-Office of President & Prvst	TV012	05-MAY-17
Joseph Street	MG9957 01	Physics GRA Schnee	TV012	21-MAY-17
Brylee Streeter	MG9987 00	CEE/GTA/Shearer	TV012	21-MAY-17
Jessy Stueven	MW9992 00	FWS-AMP	TV012	05-MAY-17
Nicholas Stullenburger	MS9980 00	SurbeckCtr Event Manager Stdnt	TV012	21-MAY-17
Joel Swanson	MS9940 00	CABS UG Research - Smirnova	TV012	21-MAY-17
Suvarna Talluri	MG9964 00	GRA/CBE/Salem	TV012	21-MAY-17
Wyatt Tatge	MW9949 00	FWS - Police Dept Off Campus	TV012	05-MAY-17
Christina Taylor	MS9950 00	ME/Abata/Undergraduate Researc	TV012	21-MAY-17
Danielle Taylor	MS9940 00	CABS UG Research - Heglund	TV012	21-MAY-17
Danielle Taylor	MS9944 01	Hourly/Adm/Telecounselor	TV012	21-MAY-17
Jamall Taylor	MS9926 01	Intramural Official	TV012	08-MAY-17
Jessica Teeslink	MS9962 00	ECE UG Grader	TV012	21-MAY-17
Forest Thompson	MG9993 00	AMP GRA	TV012	21-MAY-17
Forest Thompson	MG9999 00	GRA/MES/Crawford	TV012	21-MAY-17
Kelsey Thompson	MS9919 00	Student Worker	TV012	21-MAY-17
Michael Thompson	MS9932 00	Physics Hourly - Schnee	TV012	21-MAY-17
Nicole Thompson	MS9965 00	HRLY/CEE/Shearer	TV012	21-MAY-17
Douglas Tiedt	MG9957 01	Physics GRA Bai	TV012	21-MAY-17
Andrew Tillman	MW9972 00	FWS-APEX Art Gallery	TV012	05-MAY-17
Ambrose Tingan	MG9964 00	GRA/CBE/Shende	TV012	21-MAY-17
Michael Tomac	MG9991 00	GRA/CBE/Dixon	TV012	21-MAY-17
James Tomich	MS9921 00	AML Grad Hourly	TV012	21-MAY-17
Frank Torvik	MS9959 00	Student/GEOL/Roggenthen	TV012	21-MAY-17
Danielle Tourtillott	MW9967 00	FWS-Civil Engr	TV012	05-MAY-17
Nav Tran	MW9992 00	FWS-AMP	TV012	05-MAY-17
Cassidy Trapp	MS9965 00	HRLY/CEE/Haffner	TV012	21-MAY-17
William Trevillyan	MS9913 00	CAPE / UG / CNAM	TV012	21-MAY-17
Abhilash Kumar Tripathi	MG9964 00	GRA/CBE/Sani	TV012	21-MAY-17
Gemechu Turi	MS9900 00	Campus Safety - Student	TV012	21-MAY-17
Gemechu Turi	MS9947 00	Hourly MEM Tukkaraja	TV012	21-MAY-17
John Tyler	MS9926 01	Intramural Ref	TV012	05-MAY-17
John Tyler	MS9926 02	Student worker	TV012	01-MAY-17
John Tyler	MW9960 00	FWS-Athletics	TV012	05-MAY-17
Eirik Valseth	MG9977 00	ME/GTA/Romkes	TV012	21-MAY-17
Drew Vance	MS9965 00	HRLY/CEE/Geza	TV012	05-MAY-17
Vaughn Vargas	MS9959 00	Student/GEOL/Sawyer	TV012	21-MAY-17
Vaughn Vargas	MS9965 00	HRLY/CEE/Benning	TV012	21-MAY-17
Andrea Vargas Castano	MS9928 01	Resident Assistant	TV012	21-MAY-17
Raul Vasquez	MG9988 00	GRA/CEE/GEZA	TV012	21-MAY-17
Lyle Vaz	MS9992 03	TLC Spring Tutor	TV012	21-MAY-17
Lyle Vaz	MS9992 04	TLC Finals Week Tutor	TV012	21-MAY-17
Carrie Veer	MG9969 00	GTA CSC 170 / MCS / Riley	TV012	21-MAY-17
Anthony Videckis	MS9917 00	Student Senate Vice President	TV012	21-MAY-17
Anthony Videckis	MS9953 00	UG Stdnt Lab Asst/MET/Crawford	TV012	21-MAY-17
Hunter Vincent	MS9965 00	HRLY/CEE/Haffner	TV012	21-MAY-17
Sarah Vincent	MW9985 00	FWS - Library	TV012	05-MAY-17
Samuel Vollmer	MW9972 00	FWS Apex Gallery	TV012	05-MAY-17
Adrian Vopnford	MS9974 01	ITS Tech Fellow	TV012	05-MAY-17
Michael Vortherms	MS9974 01	ITS Tech Fellow	TV012	05-MAY-17
Thomas Waddell	MS9928 02	Resident Assistant	TV012	21-MAY-17
Baylor Wagehoft	MS9928 01	Assistant Area Coordinator	TV012	21-MAY-17
Ryan Waggener	MS9923 00	ADA Tutor	TV012	21-MAY-17
Ryan Waggener	MS9936 00	UG SI Math 123 / MCS - Riley	TV012	21-MAY-17
Jia Wang	MG9960 00	GRA/CBE/Salem	TV012	21-MAY-17
Tongtong Wang	MG9960 00	MS/GRA POConcept / SALEM	TV012	21-MAY-17
Kaelin Washington-Blair	MW9942 00	FWS-Wellness Center	TV012	05-MAY-17
Mark Wathen	MS9928 01	Resident Assistant	TV012	21-MAY-17
Sarah Watson	MS9959 00	Student Worker/GEOL/Sawyer	TV012	21-MAY-17
Hannah Wegehaupt	MS9928 01	Resident Assistant	TV012	21-MAY-17
Henry Wegehaupt	MS9962 00	ECE UG Grader	TV012	21-MAY-17

Regan Wess	MW9960	00	FWS-Women's Basketball	TV012	05-MAY-17
Alexander Westerbuhr	MS9928	01	Facilities Coordinator	TV012	21-MAY-17
Brent Whitaker	MS9947	00	Hourly MEM Brickey	TV012	21-MAY-17
Matthew Wilcox	MG9991	00	GRA/CBE/Groven	TV012	21-MAY-17
Joseph Wilder	MG9988	00	GRA/CEE/Gadhamshetty	TV012	21-MAY-17
Cassandra Williams	MS9927	00	WiSE Mentor	TV012	21-MAY-17
Grace Wilson	MS9923	00	Proctor/ADA/Reder-Schopp	TV012	05-MAY-17
Owen Winger	MW9942	00	FWS-Wellness Center	TV012	05-MAY-17
Atherton Wiseman	MS9974	02	Tech Fellow Tablet Central	TV012	06-MAY-17
Atherton Wiseman	MW9986	00	FWS ITS	TV012	05-MAY-17
Samantha Wolfe	MW9989	00	FWS - Museum of Geology	TV012	05-MAY-17
Anthony Wright	MW9960	00	FWS-Athletics	TV012	05-MAY-17
Andrew Wunderlich	MS9921	00	AML UG Hourly	TV012	21-MAY-17
Vincent Wysocki	MW9947	00	FWS - Career Learn Center	TV012	05-MAY-17
Tao Xu	MG9995	00	BioSNTR SDRIC GRA Fong	TV012	21-MAY-17
Mark Yeske	MS9965	00	HRLY/CEE/Kenner	TV012	21-MAY-17
Umit Yildiz	MG9983	00	GTA/GGE/Anderson	TV012	21-MAY-17
Matthew Young	MS9976	01	ITS Student Worker	TV012	05-MAY-17
Fan Zheng	MG9995	00	Nano GRA	TV012	21-MAY-17
Nan Zheng	MG9995	00	Nano GRA	TV012	21-MAY-17
John Ziadat	MS9950	00	ME/Hourly/Muci	TV012	21-MAY-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Hao Fong	ME9899	04	Professor/Presidential Awd	Supplemental Appointment	2000.00	22-APR-17
Dean Jensen	ME9849	01	Assoc Profsr/V Simpson Awd	Supplemental Appointment	650.00	22-APR-17
Jon Kellar	ME9843	03	Profsr/Distinguished ProfAwd	Supplemental Appointment	5000.00	22-APR-17
James Stone	ME9729	01	Professor	Supplemental Appointment	5000.00	22-APR-17

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kazem Sohraby	ME9870	00	Professor	TV000	21-MAY-17
Duane Abata	ME9998	01	Professor	TV013	21-MAY-17
Hao Fong	ME9899	04	Professor/Presidential Awd	TV013	21-MAY-17
Michael Hudgens	ME9852	01	Associate Professor	TV013	21-MAY-17
Dean Jensen	ME9849	01	Assoc Profsr/V Simpson Awd	TV013	21-MAY-17
Jon Kellar	ME9843	03	Profsr/Distinguished ProfAwd	TV013	21-MAY-17
Rafal Oszwaldowski	ME9896	01	Physics PhD Prgrm coordinating	TV013	21-MAY-17
Sally Palmer	ME9778	00	Professor	TR001	21-MAY-17
Marc Robinson	ME9832	01	Associate Department Head	TV013	21-MAY-17
James Stone	ME9729	01	Professor	TV013	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Scott Rausch	ME9542	01	Instructor/B.A.Ennega Awd	Supplemental Appointment	750.00	22-APR-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Avijit Basu	ME9540	00	Instructor	TV013	21-MAY-17
Michael Batchelder	ME9542	00	Senior Lecturer	TV013	21-MAY-17
Steven Becker	ME9541	00	Instructor	TV013	21-MAY-17
Charles Canaan	ME9550	00	Senior Lecturer	TV013	21-MAY-17
Richard Chancellor	ME9547	00	Instructor	TV013	21-MAY-17
Kelly Corwin	ME9551	00	Instructor	TV013	21-MAY-17

Thomas Fontaine	ME9541 00	Senior Lecturer	TV013	21-MAY-17
Erin Handberg	ME9551 00	Lecturer	TV013	21-MAY-17
Kathleen Hanley	ME9541 00	Instructor	TV013	21-MAY-17
Carlie Herrick	ME9624 00	Instructor	TV013	21-MAY-17
Ardell Knudson	ME9628 00	Instructor	TV013	21-MAY-17
Lowell Kolb	ME9542 00	Instructor	TV013	21-MAY-17
Rachel Krohn	ME9551 00	Instructor	TV013	21-MAY-17
Jennifer Leberknight	ME9540 00	Lecturer	TV013	21-MAY-17
Val Manes	ME9623 00	Instructor	TV013	21-MAY-17
Matthew Mueller	ME9541 00	Instructor	TV013	21-MAY-17
Natalie Neumann	ME9550 00	Instructor	TV013	21-MAY-17
Curtis Price	ME9543 00	Instructor	TV013	21-MAY-17
Scott Rausch	ME9542 01	Instructor/B.A.Ennega Awd	TV013	21-MAY-17
Sina Sadeghi Baghsorkhi	ME9542 00	Lecturer	TV013	21-MAY-17
Tammy Schnittgrund	ME9550 00	Instructor	TV013	21-MAY-17
Andrew Silva	ME9541 00	Lecturer	TV013	21-MAY-17
Shannon Thornburg	ME9542 00	Lecturer	TV013	21-MAY-17
Kelly Weischedel	ME9550 00	Instructor	TV013	21-MAY-17
Karen Westergaard	ME9624 00	Instructor	TV013	21-MAY-17

ECLS 45 Volunteers		Department	Institution
Banner ID	Name		
A00188129	Daniel Cerfus	Chemical & Biological Engineering	SDSMT
A00213820	Michael Lindsay	Department of Physical Education	SDSMT
A00213695	Marcus Hall	Department of Physics	SDSMT
A00211077	John Waters	Department of Physics	SDSMT
A00167401	Alex Herman	Dept of Chem & Applied Bio Sciences	SDSMT
A00213700	Tony Fischer	Mechanical Engineering	SDSMT
A00214194	Daniel Stanton	Research Affairs	SDSMT
A00206199	Dillon Anderson	Student Activities & Leadership	SDSMT

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Career Service Benefit Eligible (CSA1) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Colleen Davis	SE7347	00	Lead Facility Worker	Appointment	25167.52 08-MAY-17
Amanda Dixon	SE8709	06	Program Assistant II	Supplemental Appointment	300.00 22-APR-17
Jane Hanusa	SE8791	00	Senior Secretary	Appointment	32384.98 24-APR-17
Timothy Haug	SE6862	00	Senior Building Maint Worker	Appointment	34444.14 15-MAY-17
Elizabeth Martinson	SE8677	00	Senior Secretary	Appointment	31677.79 17-MAY-17
Shianne Ovall	SE8723	09	Program Assistant I	Supplemental Appointment	150.00 22-APR-17
Elizabeth Pallares	SE8578	00	Registration Officer	Appointment	40288.83 01-MAY-17
Andrew Romero	SE8385	00	Facility Worker	Appointment	24543.53 09-MAY-17
Michael Stern	SE7747	00	Facility Worker	Appointment	24543.53 22-APR-17
Joshua Stuart	SE8382	00	Facility Lead Worker	Appointment	25167.52 09-MAY-17
Dylan Swanson	SE8419	00	Facility Worker	Appointment	25791.50 22-APR-17
Zandria Tallon	SE8423	00	Facility Worker	Appointment	24543.53 22-APR-17
Trevor Tande	SE8928	00	Computer Support Specialist	Appointment	35213.72 15-MAY-17
Sarah Vaa	SE7573	01	Secretary	Supplemental Appointment	500.00 22-APR-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.					
Beth Byre	SE6371	00	Accountant	Sal Adj to 5% Range at 6 mo	33528.96 35213.72 1684.76
Tatjana Damjanovic	EE9711	00	Senior Secretary-Sx Falls	End of Probation Adjust	31199.40 31989.78 790.38
Amy Eng	SE8706	00	Secretary	End of Probation Adjust	29119.44 29847.43 727.99
Kelli Larson	SE8744	00	Senior Secretary	Permanent Change in FTE	9303.84 31012.20 21708.36

Career Service Benefit Eligible (CSA1) Temporary Salary Adjustments(ST)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. New Base Diff. New
Adj.					
Daniel Hougland	SE8436	00	Facility Worker	Temporary Additional Duties	24543.53 1227.18
25770.71					
Jason Wosje	SE8096	00	Facility Worker	Temporary Additional Duties	26810.68 1340.53
28151.21					

Career Service Benefit Eligible (CSA1) Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Alan Carter	SE8914	00	Senior Systems Programmer	TI000	12-MAY-17
Colleen Davis	SE7365	00	Facility Worker	SA017	07-MAY-17
Heather Landmark	AE8270	00	Accountant	TV002	08-MAY-17
Danielle Murray	SE7431	00	Information Officer	TV001	10-MAY-17

Mabel Powers	SE8677 00	Senior Secretary	TV006	10-MAY-17
Lynda Rave	SE8705 00	Secretary	SA017	21-MAY-17
Amanda Dixon	SE8709 06	Program Assistant II	TV013	21-MAY-17
Steve Moxon	SE8347 00	Senior Building Maint Worker	TR000	19-MAY-17
Bruce Norman	SE7345 00	Custodial Services Supervisor	TR001	19-MAY-17
Shianne Ovall	SE8723 09	Program Assistant I	TV013	21-MAY-17
Sarah Vaa	SE7573 01	Secretary	TV013	21-MAY-17
Nancy Vehorn	SE8726 00	Program Assistant I	TR001	19-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Edward Aurand	AE4520	00	Temp Ag Research Tech	Hire Temp Appointment	24959.52	22-APR-17
Debra Bakken	SE4983	00	Temp Ticket Taker	Hire Temp Appointment	194.00	22-APR-17
Eva Bareis	EE4885	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Evan Berg	SE4474	00	Temp Gardener	Hire Temp Appointment	19759.62	24-APR-17
Kristie Ching	SE4560	01	Temp Group Fitness Certified	Hire Temp Appointment	22879.56	22-APR-17
Shireen Delfanian	AE4518	00	Temp Lab Tech	Hire Temp Appointment	22879.56	08-MAY-17
Samantha Doud	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
David Falco	SE4504	01	Temp Seasonal I	Hire Temp Appointment	18199.65	22-APR-17
Carlee Fletcher	SE4492	00	Temp Fisheries Research Tech	Hire Temp Appointment	24959.52	01-MAY-17
Michael Frederiksen	SE4983	04	Temp Ticket Taker	Hire Temp Appointment	334.00	22-APR-17
Jennifer Freeman	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Todd Gulbranson	SE4983	31	Temp Ticket Taker	Hire Temp Appointment	125.00	22-APR-17
Ronda Hawk	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Timothy Heinz	SE4472	00	Temp Facility Worker	Hire Temp Appointment	24543.53	22-APR-17
Barbara Hillestad	SE4983	27	Temp Ticket Taker	Hire Temp Appointment	637.50	22-APR-17
Dianne Hoff	SE4983	20	Temp Ticket Taker	Hire Temp Appointment	593.00	22-APR-17
Megan Jacobs	AE4644	00	Temp Dairy Farm Summer	Hire Temp Appointment	20799.60	10-MAY-17
Vesta Jensen	SE4983	31	Temp Ticket Taker	Hire Temp Appointment	25.00	22-APR-17
Faye Jones	SE4983	29	Temp Ticket Taker	Hire Temp Appointment	125.00	22-APR-17
Betty Knutsen	SE4983	20	Temp Ticket Taker	Hire Temp Appointment	875.00	22-APR-17
Joanne Kruse	SE4983	31	Temp Ticket Taker	Hire Temp Appointment	320.00	22-APR-17
Allen Lee	AE4989	00	Temp Farm Worker	Hire Temp Appointment	23919.54	01-MAY-17
Brianna Lee	AE4644	00	Temp Farm Crew	Hire Temp Appointment	21319.59	06-MAY-17
Stephanie Lima	SE4504	00	Temp Seasonal I	Hire Temp Appointment	17991.65	08-MAY-17
Ashutosh Mishra	AE4519	00	Temp IDIP Research Assist	Hire Temp Appointment	29119.44	22-APR-17
Logan Moeller	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Roni Moore	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Mia Morton	SE4670	00	Temp Research Assist	Hire Temp Appointment	21839.58	15-MAY-17
Mary Jo Parker	EE4882	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Mary Jo Parker	EE4882	01	Temp Community Champion	Hire Temp Appointment	31199.40	22-APR-17
Mark Parrott	SE4983	03	Temp Ticket Taker	Hire Temp Appointment	302.00	22-APR-17
Noelle Pawlowski	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Arla Reed	SE4983	30	Concert Ticket Taker	Hire Temp Appointment	185.00	22-APR-17
Alexandra Romero	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Robert Rowe	SE4470	00	Temp Seasonl Temp	Hire Temp Appointment	20799.60	08-MAY-17
Jordan Seehafer	AE4644	00	Temp Dairy Farm Summer	Hire Temp Appointment	20799.60	11-MAY-17
Ronade Similien	AE4652	01	Temp Ag Research Tech	Hire Temp Appointment	31199.40	22-APR-17
Chelsea Sink	AE4527	00	Temp Sage Grouse Tech	Hire Temp Appointment	20799.60	15-MAY-17
Steven Skeels	SE4983	06	Temp Ticket Taker	Hire Temp Appointment	220.00	22-APR-17
Aubrey Skye	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Jacob Smither	AE4518	00	Temp Lab Tech	Hire Temp Appointment	22879.56	08-MAY-17
Todd Sterrett	SE4983	32	Temp Ticket Taker	Hire Temp Appointment	453.00	22-APR-17
Kaylene Stirling	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Carmelita Sully	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Conner Thaler	AE4541	00	Temp Seasonal II	Hire Temp Appointment	18719.64	08-MAY-17

Michael VonEye	SE4470 00	Temp	Seasonal Landscape	Hire Temp Appointment	20799.60	12-MAY-17
Tami Weisbeck	EE4885 00	Temp	Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Amber Weitalla	EE4887 00	Temp	Garden Coordinator	Hire Temp Appointment	31199.40	22-APR-17
Katelyn Zeamer	AE4659 00	Temp	Research Intern	Hire Temp Appointment	20799.60	15-MAY-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
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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
Debra Bakken	SE4983	00	Temp Ticket Taker	TV013	21-MAY-17
Jonathan Bakken	SE4501	00	Temp String Project Instructor	TV013	21-MAY-17
Amybeth Ballou	SE4509	00	Temp Substitute PreK Mentor	TV013	14-MAY-17
Roger Bauman	SE4739	03	Temp Seasonal I	TV013	21-MAY-17
Juan Castillo Zuniga	AE4521	00	Temp Dairy Science Intern	TV013	28-APR-17
Kristie Ching	SE4560	01	Temp Group Fitness Certified	TV013	21-MAY-17
Kellsie Dieser	SE4621	06	Temp Seasonal I	TV013	21-MAY-17
Marene Doyle	SE4742	02	Temp Secretary	TV013	21-MAY-17
Laura Engelmann	SE4501	00	Temp String Project Instructor	TV013	21-MAY-17
Michael Frederiksen	SE4983	04	Temp Ticket Taker	TV013	21-MAY-17
Deanna Gilkerson	SE4509	00	Temp Substitute PreK Mentor	TV013	14-MAY-17
Deborah Gilliland	SE4605	02	Temp Test proctor	TV013	14-MAY-17
Feven Goitom	SE4493	00	Temp Tutor	TV013	15-MAY-17
Todd Gulbranson	SE4983	31	Temp Ticket Taker	TV013	21-MAY-17
Peggy Hanafin	SE4605	02	Temp Test Proctor	TV013	14-MAY-17
Ashlee Haselhorst	SE4509	00	Temp Substitute PreK Mentor	TV013	14-MAY-17
Barbara Hillestad	SE4983	27	Temp Ticket Taker	TV013	21-MAY-17
Dianne Hoff	SE4983	20	Temp Ticket Taker	TV013	21-MAY-17
Shannon Hone	AE4527	00	Temp Sage Grouse Tech	TV013	15-MAY-17
Amber Hopkins	SE4504	00	Temp Seasonal I	TV013	21-MAY-17
Kate Jansen	SE4559	00	Temp Research Technician	TV013	21-MAY-17
Vesta Jensen	SE4983	31	Temp Ticket Taker	TV013	21-MAY-17
Faye Jones	SE4983	29	Temp Ticket Taker	TV013	21-MAY-17
Isabella Kappenman	AE4530	00	Temp River Research Tech	TV013	21-MAY-17
Stetson Kastengren	SE4939	00	Temp Car Washer	TV013	08-MAY-17
Cody Kirsch	SE4511	00	Temp Equipment Shop Foreman	TV013	21-MAY-17
Betty Knutsen	SE4983	20	Temp Ticket Taker	TV013	21-MAY-17
Jessica Koupal	SE4743	00	Temp PT Clinical assistant	TV013	14-MAY-17
Joanne Kruse	SE4983	31	Temp Ticket Taker	TV013	21-MAY-17
Jean Larson	SE4658	04	Temp Grant Specialist I	TV013	21-MAY-17
Ashutosh Mishra	AE4519	00	Temp IDIP Research Assist	TV013	05-MAY-17
Phu Nguyen	SE4491	00	Temp Web Editor/Newspaper	TV013	26-APR-17
Mark Parrott	SE4983	03	Temp Ticket Taker	TV013	21-MAY-17
Noelle Pawlowski	SE4483	00	Temp Figure Drawing	TV013	21-MAY-17
Arla Reed	SE4983	30	Concert Ticket Taker	TV013	21-MAY-17
Jessica Roberts	SE4485	00	Temp Seasonal Worker	TV013	21-MAY-17
Melissa Simpson Lemme	AE4660	00	Temp Seasonal II	TV013	21-MAY-17

Steven Skeels	SE4983 06	Temp Ticket Taker	TV013	21-MAY-17
Todd Sterrett	SE4983 32	Temp Ticket Taker	TV013	21-MAY-17
Floyd Wiesner	AE4661 00	Temp Sr Ag Research Tech	TV013	21-MAY-17

Non-Faculty Benefit Eligible (NFE1) (NFE1)						
Appointments(AA)						
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Scott Bird	AE9409	00	Research Assistant	Appointment	35692.11	15-MAY-17
Natalie Brandt	EE9731	00	Extension 4H Advisor	Appointment	36500.00	25-APR-17
Curtis Braun	EE9834	00	Extension Field Specialist I	Appointment	27000.00	26-APR-17
Marc Davis	SE7558	05	Coordinator-Football Operation	Appointment	40000.00	01-MAY-17
Nicole Lounsbery	SE6870	04	Assistant Dean	Supplemental Appointment	250.00	22-APR-17
John Maursetter	AE9898	00	Envmnt Research Coordinator	Appointment	50625.00	24-APR-17
Melissa Ochsner	SE9212	01	Academic Advisor	Supplemental Appointment	150.00	22-APR-17
Laura Ruesch	SE8489	05	Research Associate II	Supplemental Appointment	8819.25	22-APR-17
Stephen Saiz	SE6718	01	Liaison CHD Dept	Supplemental Appointment	150.00	22-APR-17
Bonny Specker	SE9456	05	Director/Professor	Supplemental Appointment	44632.00	22-APR-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
Tracy Greene	SE6924	00	General Counsel	Title Change	145960.00	145960.00	0.00	
Barbara Hobbs	SE8195	00	Assistant Dean/Assoc Professor	Change Salary Rate/Pay Grade	125437.00	132337.00	6900.00	
Shari Landmark	SE9879	00	Director-Health & Fitness Prog	Reclassification	58264.00	72110.00	13846.00	
Mary Minton	SE8217	00	Associate Dean-Grad Nursing	Change Salary Rate/Pay Grade	129361.00	135821.00	6460.00	
Kevin Vander Wal	SE8261	00	Livestock Unit Manager	Title Change	47500.00	47500.00	0.00	

Non-Faculty Benefit Eligible (NFE1) (NFE1)						
Leave of Absence(LA)						
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
There were no records found for this group.						

Non-Faculty Benefit Eligible (NFE1) (NFE1)						
Terminated						
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date	
Andrew Kandell	SE7313	00	Residence Hall Director	SA011	21-MAY-17	
Stephen Saiz	SE6718	00	Liaison CHD Dept	TV001	21-MAY-17	
Carla Anderson	SE7201	02	Coordinator	TV013	21-MAY-17	
Teresa Binkley	SE9884	00	Research Assc III/Asst Prof	TR000	21-MAY-17	
Aubree Cheadle	SE6736	00	Admissions Counselor	TV011	16-MAY-17	
Keith Corbett	SE8145	00	Dean-University College	TR000	21-MAY-17	
Connie Crandall	SE6701	00	Counselor-Res Hall & Outreach	TR000	19-MAY-17	
Karen Gruber	SE6996	00	Grant Accounting Analyst	TR001	21-MAY-17	
Lauren Heeren	SE6785	00	Residence Hall Director	TV009	21-MAY-17	
John Howard	SE7433	00	Instructional Designer	TR001	21-MAY-17	
Nicole Lounsbery	SE6870	04	Assistant Dean	TV013	21-MAY-17	
John Maursetter	AE9072	00	Research Assistant	TV013	23-APR-17	
Melissa Ochsner	SE9212	01	Academic Advisor	TV013	21-MAY-17	
Laura Ruesch	SE8489	05	Research Associate II	TV013	21-MAY-17	

Stephen Saiz	SE6718 01	Liaison CHD Dept	TV013	21-MAY-17
Bonny Specker	SE9456 05	Director/Professor	TV013	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Ibrahim Abdul Khadar	SS7849	00	student hrly Maintenance Crew	Hire Temp Appointment	4800.00	08-MAY-17
Salem Abdulkarim	SS7849	00	student hrly Maintenance Crew	Hire Temp Appointment	4800.00	08-MAY-17
Morgan Ackerman	ES9805	00	student hrly 4-H Intern	Hire Temp Appointment	4800.00	08-MAY-17
Rakesh Roshan Ade	SS7849	00	student hrly Maintenance Crew	Hire Temp Appointment	4800.00	08-MAY-17
Abisade Adedipe	SS7787	00	student hrly Farm Crew Summer	Hire Temp Appointment	4800.00	15-MAY-17
Talal Alharbi	SS7787	02	student hrly Farm Crew Summer	Hire Temp Appointment	4800.00	06-MAY-17
Bright Amuzu	SS7937	00	student hrly Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Brandi Antonsen	SS7778	01	student hrly Gardener	Hire Temp Appointment	5280.00	08-MAY-17
Emma Arends	SW9509	00	WS Costume Assistant	Hire Temp Appointment	4152.00	15-MAY-17
Naresh Avula	SS7787	00	student hrly Farm Crew	Hire Temp Appointment	4152.00	22-APR-17
Naresh Avula	SS7787	01	student hrly Farm Crew Holiday	Hire Temp Appointment	4632.00	22-APR-17
Naresh Avula	SS7867	00	student hrly Custodial Worker	Hire Temp Appointment	4800.00	08-MAY-17
Brady Ayers	AS9136	00	student hrly Research Assist	Hire Temp Appointment	4800.00	08-MAY-17
Olivia Bartel	SS7787	02	student hrly Farm Crew	Hire Temp Appointment	5760.00	06-MAY-17
Aaron Bartz	SS7875	00	student hrly IP Lab Assist	Hire Temp Appointment	6000.00	08-MAY-17
Arion Bashir	SS8548	00	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Thomas Bates	SS8726	00	student hrly Graphic Design	Hire Temp Appointment	4800.00	15-MAY-17
Laxmi Bayalkoti Roka	SS7685	00	student hrly Facilities Assist	Hire Temp Appointment	4800.00	08-MAY-17
Laxmi Bayalkoti Roka	SS8037	00	student hrly Facility Worker	Hire Temp Appointment	4152.00	08-MAY-17
Colton Baysinger	SS7849	00	student hrly Housing Assist	Hire Temp Appointment	4800.00	08-MAY-17
Colton Baysinger	SS7849	01	student hrly Building Crew	Hire Temp Appointment	4800.00	08-MAY-17
Marcelo Belisario Soares De So	SS7642	00	student hrly Intl Affairs Asst	Hire Temp Appointment	4800.00	08-MAY-17
Jaghuva Belrose	SS7648	00	student hrly Lab Assistant	Hire Temp Appointment	4800.00	08-MAY-17
Erin Benson	SS7647	00	student hrly Research Assist	Hire Temp Appointment	6240.00	05-MAY-17
Erin Benson	SS7647	01	student hrly Research Assist	Hire Temp Appointment	6240.00	08-MAY-17
Kelli Berger	SS7787	00	student hrly Farm Crew summer	Hire Temp Appointment	4920.00	15-MAY-17
Manoj Bhandari	SS7871	00	student hrly Custodial	Hire Temp Appointment	4152.00	08-MAY-17
Dwarika Bhattarai	AG7003	00	Graduate Research Assistant	Hire Temp Appointment	16904.00	08-MAY-17
Shania Biers	SS7756	00	student hrly Member Services	Hire Temp Appointment	4152.00	27-APR-17
Maged Bin Mahfooz	SS7867	00	student hrly Custodial Worker	Hire Temp Appointment	4800.00	08-MAY-17
Julia Bodnaruk	SS7878	00	student hrly Lifeguard	Hire Temp Appointment	4320.00	22-APR-17
Julia Bodnaruk	SS7878	01	student hrly Special Events	Hire Temp Appointment	6240.00	04-MAY-17
Julia Bodnaruk	SS8636	00	student hrly Museum Aide	Hire Temp Appointment	4320.00	15-MAY-17
Jamie Bohaboj	SS7849	00	student hrly Maintenance Crew	Hire Temp Appointment	4800.00	09-MAY-17
Oluwatonmise Bolaji-Oyenekan	SS7871	00	student hrly Custodial	Hire Temp Appointment	4152.00	08-MAY-17
Alexander Bonnema	SS7844	00	student hrly Aviation Trainer	Hire Temp Appointment	8280.00	15-MAY-17
Catherine Borketey	SS7911	03	student hrly Teaching Assist	Hire Temp Appointment	9230.40	08-MAY-17
Zachary Briggs	SS8474	00	student hrly Equestrian	Hire Temp Appointment	4560.00	10-MAY-17
Katelyn Britzman	SS7948	00	student hrly Operations Intern	Hire Temp Appointment	4800.00	09-MAY-17
Justin Brown	AS9135	00	student hrly Summer Intern	Hire Temp Appointment	5280.00	08-MAY-17
Holden Buchert	SW9496	00	WS Scenery	Hire Temp Appointment	4152.00	15-MAY-17
Tyler Bult	SS7937	00	student hrly Summer Camps	Hire Temp Appointment	4152.00	09-MAY-17
Connor Bushman	SS7761	00	student hrly Lab Assist	Hire Temp Appointment	4152.00	08-MAY-17
Jack Buysse	AS9217	00	student hrly Biological Aid	Hire Temp Appointment	4824.00	08-MAY-17
Salvador Caballero	SG7766	01	Graduate Research Assistant	Hire Temp Appointment	2055.00	08-MAY-17
Eli Campbell	SW9509	00	WS Scene Shop Assist	Hire Temp Appointment	4152.00	08-MAY-17
Danielle Capp	SS7878	00	student hrly Facility Attd.	Hire Temp Appointment	4152.00	22-APR-17
Benjamin Carper	SS7799	00	student hrly Climbing Wall	Hire Temp Appointment	4152.00	22-APR-17
Benjamin Carper	SS7799	01	student hrly Outdoor Rentals	Hire Temp Appointment	4152.00	22-APR-17
Tracy Chapman	SE6344	01	Mental Health Counselor	Hire Temp Appointment	38966.40	13-MAY-17
Jerome Charles	SS7679	00	student hrly Project Assist	Hire Temp Appointment	4800.00	03-MAY-17

Yugeen Chaulagain	SG8960	00	Graduate Research Assistant	Hire	Temp	Appointment	7705.00	08-MAY-17
Adil Chekayev	SS7937	00	student hrly Summer Camp	Hire	Temp	Appointment	4152.00	11-MAY-17
Lauren Chirnside	AS9144	00	student hrly Swine Unit Work	Hire	Temp	Appointment	4152.00	10-MAY-17
Nathanael Clapp	SS7651	00	student hrly OIT Tech	Hire	Temp	Appointment	4800.00	08-MAY-17
Nathaniel Condelli	SS8548	07	student hrly Summer Crew	Hire	Temp	Appointment	4152.00	08-MAY-17
Hattie Cramer	SS7937	00	student hrly Summer Camps	Hire	Temp	Appointment	4152.00	11-MAY-17
Amanda Crawford	SS8328	00	student hrly Research Assist	Hire	Temp	Appointment	5040.00	08-MAY-17
Nicholas Cronin	SS7640	00	student hrly Okken Fellowship	Hire	Temp	Appointment	6000.00	08-MAY-17
Kimberly Cruz	SS7867	00	student hrly building worker	Hire	Temp	Appointment	4152.00	08-MAY-17
Patrick Curry	SS7687	00	student hrly Landscape Assist	Hire	Temp	Appointment	4800.00	15-MAY-17
Laura Dirks	SS7775	00	student hrly B&G Club	Hire	Temp	Appointment	4800.00	08-MAY-17
Brianna Doran	SS8548	00	student hrly Summer Crew	Hire	Temp	Appointment	4152.00	08-MAY-17
Constantine Dorn	SS7955	00	student hrly Art Museum Intern	Hire	Temp	Appointment	4800.00	08-MAY-17
Rachelle Doudna	SS7684	00	student hrly Project Assist	Hire	Temp	Appointment	5280.00	15-MAY-17
Erin Drew	SS7895	00	student hrly Graphic Design	Hire	Temp	Appointment	4320.00	25-APR-17
Claire Eggleston	SS7657	00	student hrly Research Assist	Hire	Temp	Appointment	4560.00	08-MAY-17
Claire Eggleston	SS8688	00	student hrly Union Set-up Crew	Hire	Temp	Appointment	4152.00	24-APR-17
Bennett Eisenbeisz	SS7799	00	student hrly Climbing Wall	Hire	Temp	Appointment	4152.00	22-APR-17
FNU Ekavali	SG7112	00	Graduate Research Assistant	Hire	Temp	Appointment	17532.00	08-MAY-17
Andrew Engel	AS9217	00	student hrly Biological Aid	Hire	Temp	Appointment	4824.00	08-MAY-17
Alexandra Farber	SS7810	01	student hrly OIT Tech	Hire	Temp	Appointment	4440.00	08-MAY-17
Alexandra Farber	SS7955	00	student hrly SDAM Intern	Hire	Temp	Appointment	4800.00	08-MAY-17
Grace Feinberg	SS7860	02	student hrly Art Museum	Hire	Temp	Appointment	4440.00	06-MAY-17
Emma Finkenbiner	SS7799	00	student hrly Climbing Wall	Hire	Temp	Appointment	4152.00	22-APR-17
Jacob Ford	SS7778	00	student hrly Gardener	Hire	Temp	Appointment	4800.00	06-MAY-17
Kyle Franta	SS7877	01	student hrly Office Assistant	Hire	Temp	Appointment	5760.00	22-APR-17
Rory Galada Brownell	SW9509	00	WS Props Assist	Hire	Temp	Appointment	4152.00	15-MAY-17
Alexander Garcia	SW9509	00	WS Box Office Assist	Hire	Temp	Appointment	4152.00	08-MAY-17
Abigail Gebro	SW9503	00	WS Museum Aid	Hire	Temp	Appointment	4920.00	08-MAY-17
Emily Geffre	SS7799	00	student hrly Climbing Wall	Hire	Temp	Appointment	4152.00	22-APR-17
Emily Geffre	SS7799	01	student hrly Gear Rental	Hire	Temp	Appointment	4152.00	22-APR-17
Sydney Getzschman	SS7788	00	student hrly Farm Worker	Hire	Temp	Appointment	4632.00	08-MAY-17
Joshua Goeden	SS7778	00	student hrly Gardener	Hire	Temp	Appointment	4800.00	15-MAY-17
Sergio Lourenco Goncalves	SS7871	03	student hrly Summer Custodial	Hire	Temp	Appointment	4152.00	08-MAY-17
Chloe Goodhope	SS7649	00	student hrly Lab Assist	Hire	Temp	Appointment	4800.00	15-MAY-17
Chloe Goodhope	SS7805	01	student hrly Lab Assist	Hire	Temp	Appointment	4800.00	22-APR-17
Tate Griebel	AS9213	02	student hrly Horticulture Asst	Hire	Temp	Appointment	4800.00	24-APR-17
Bailey Gullikson	AG8016	03	Graduate Research Assistant	Hire	Temp	Appointment	18805.00	22-APR-17
Zachary Hagen	SS7878	02	student hrly Lifeguard	Hire	Temp	Appointment	4320.00	04-MAY-17
Brandon Hansen	SS7799	00	student hrly Climbing Wall	Hire	Temp	Appointment	4152.00	04-MAY-17
Aaron Hargens	AS9217	00	student hrly Biological Aid	Hire	Temp	Appointment	4824.00	15-MAY-17
Alexander Harms	SS8548	08	student hrly Summer Crew	Hire	Temp	Appointment	4152.00	08-MAY-17
Nicholas Harrington	AS9147	01	student hrly Groundskeeper Ast	Hire	Temp	Appointment	5280.00	08-MAY-17
Derek Hartl	AS9221	00	student hrly Fisheries Tech	Hire	Temp	Appointment	4800.00	15-MAY-17
Katrina Hauger	SS7687	00	student hrly Landscape Assist	Hire	Temp	Appointment	4800.00	11-MAY-17
Dane Hegdahl	SS7805	00	student hrly Anatomy Lab Asst.	Hire	Temp	Appointment	4800.00	15-MAY-17
Jacob Hegland	SW9509	00	WS Box Office Assistant	Hire	Temp	Appointment	4152.00	15-MAY-17
Jacob Heidenreich	SS7878	02	student hrly Lifeguard	Hire	Temp	Appointment	4320.00	04-MAY-17
Jade Heilman	SW9545	01	WS Shop Assistant	Hire	Temp	Appointment	4152.00	08-MAY-17
Trenton Hemmer	AS9177	00	student hrly Field & Lab Asst	Hire	Temp	Appointment	5760.00	08-MAY-17
Jevon Hewafonsekage	SS8037	00	student hrly Facility Worker	Hire	Temp	Appointment	4152.00	08-MAY-17
Jared Hillard	SS7856	00	student hrly Technician	Hire	Temp	Appointment	5640.00	08-MAY-17
Jared Hintz	AS9149	00	student hrly Fisheries Tech	Hire	Temp	Appointment	4560.00	08-MAY-17
Anastasia Hoffer	SS7775	00	student hrly B&G Club	Hire	Temp	Appointment	4800.00	08-MAY-17
Joseph Holsing	SS7845	00	student hrly IM Official	Hire	Temp	Appointment	4152.00	10-MAY-17
Colbi Hook	SS7645	00	student hrly FA Intern	Hire	Temp	Appointment	4152.00	08-MAY-17
Madison Hope	AS9217	00	student hrly Biological Tech	Hire	Temp	Appointment	4824.00	15-MAY-17
Natalie Howard	SS8486	00	student hrly Grounds Crew	Hire	Temp	Appointment	4152.00	15-MAY-17
Patrick Hybertson	SW9545	00	SW Shop Assistant	Hire	Temp	Appointment	4152.00	08-MAY-17

Adesola Ibitoye	SS7700	01	student hrly	Cutodial	Hire Temp Appointment	4800.00	09-MAY-17
Maick Ikiemi	SS7849	00	student hrly	Maintenance Crew	Hire Temp Appointment	4800.00	10-MAY-17
Quazi Irfan	SS7646	00	student hrly	Project Assist	Hire Temp Appointment	6240.00	05-MAY-17
Quazi Irfan	SS7646	01	student hrly	Project Assist	Hire Temp Appointment	6240.00	08-MAY-17
John Jacobson	SS8606	00	student hrly	Archives Assist	Hire Temp Appointment	4440.00	08-MAY-17
Kaveen Jayamanna	SS7871	03	student hrly	Custodial	Hire Temp Appointment	4152.00	08-MAY-17
Matthew Jespersen	SS8606	00	student hrly	Archives Assist	Hire Temp Appointment	4440.00	08-MAY-17
Amanda John	SS7867	00	student hrly	Building Worker	Hire Temp Appointment	4800.00	08-MAY-17
Katelyn Johnson	AS9194	00	student hrly	IDIP Assist	Hire Temp Appointment	4800.00	22-APR-17
Maitlyn Jordan	SS7937	00	student hrly	Summer Camps	Hire Temp Appointment	4152.00	09-MAY-17
Bailey Jorgensen	SS7799	00	student hrly	Climbing Wall	Hire Temp Appointment	4152.00	22-APR-17
Bailey Jorgensen	SS7799	01	student hrly	Gear Rentals	Hire Temp Appointment	4152.00	22-APR-17
Brandon Kasch	SS7937	00	student hrly	Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Alyssa Kauffman	SS7650	00	student hrly	Food Study Asst	Hire Temp Appointment	5760.00	15-MAY-17
Thomas Kaufman	SS7878	02	student hrly	Lifeguard	Hire Temp Appointment	4320.00	04-MAY-17
Grace Kavunga	SS7871	00	student hrly	Custodial	Hire Temp Appointment	4152.00	08-MAY-17
Sameer Keshavan	SS7681	00	student hrly	Facilities Assist	Hire Temp Appointment	5280.00	17-MAY-17
Muhammad Abdul Khan	SS8037	00	student hrly	Facility Worker	Hire Temp Appointment	4152.00	08-MAY-17
Kajol Khatri	AS9215	01	student hrly	Lab Assist	Hire Temp Appointment	6120.00	22-APR-17
Brian Kidd	SS7740	00	student hrly	Research Assist	Hire Temp Appointment	5520.00	15-MAY-17
Calvin Kielas-Jensen	SS7646	00	student hrly	Project Assist	Hire Temp Appointment	6240.00	05-MAY-17
Calvin Kielas-Jensen	SS7646	01	student hrly	Project Assist	Hire Temp Appointment	6240.00	08-MAY-17
Alexa Kindt	SS7698	00	student hrly	Office Assist	Hire Temp Appointment	4800.00	10-MAY-17
Jacob Kirby	SS7799	01	stdnt hrly	Climbing Wall Mngr	Hire Temp Appointment	4368.00	22-APR-17
Anneliese Klinzmann	SS7787	02	student hrly	Farm Crew	Hire Temp Appointment	4920.00	06-MAY-17
Cartney Knecht	SS7775	00	student hrly	B&G Club	Hire Temp Appointment	4800.00	08-MAY-17
Chamika Kohilamulla Arachchige	SS7652	00	student hrly	Research Assist	Hire Temp Appointment	6240.00	01-MAY-17
Mammen Korah	SS8548	02	student hrly	Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Koby Krogstad	SS7787	02	student hrly	Farm Crew	Hire Temp Appointment	4920.00	06-MAY-17
Christian Kroll	SS7821	00	student hrly	Research Assist	Hire Temp Appointment	5760.00	22-APR-17
Samuel Krueger	SS7686	00	student hrly	Project Assist	Hire Temp Appointment	4800.00	09-MAY-17
Silas Krueger	SS7687	00	student hrly	Landscape Assist	Hire Temp Appointment	4800.00	08-MAY-17
Katelyn Kubasek	SS8037	00	student hrly	Facility Worker	Hire Temp Appointment	4800.00	08-MAY-17
Rachel Kuhlman	SW9496	00	WS Box Office		Hire Temp Appointment	4152.00	15-MAY-17
Dana Kurtz	SS7834	00	student hrly	Health Promotion	Hire Temp Appointment	4152.00	16-MAY-17
McKinley Lain	AS9213	00	student hrly	Horticulture Asst	Hire Temp Appointment	4800.00	15-MAY-17
McKinley Lain	AS9213	01	student hrly	Horticulture Asst	Hire Temp Appointment	4800.00	08-MAY-17
Caleb Langner	SS8614	00	student hrly	Assistant Teacher	Hire Temp Appointment	5760.00	01-MAY-17
Matthew Larson	SS7878	02	student hrly	Lifeguard	Hire Temp Appointment	4320.00	04-MAY-17
Nicolette Lecy	SS7937	00	student hrly	Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Nicolette Lecy	SS7955	00	student hrly	SDAM Intern	Hire Temp Appointment	4800.00	08-MAY-17
Jeffrey Lehman	AS9204	00	student hrly	Field & Lab Asst.	Hire Temp Appointment	5760.00	08-MAY-17
Brooke Lewandowski	SS8375	00	stdnt hrly	Wellness Marketing	Hire Temp Appointment	4200.00	02-MAY-17
Tyler Lindgren	SS8548	04	student hrly	Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Collin Livingston	SS7664	00	student hrly	Fink Assist	Hire Temp Appointment	4800.00	22-APR-17
Victor Lobato Da Silva Costa	SS8749	01	student hrly	PAC worker	Hire Temp Appointment	4248.00	07-MAY-17
Ketsia Lubiba	SS7689	00	student hrly	Facilities Assist	Hire Temp Appointment	4800.00	01-MAY-17
Kaj Lynoe	AG9716	00	Graduate Research Assistant		Hire Temp Appointment	17500.00	08-MAY-17
Alexander Macki	AS9215	01	student hrly	Lab Tech	Hire Temp Appointment	6000.00	08-MAY-17
Nicholas Mahowald	SS7799	00	student hrly	Climbing Wall	Hire Temp Appointment	4152.00	22-APR-17
Sindhu Manchenahalli Lakshmi	SS7685	00	student hrly	Painting Assist	Hire Temp Appointment	4800.00	08-MAY-17
Adam Manderfeld	SS7787	02	student hrly	Farm Crew	Hire Temp Appointment	4920.00	06-MAY-17
Abigail Martens	SS7636	00	student hrly	Technician	Hire Temp Appointment	4560.00	08-MAY-17
George Mathew	SS8548	03	student hrly	Summer Crew Mngr.	Hire Temp Appointment	4536.00	08-MAY-17
Cody Mathiowetz	SS7810	00	student hrly	Technician	Hire Temp Appointment	4800.00	15-MAY-17
Morgan McCall	SS7799	00	student hrly	Climbing Wall	Hire Temp Appointment	4152.00	04-MAY-17
Kaitlyn McCracken	SS7878	02	student hrly	Lifeguard	Hire Temp Appointment	4320.00	04-MAY-17
Jason Mehlhaf	SS7930	00	student hrly	Apartment Manger	Hire Temp Appointment	4152.00	01-MAY-17
Riley Mehlhaf	SW9494	00	WS Front Desk		Hire Temp Appointment	4152.00	11-MAY-17

Gunnar Miller	SW9509 01	WS Shop Assistant	Hire Temp Appointment	4152.00	14-MAY-17
Uday Mishra	SS7648 00	student hrly Lab Assistant	Hire Temp Appointment	4800.00	08-MAY-17
Abdul Mugeeth Mohammed	SS8548 00	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Lindsey Mohrland	SS7658 00	student hrly Event Tech	Hire Temp Appointment	4800.00	09-MAY-17
Seth Moret	AS9179 01	student hrly Field & Lab Rsrch	Hire Temp Appointment	5760.00	22-APR-17
Hinako Nagayama	SS8474 00	student hrly Equestrian Barn	Hire Temp Appointment	4152.00	17-MAY-17
Jennie Nagel	SE6761 01	Temporary Clinical Assistant	Hire Temp Appointment	4000.00	22-APR-17
Ngole Ndaku	SS7871 00	student hrly Custodial	Hire Temp Appointment	4152.00	08-MAY-17
Brooke Nelson	SS7808 00	student hrly Programmer	Hire Temp Appointment	4320.00	15-MAY-17
Ryan Neville	SS7937 00	student hrly Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Victory Nlemadim	SS7687 00	student hrly Landscape Assist	Hire Temp Appointment	4800.00	15-MAY-17
Victory Nlemadim	SS8749 01	student hrly PAC Worker	Hire Temp Appointment	4320.00	08-MAY-17
Sarah Nussbaum	SE6761 01	Temporary Clinical Assistant	Hire Temp Appointment	2666.66	22-APR-17
Excel Obi-Okoro	SS7700 00	student hrly Custodial	Hire Temp Appointment	4800.00	09-MAY-17
Yangpyeong Oh	SS8474 00	student hrly Equestrian Barn	Hire Temp Appointment	4152.00	17-MAY-17
Olivia Olson	SS7937 00	student hrly Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Minh Ong	SS8037 00	student hrly Facility Worker	Hire Temp Appointment	4152.00	08-MAY-17
Trevor Ostlund	SS7644 00	student hrly Okken Fellowship	Hire Temp Appointment	4800.00	08-MAY-17
Cherryl Ouma	SS7686 00	student hrly Project Assist	Hire Temp Appointment	4800.00	09-MAY-17
Benjamin Overstreet	AS9172 00	student hrly Lab Tech	Hire Temp Appointment	5280.00	09-MAY-17
Agnes Owusu-Gyakari	SS8037 00	student hrly Facility Worker	Hire Temp Appointment	4152.00	08-MAY-17
Madilyn Oye	SS7756 00	student hrly Member Services	Hire Temp Appointment	4152.00	22-APR-17
Tolulope Oyeniya	SS7669 00	student hrly Project Assist	Hire Temp Appointment	5760.00	22-APR-17
Chukwuebuka Ozuigbo	SS8548 00	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Jyotshana Paudyal	SS7732 00	student hrly Archives Assist	Hire Temp Appointment	4800.00	08-MAY-17
Braden Paulsen	SW9496 00	WS Props	Hire Temp Appointment	4152.00	15-MAY-17
Janelle Paulson	SS7653 00	student hrly Office Assistant	Hire Temp Appointment	4800.00	22-APR-17
Jessica Pepperman	SW9880 02	WS Registrars Office Assist	Hire Temp Appointment	4800.00	08-MAY-17
Charles Peters	SS7805 00	student hrly Anatomy Lab Asst.	Hire Temp Appointment	4800.00	15-MAY-17
Coley Peterson	SS8727 00	student hrly Registrar Assist	Hire Temp Appointment	4320.00	06-MAY-17
Jackson Pond	AS9214 01	student hrly Lab Assist	Hire Temp Appointment	4800.00	22-APR-17
Nusrat Muntaha Qurashi Prithom	SS8548 00	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Alanna Ragle	SW9499 00	WS FA Administration Assist	Hire Temp Appointment	4152.00	08-MAY-17
Shahariar Rahman	SS7937 00	student hrly Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
H Kottegoda G H Ranaweera	SS7867 02	student hrly Custodial Worker	Hire Temp Appointment	4800.00	08-MAY-17
Sydney Randall	SS7775 00	student hrly B&G Club	Hire Temp Appointment	4800.00	08-MAY-17
Angel Rasmussen	SS7660 00	student hrly TOP Research Asst	Hire Temp Appointment	4800.00	08-MAY-17
Sarah Rausch	SS7810 01	student hrly OIT Tech	Hire Temp Appointment	4320.00	01-MAY-17
Zachary Reed	SG9888 00	Graduate Admin Assistant	Hire Temp Appointment	14632.38	06-MAY-17
Craig Reiter	SS7937 00	student hrly Summer Camps	Hire Temp Appointment	4152.00	09-MAY-17
Joshua Reitsma	SW9509 00	WS Costume Shop Assist	Hire Temp Appointment	4152.00	08-MAY-17
Jacob Ricke	SS7669 00	student hrly Burroughs Assist	Hire Temp Appointment	4800.00	22-APR-17
Blake Roetman	AS9147 01	student hrly Field Tech	Hire Temp Appointment	5280.00	08-MAY-17
Kacey Rosenthal	SS7813 00	student hrly Tanaka Fellowship	Hire Temp Appointment	6000.00	08-MAY-17
Rebekah Ross	SS7658 00	student hrly Event Tech	Hire Temp Appointment	4800.00	08-MAY-17
Brady Rude	SS7878 00	stdnt hrly Facility Attendant	Hire Temp Appointment	4152.00	11-MAY-17
Brooke Ruhd	SS7860 01	student hrly Art Museum	Hire Temp Appointment	4440.00	22-APR-17
Brooke Ruhd	SW9503 00	WS Museum Aid	Hire Temp Appointment	4920.00	08-MAY-17
Reginald Sahu	SS7937 00	student hrly Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Md Saifur Rahman Saikot	AS9217 00	student hrly Biological Aid	Hire Temp Appointment	4824.00	08-MAY-17
Ryan Sailors	SS7756 00	student hrly Member Services	Hire Temp Appointment	4152.00	22-APR-17
Star Schipper	ES9805 00	student hrly 4-H Intern	Hire Temp Appointment	4800.00	08-MAY-17
Megan Schliesman	WS9880 08	WS Registration Office Assist	Hire Temp Appointment	4800.00	08-MAY-17
Connor Schlotfeldt	SS7799 00	student hrly Climbing Wall	Hire Temp Appointment	4152.00	04-MAY-17
Connor Schlotfeldt	SS7878 02	student hrly Lifeguard	Hire Temp Appointment	4320.00	04-MAY-17
Thomas Schneider	SS7877 00	student hrly Office Assistant	Hire Temp Appointment	5760.00	22-APR-17
Benjamin Schroeder	SS7856 00	student hrly Ag Engineer Tech	Hire Temp Appointment	5640.00	08-MAY-17
Cody Schroeder	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	5760.00	06-MAY-17
Madalyne Schuldt	SS7810 00	student hrly OIT Tech	Hire Temp Appointment	4320.00	27-APR-17

Kassandra Schuster	SS7638 00	student hrly Office Assistant	Hire Temp Appointment	4320.00	08-MAY-17
Hannah Seline-Wagner	SW9496 00	WS Scenery	Hire Temp Appointment	4152.00	15-MAY-17
Jaskeerat Singh	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	4800.00	10-MAY-17
Kushagra Singh	SS7937 00	student hrly Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Poonam Singha	AS9194 00	student hrly IDIP Lab Assist	Hire Temp Appointment	6240.00	22-APR-17
Samantha Smidt	SS7671 00	student hrly TLL Intern	Hire Temp Appointment	4848.00	08-MAY-17
Chelsea Smith	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	5760.00	06-MAY-17
Sidney Snyder	ES9802 00	student hrly Office Assist	Hire Temp Appointment	4320.00	02-MAY-17
Surya Soni	SS7871 00	stdnt hrly Summer Maintenance	Hire Temp Appointment	4152.00	08-MAY-17
Jenna Soukup	SS7643 00	student hrly Summer Fellowship	Hire Temp Appointment	6000.00	08-MAY-17
Penny Speich	SS8548 02	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Madeline St. Claire	AS9217 00	student hrly Biological Tech	Hire Temp Appointment	4824.00	15-MAY-17
Madeline St. Claire	AS9217 01	student hrly Biological Tech	Hire Temp Appointment	4824.00	08-MAY-17
Danielle Stane	SW9494 00	WS Front Desk	Hire Temp Appointment	4152.00	11-MAY-17
Ming-Yu Stephens	AS9221 01	student hrly Teaching Assist	Hire Temp Appointment	5760.00	29-APR-17
Haley Strait	SS7660 00	student hrly TOP Research Asst	Hire Temp Appointment	4800.00	08-MAY-17
Mason Sundvold	SS8548 02	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Macy Swanson	SW9509 00	WS Costume Worker	Hire Temp Appointment	4152.00	08-MAY-17
Hilary Syvertson	AG8004 00	Graduate Research Assistant	Hire Temp Appointment	16604.00	08-MAY-17
Abu Daud Talukder	SS7859 00	student hrly Engineering Asst.	Hire Temp Appointment	4800.00	15-MAY-17
Kyle Tews	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	6720.00	06-MAY-17
Dakota Thacker	SS7816 00	student hrly Horse Unit	Hire Temp Appointment	4320.00	12-MAY-17
Reshma Thapa	AS9196 00	student hrly Lab Assist	Hire Temp Appointment	4320.00	08-MAY-17
Elizabeth Thomsen	SS7770 00	student hrly Lab Assist	Hire Temp Appointment	4320.00	24-APR-17
Molina Thongphanh	SS7808 00	student hrly Programmer	Hire Temp Appointment	4800.00	08-MAY-17
Joshua Thurow	SS7805 00	student hrly Anatomy Lab Asst.	Hire Temp Appointment	4800.00	15-MAY-17
Amanda Tolzin	AS9217 00	student hrly Biological Aid	Hire Temp Appointment	4824.00	15-MAY-17
Alex Toupal	SS7937 00	student hrly Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Christine Trapp	SS7879 00	student hrly Group Fitness NC	Hire Temp Appointment	4152.00	08-MAY-17
Brianna Trembl	SS7878 00	stdnt hrly Facility Attendant	Hire Temp Appointment	4152.00	04-MAY-17
Brianna Trembl	SS7913 00	student hrly Patroller	Hire Temp Appointment	4800.00	15-MAY-17
Brandon Trocke	SS7651 00	student hrly OIT Tech	Hire Temp Appointment	4800.00	01-MAY-17
Thad Tschetter	SS8548 04	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Sheldon Tulio	SS7937 01	student hrly Summer Camps	Hire Temp Appointment	4152.00	09-MAY-17
Kenzie Tweed	SS8474 03	student hrly Equestrian Barn	Hire Temp Appointment	4152.00	06-MAY-17
Adron Ung	SS7937 00	student hrly Summer Camps	Hire Temp Appointment	4152.00	11-MAY-17
Austin Van Asselt	SS7728 00	student hrly Lab Assist	Hire Temp Appointment	4152.00	08-MAY-17
Morgan Vetch	SS7834 01	student hrly Promotion Assist	Hire Temp Appointment	4152.00	08-MAY-17
Brianna Weber	SS8093 02	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Brindley Weerasekara	SS7867 00	student hrly Building Crew	Hire Temp Appointment	4152.00	08-MAY-17
Chandra Welbon	SS7897 02	stdnt hrly Jackrabbit Central	Hire Temp Appointment	4680.00	22-APR-17
Laura White	AG9889 03	Graduate Research Assistant	Hire Temp Appointment	10417.00	22-APR-17
Alexander Wiemann	SS8548 09	student hrly Summer Crew	Hire Temp Appointment	4152.00	08-MAY-17
Jared Wollman	SS7806 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	08-MAY-17
Katherine Wollman	AG9717 00	Graduate Research Assistant	Hire Temp Appointment	19369.00	08-MAY-17
Blake Wolters	AS9144 00	student hrly Farm Worker	Hire Temp Appointment	4152.00	04-MAY-17
Karoline Woodhouse	AS9192 00	student hrly Viticulturist	Hire Temp Appointment	4800.00	22-APR-17
Caleb Woodring	SW9545 02	WS Shop Assistant	Hire Temp Appointment	4152.00	12-MAY-17
Nicole Wyffels	SS8375 00	student hrly Marketing Assist	Hire Temp Appointment	4152.00	22-APR-17
Marielle Yumba	SS7685 00	student hrly Painting Assist	Hire Temp Appointment	4800.00	08-MAY-17
Lucas Zilverberg	AS9215 01	student hrly Lab Tech	Hire Temp Appointment	6000.00	08-MAY-17
Basnewende Brice Zoungrana	SS7871 00	student hrly Custodial	Hire Temp Appointment	4152.00	08-MAY-17
Lisa Zweifel	SE6761 01	Temporary Clinical Assistant	Hire Temp Appointment	540.00	22-APR-17
Sofiya Zybaylova	SS7739 00	student hrly Web Content Asst.	Hire Temp Appointment	4152.00	24-APR-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
Brooke Brunsvig	AG9817	01	Graduate Research Assistant	Change Salary Rate/Pay Grade	16000.00	23384.00	7384.00	
Benjamin DeNeui	SS7810	00	student hrly OIT technician	Sal Adj-Unusual Circumstance	5040.00	5520.00	480.00	
Amre Gaskins	SS7764	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4704.00	4824.00	120.00	
Katelyn Groetsch	AS9184	00	student hrly vet & biomed	Sal Adj-Unusual Circumstance	4224.00	4344.00	120.00	
Christian Kangas	AS9177	00	student hrly PISciXA602900	Sal Adj-Unusual Circumstance	4320.00	4800.00	480.00	
Scott Lanoue	AS9199	00	student hrly PISciA63301200	Sal Adj-Unusual Circumstance	5760.00	6000.00	240.00	
Justin LeClaire	AS9199	00	student hrly PISciA63301250	Sal Adj-Unusual Circumstance	6000.00	6480.00	480.00	
Rebecca Leddy	SS7664	00	student hrly Fink Assist	Sal Adj-Unusual Circumstance	4800.00	5760.00	960.00	
Gopirajah Rajamanickam	AE9073	01	Temporary Research Scholar	Change Salary Rate/Pay Grade	33279.36	39519.24	6239.88	
Sydney Randall	SS7817	00	student hrly Ambassador	Sal Adj-Unusual Circumstance	4200.00	4320.00	120.00	
Sudheer Sripathi	SS8037	00	student hrly facility worker	Sal Adj-Unusual Circumstance	4152.00	4800.00	648.00	
Suresh Thota	SS8037	00	student hrly Facility Worker	Sal Adj-Unusual Circumstance	4152.00	4800.00	648.00	
Ryan Van Tassel	AS9199	00	student hrly PISciA63301250	Sal Adj-Unusual Circumstance	6000.00	6480.00	480.00	
Cody Ward	SS7664	00	student hrly Fink Assist	Sal Adj-Unusual Circumstance	4800.00	5760.00	960.00	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
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There were no records found for this group.

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Megan Aadland	SS7723	00	student hrly office assistant	TV012	21-MAY-17
Megan Aadland	SW9518	00	WS Office assistant	TV012	05-MAY-17
Jesse Aalberts	SS8089	00	Community Assistant	TV012	21-MAY-17
Bashir Abd Al Kreem	SW9617	00	WS Orientation Leader	TV012	05-MAY-17
Abdelbaset Abdalla	SG7909	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Karim Abdelazim Soliman	SS7927	00	student hrly workshop leader	TV012	21-MAY-17
Salem Abdulkarim	SS7849	00	student hrly Maintenance Crew	TV012	21-MAY-17
Kaitlyn Abrahamson	SG7922	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Abdelrahim Abulbasher	SG7998	02	Graduate Research Assistant	TV013	21-MAY-17
Mohamed Aburweis	SG7909	03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Felix Acheampong	SG7794	01	Graduate Research Assistant	TV013	21-MAY-17
Kayla Ackerman	SW9887	02	WS office assistant	TV012	05-MAY-17
Morgan Ackerman	SS7929	00	student hrly New CA	TV012	21-MAY-17
Karly Ackermann	SG9869	00	GTA	TV013	21-MAY-17
Philip Adalikwu	SG7735	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Philip Adalikwu	SG7912	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
John Adams	SS7966	01	student hrly shop worker	TV012	21-MAY-17
Rose Adamski	SS7922	00	student hrly lab assistant	TV012	21-MAY-17
Rose Adamski	SW9557	00	WS lab assistant	TV012	05-MAY-17
Rakesh Roshan Ade	SS7685	00	student hrly Remodeling Assist	TV012	21-MAY-17
Rakesh Roshan Ade	SS8147	00	student hrly Grading Assist	TV012	21-MAY-17
Abisade Adedipe	SS7691	00	student hrly Custodial	TV012	21-MAY-17
Sefa Adekpui	SG7922	03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Michael Aderman	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Ezaldeen Adhamash	SG7801	01	Graduate Research Assistant	TV013	21-MAY-17
Ezaldeen Adhamash	SG7912	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Sandeep Adhikari	SS7867	00	student hrly Custodial worker	TV012	08-MAY-17
Patience Afedi	SG7799	01	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-17

Pius Agyemang	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
A K M Ahsan Ahmed	SG7799	00	Grad Teach Assist-Instr	TV013	21-MAY-17
David Ahrens	AS9154	01	student hrly Lab Tech	TV012	21-MAY-17
Suraiya Akter	AG9755	00	Graduate Research Assistant	TV013	21-MAY-17
Nicole Albert	SE6793	01	Temporary Clinical Assistant	TV013	21-MAY-17
Brennen Albrecht	AW9747	00	WS Farm Crew	TV012	05-MAY-17
Brennen Albrecht	AW9747	01	WS Farm Crew Holiday	TV012	05-MAY-17
Chelsea Albus	SG6030	01	Graduate Admin Assistant	TV013	21-MAY-17
Samuel Alfred	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Savanah Allard	AG8009	00	Graduate Research Assistant	TV013	21-MAY-17
Noelle Allerdings	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Ryan Alley	AS9215	01	student hrly lab assistant	TV012	21-MAY-17
Troy Alley	SE6761	00	Temporary Clinical Assistant	TV013	21-MAY-17
Jenessa Amdahl	SW9612	01	WS office assistant	TV012	05-MAY-17
Lauretta Amon Otopah	SG7916	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jonah Amponsah	SG7909	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Bright Amuzu	SS7982	00	student hrly office assistant	TV012	21-MAY-17
Ethan Andersen	SG7742	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Cassie Anderson	SG7990	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Hannah Anderson	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Joshua Anderson	SS8082	00	student hrly New CA	TV012	21-MAY-17
Kathryn Anderson	SS8328	00	student hrly research assist	TV012	21-MAY-17
Samantha Anderson	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Tanya Anderson	SS8861	01	student hrly technology fellow	TV012	21-MAY-17
Taylor Anderson	SS8084	00	Student hrly Returning CA	TV012	21-MAY-17
Tyler Anderson	SS7751	00	student hrly SI Leader	TV012	05-MAY-17
Chelsea Anderson Patton	SS7735	00	student hrly Pharmacy	TV012	21-MAY-17
Christopher Andrews	SW9501	00	WS Cashier	TV012	05-MAY-17
Jedilyn Andrews	SE6334	00	Temporary Grant Coordinator	TV013	21-MAY-17
Jedilyn Andrews	SE7763	00	Instructor	TV013	21-MAY-17
Doielle Angileno	SS7741	00	student hrly lab tech	TV012	21-MAY-17
Linto Antony	AG8037	02	Graduate Research Assistant	TV013	21-MAY-17
Rebecca Apland	SS7911	00	student hrly Tutor	TV012	06-MAY-17
Israel Appel	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
John Apraku	SG7799	00	Grad Teach Assist-Instr	TV013	21-MAY-17
Emma Arends	SS8748	03	student hrly comm studies	TV012	21-MAY-17
Nicholas Arens	SS7712	00	student hrly Research Asst	TV012	21-MAY-17
Nicholas Arens	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Tessa Armstrong	SS7750	00	student hrly Peer mentor	TV012	05-MAY-17
Katie Arndt	SW9505	00	WS Choral Assistant	TV012	05-MAY-17
Francis Arpan	SG7990	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Sampson Asare	SG7799	00	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-17
Christina Ascheman	SG7753	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
John Asiruwa	SG7781	01	Graduate Research Assistant	TV013	21-MAY-17
Alexander Ask	SS8091	01	Student hrly Senior CA	TV012	21-MAY-17
Maria Aune	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Josephine Ausdemore	SS7729	00	student hrly Peer mentor	TV012	05-MAY-17
Josephine Ausdemore	SS7751	00	student hrly SI leader	TV012	05-MAY-17
Max Ausdemore	SS8073	00	student hrly office assistant	TV012	21-MAY-17
Cassandra Auxt	AW9738	00	WS Technician	TV012	05-MAY-17
Matthew Avenson	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Matthew Avenson	SS8749	01	student hrly PAC	TV012	21-MAY-17
Nujhat Azad	SS7944	00	student hrly office assistant	TV012	21-MAY-17
Mohammad Badawi	SS7767	00	student hrly EE224 Assist	TV012	05-MAY-17
Mohammad Badawi	SS9793	01	student hrly Fundraiser Suprv	TV012	05-MAY-17
Kristie Bade	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Wei Bai	SG7838	00	Graduate Research Assistant	TV013	21-MAY-17
Elizabeth Bailey	SG7798	04	Graduate Research Assistant	TV013	21-MAY-17
Michael Bailey	SS8861	03	student hrly technology fellow	TV012	21-MAY-17

Surendra Bajagain	SG7801 00	Graduate Research Assistant	TV013	21-MAY-17
Trina Baker	SS7910 00	student hrly military science	TV012	21-MAY-17
Emily Baldwin	AG9767 02	Graduate Research Assistant	TV013	21-MAY-17
Cole Baloun	AS9177 00	student hrly Field & Lab Asst	TV012	21-MAY-17
Surendra Bam	AG7999 02	Graduate Research Assistant	TV013	21-MAY-17
Abiral Baniya	SG7801 01	Graduate Research Assistant	TV013	21-MAY-17
Katie Banks	SS7721 00	student hrly Writing Tutor	TV012	21-MAY-17
Andrea Barahona Guerrero	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Valerie Bares	SG7763 02	Graduate Research Assistant	TV013	21-MAY-17
Isaiah Barlow	SW9513 00	WS Night laundry	TV012	05-MAY-17
Palak Barmaiya	SS7937 00	student hrly housing	TV012	21-MAY-17
Erik Barnes	SW9563 00	WS office/lab assist	TV012	05-MAY-17
Anna Barr	SS8084 00	student hrly New CA	TV012	21-MAY-17
Anna Barr	SW9515 00	WS FRUVED Resrch Assistant	TV012	05-MAY-17
Olivia Bartel	SS7787 00	student hrly farm crew	TV012	06-MAY-17
Olivia Bartel	SS7787 01	student hrly farm crew holiday	TV012	05-MAY-17
Alex Barthel	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Sara Bartlett	SE6708 08	Temporary Clinical Assistant	TV013	21-MAY-17
Aaron Bartz	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Arion Bashir	SS8548 00	student hrly Summer Crew	TV012	12-MAY-17
Sydney Bassing	SS8089 01	Senior Community Assist	TV012	21-MAY-17
Shraddha Basu	SG7965 01	Grad Teach Assist - Instructor	TV013	21-MAY-17
Peter Bates	SS7917 00	student hrly Learning Assist	TV012	21-MAY-17
Thomas Bates	SS8093 01	student hrly BluePrint Design	TV012	06-MAY-17
Joseph Baustian	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Laxmi Bayalkoti Roka	SS8037 00	student hrly Facility Worker	TV012	12-MAY-17
Joshua Beck	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Heidi Becker	AW9735 00	WS Research Assist	TV012	05-MAY-17
Kathryn Beckfeld	SS8091 00	student hrly New CA	TV012	21-MAY-17
Amr Beckstrand	SS7928 00	student hrly office assistant	TV012	21-MAY-17
Amr Beckstrand	SW9897 00	WS Office Assistant	TV012	05-MAY-17
Christian Bedard	SS8084 00	student hrly Returning CA	TV012	21-MAY-17
Cody Bekkering	SE6335 00	Temporary Research Asst	TV013	25-APR-17
Marco Benassi	SG7860 00	Grad Teach Asst-Instructor	TV013	21-MAY-17
Jayma Benda	SS8082 00	student hrly New CA	TV012	21-MAY-17
Brittney Bendinelli	SW9501 00	WS Support Staff	TV012	05-MAY-17
Austin Beninga	SW9502 00	WS Draftsmen	TV012	05-MAY-17
Austin Benson	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Erin Benson	SS7647 00	student hrly Research Assist	TV012	07-MAY-17
Ethan Berg	AS9180 00	student hrly PISciX72611050	TV012	21-MAY-17
Janelle Berg	SG8017 01	Graduate Research Assistant	TV013	21-MAY-17
Zachary Berg	SS7929 00	student hrly New CA	TV012	21-MAY-17
Kelli Berger	AW9747 01	WS farm crew	TV012	05-MAY-17
Kelli Berger	AW9747 02	WS farm crew holiday	TV012	05-MAY-17
Mercedes Bergman	SG7004 01	Graduate Teaching Assistant	TV013	21-MAY-17
Cade Berry	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Natasha Bettin	SS7944 00	student hrly Office Assistant	TV012	21-MAY-17
Rachel Beumer	SE6797 04	NFE Temp Professional Exempt	TV013	21-MAY-17
Subrata Bhadra	SG7797 00	Graduate Research Assistant	TV013	21-MAY-17
Manoj Bhandari	SS7749 00	student hrly tutor	TV012	21-MAY-17
Somshuvra Bhattacharya	SG9849 04	Grad Teach Assist-Instructor	TV013	21-MAY-17
MD Saleh Akram Bhuiyan	SG7801 01	Graduate Research Assistant	TV013	21-MAY-17
Basanta Bhusal	SS7917 03	student hrly Learning Assist	TV012	21-MAY-17
Basanta Bhusal	SS8548 00	student hrly State Tech	TV012	07-MAY-17
Ashley Bietz	SS8748 00	student hrly Comm studies	TV012	21-MAY-17
Ashley Bietz	SS8749 04	student hrly PAC	TV012	21-MAY-17
Ashley Bietz	SW9592 00	WS shop assistant	TV012	05-MAY-17
Breanna Birgen	SW9831 01	WS Events worker	TV012	05-MAY-17
Victoria Bishop	SS7751 00	student hrly Tutor	TV012	05-MAY-17

Mary Bjorklund	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Elizabeth Black	SS7988 00	jackrabbit ch mailroom OA	TV012	21-MAY-17
Tristan Black	SS8089 00	Returning community assist	TV012	21-MAY-17
Abigayle Blanchette	SS7904 00	jackrabbit ch office assistant	TV012	21-MAY-17
Ashley Bloemendaal	SW9622 01	WS Assistant teacher	TV012	05-MAY-17
Daniel Boamah	SG7793 00	Graduate Research Assistant	TV013	21-MAY-17
Ernest Boateng	SW9598 00	WS Filmer	TV012	05-MAY-17
Tayt Boeckholt	SW9521 00	WS Tutor	TV012	05-MAY-17
Payton Boerboom	SS7937 00	student hrly Housing	TV012	21-MAY-17
Marissa Boesel	SS7701 00	student hrly Comm Studies	TV012	21-MAY-17
Andrea Boglic	SG7864 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Emily Bohle	SS7747 00	student hrly womens BB assist	TV012	05-MAY-17
Emily Bohle	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Olena Boiko	SG7922 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Priscilla Boland	SS7944 00	student hrly Sr. Office Assist	TV012	21-MAY-17
Priscilla Boland	SW9797 00	WS Senior Office Assistant	TV012	05-MAY-17
Alexander Bonnema	SW9542 00	WS Dispatcher	TV012	05-MAY-17
Jasmine Bonnema	SS8080 00	student hrly New CA	TV012	21-MAY-17
Kaya Borg	SS9793 00	student hrly Phonejack	TV012	24-APR-17
Catherine Borketey	SS7911 02	student hrly Simulation Assist	TV012	05-MAY-17
Gavin Borstad	SS8724 00	student hrly Transportation	TV012	01-MAY-17
Rachael Bour	SS7988 00	stdnt hrly Senior office asst	TV012	21-MAY-17
Matthew Bowen	SG7750 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Michael Braga-Henebry	SG7750 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Halley Bramer	SS7936 00	student hrly RHPL host	TV012	21-MAY-17
Halley Bramer	SW9828 00	WS Tutor	TV012	05-MAY-17
Aaron Bramstedt	AW9735 00	WS Research Assistant	TV012	05-MAY-17
Naomi Brandt	SS7917 00	student hrly Learning Assist	TV012	21-MAY-17
Allen Breck	SS8765 00	student hrly Student Driver	TV012	21-MAY-17
Jessica Brestel	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-17
Curtis Brodd	SS8765 00	student hrly Student Driver	TV012	21-MAY-17
David Brown	SS8075 00	Returning Community assist	TV012	21-MAY-17
Emily Brown	SS8075 00	student hrly New CA	TV012	21-MAY-17
Mikayla Brown	SS7684 00	student hrly Project Assistant	TV012	21-MAY-17
Nicholas Brown	SG7909 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Samantha Brust	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Ellen Bubak	SG7922 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Holden Buchert	SS8548 00	jackrabbit ch State tech	TV012	06-MAY-17
Kayli Buchholz	SS8075 00	Returning community assist	TV012	21-MAY-17
Jayden Buckley	SW9542 00	WS Dispatcher	TV012	05-MAY-17
Bailey Buenger	SS8089 00	New Community Assist	TV012	21-MAY-17
Bailey Buenger	SW9612 01	WS Tutor	TV012	05-MAY-17
Matthew Buenger	SS8088 00	student hrly New CA	TV012	21-MAY-17
Tyler Bult	SS7929 01	Senior Community assist	TV012	21-MAY-17
Ben Bunge	AS9193 00	student hrly PISciX66361000	TV012	21-MAY-17
Cassandra Bunkers	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Karin Burdick	SG7004 01	Graduate Teaching Assistant	TV013	21-MAY-17
Sasha Burdsal	SS7988 00	jackrabbit ch mailroom OA	TV012	21-MAY-17
Sasha Burdsal	SW9572 00	WS Office Assistant	TV012	05-MAY-17
Megan Burgard	SE6793 00	Temporary Clinical Assistant	TV013	21-MAY-17
Shanya Burt	SS7820 00	student hrly Yeager Media asst	TV012	21-MAY-17
Shanya Burt	SS8749 00	student hrly PAC	TV012	21-MAY-17
Shayla Burton	SS8765 00	student hrly Student Driver	TV012	21-MAY-17
Shayla Burton	SW9501 00	WS Admin Assistant	TV012	05-MAY-17
Erin Buse	SS8075 00	Returning community assit	TV012	21-MAY-17
Landon Bushong	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Laura Butterbrodt	AS9171 00	student hrly office helper	TV012	21-MAY-17
Jack Buysse	SS8548 00	student hrly Union Manager	TV012	07-MAY-17
Elizabeth Bye	SS7879 00	student hrly group fitness NC	TV012	21-MAY-17

Elizabeth Bye	SS7879	01	student hrly PT	TV012	21-MAY-17
Elizabeth Bye	SS7879	02	student hrly fitness attendant	TV012	21-MAY-17
Salvador Caballero	SG7766	01	Graduate Research Assistant	TV013	21-MAY-17
William Cahyadi	SG7915	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Christopher Callahan	SS8084	00	student hrly Returning CA	TV012	21-MAY-17
Isabella Callis	SS7984	00	stdnt hrly Senior office asst	TV012	21-MAY-17
Allison Calmus	SE6708	02	Temporary Clinical Assistant	TV013	21-MAY-17
Eli Campbell	SS8748	00	student hrly comm studies	TV012	21-MAY-17
Eli Campbell	SW9545	01	WS shop assistant	TV012	05-MAY-17
Danielle Capp	SW9612	00	WS office assistant	TV012	05-MAY-17
Kaitlyn Carda	SE6796	00	Temporary Clinical Assistant	TV013	21-MAY-17
Kathleen Cardwell	SS7937	00	student hrly Office Assistant	TV012	21-MAY-17
Brady Carlberg	SS8084	00	student hrly New CA	TV012	21-MAY-17
Brady Carlberg	SW9530	00	WS Tutor	TV012	05-MAY-17
Chase Carlson	SS7855	01	student hrly graphic designer	TV012	21-MAY-17
Alana Caron	SS8696	00	student hrly office assist	TV012	21-MAY-17
Nicholas Carr	SS7815	01	student hrly Research Assist	TV012	21-MAY-17
Danielle Carroll	SG7750	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Spencer Carstens	AW9738	00	WS Sheep Farm	TV012	05-MAY-17
Marissa Caskey	SS7671	00	student hrly FRN Support	TV012	21-MAY-17
Marissa Caskey	SS7750	00	student hrly Peer mentor	TV012	05-MAY-17
April Cass	SE6793	01	Temporary Clinical Assistant	TV013	21-MAY-17
Justin Cassels	SS8861	01	student hrly technology fellow	TV012	21-MAY-17
Abigail Ceremuga	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Abigail Ceremuga	SW9501	00	WS Office Assistant	TV012	05-MAY-17
Abigail Ceremuga	SW9537	00	WS Admission Ambassador	TV012	05-MAY-17
Radhika Chakravarty	SG7912	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Basanta Chalise	SG8012	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Anna Shyam Challa	SG7743	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Amison Chamberlain	SS7717	00	student hrly Survey writing	TV012	21-MAY-17
Satoshi Chapagain	SG8012	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Tracy Chapman	SE6344	00	Mental Health Counselor	TV013	12-MAY-17
Jerome Charles	SS7750	00	student hrly Peer mentor	TV012	05-MAY-17
Chhavi Chaudhary	SG7745	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Pratibha Chaudhary	SG7625	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Yugeen Chaulagain	SS7749	00	student hrly Tutor	TV012	05-MAY-17
Appala Chekuri	SG7585	00	Graduate Research Assistant	TV013	21-MAY-17
Shouyun Cheng	AS9168	00	stdnt hrly lab & research asst	TV012	21-MAY-17
Anna Chicoine	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Anna Chicoine	SS8143	00	Student Grand Pooba	TV012	21-MAY-17
Corey Chicoine	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Corey Chicoine	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Jennifer Chikelu	SG7915	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Sharath Chandra Sai Chikka	SS7742	00	student hrly lab assist	TV012	21-MAY-17
Sunghyeok Choi	SS8037	00	student hrly Facility Worker	TV012	06-MAY-17
Wai Chow Lin	SS8082	00	student hrly New CA	TV012	21-MAY-17
Tyler Chramosta	SS7751	00	student hrly Tutor & SI Leader	TV012	05-MAY-17
Allison Christenson	SW9768	00	WS Office Helper	TV012	05-MAY-17
Amber Christian	SS8765	02	student hrly Nursing Driver	TV012	21-MAY-17
Valerie Christians	SE6797	00	NFE Temp Professional Exempt	TV013	21-MAY-17
Kaitlyn Cihoski	AS9195	02	student hrly Lab Assistant	TV012	21-MAY-17
Ulas Cinar	SS7861	02	stdnt hrly Orientation Driver	TV012	21-MAY-17
Jasmine Cisneros	SS8075	00	New community assist	TV012	21-MAY-17
Nathanael Clapp	SS7810	01	student hrly OIT Tech	TV012	07-MAY-17
Bevin Clapper	SS8765	02	student hrly Nursing Driver	TV012	21-MAY-17
Katherine Clayton	SS7989	00	student hrly Div of Research	TV012	05-MAY-17
Brianna Clemenson	SS7879	01	student hrly group fitness NC	TV012	21-MAY-17
Brianna Clemenson	SS7879	02	student hrly PT	TV012	21-MAY-17
Brianna Clemenson	SS7879	03	stdnt hrly fitness attendant	TV012	21-MAY-17

Nathaniel Condelli	SS8548	06	student hrly State Tech Coord	TV012	07-MAY-17
Aaron Cooley	SW9531	00	WS Museum aide	TV012	05-MAY-17
Kole Cooper	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Leslie Cope	SS8636	01	student hrly Museum Aide	TV012	21-MAY-17
Zoe Cosato	SW9900	00	WS Museum Aid	TV012	05-MAY-17
Caylee Costello	SG7741	01	Graduate Admin Assistant	TV013	21-MAY-17
Megan Cottier	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Cody Coulter	SS8673	00	student hrly Equipment Assist	TV012	05-MAY-17
Nicole Court Menendez	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Rebecca Cover	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Caroline Covert	SW9503	00	WS Museum Aide	TV012	05-MAY-17
Nicholas Covington	SS7917	02	student hrly Learning Assist	TV012	21-MAY-17
Nicholas Covington	SS7917	03	stdnt hrly Research Equipment	TV012	21-MAY-17
Nicholas Covington	SS8090	00	student hrly New CA	TV012	21-MAY-17
Willow Cowherd	SS7705	00	student hrly Comm Studies	TV012	21-MAY-17
Willow Cowherd	SW9509	00	WS Shop Assistant	TV012	05-MAY-17
Mallory Cox	SG7729	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Thomas Cox	SG7795	04	Graduate Research Assistant	TV013	21-MAY-17
Hattie Cramer	SS8082	00	New community assist	TV012	21-MAY-17
Devin Cressy	SS8090	00	Community Assist	TV012	21-MAY-17
Samantha Croat	AS9159	00	student hrly PISciADA10900	TV012	21-MAY-17
Samantha Croat	AS9159	01	student hrly PISciXA244925	TV012	21-MAY-17
Mikayla Crocker	SS7911	00	student hrly tutor	TV012	06-MAY-17
Ethan Crouch	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Christian Custer	SS8147	00	student hrly Ambassador	TV012	21-MAY-17
Israel Cyabukombe	SS8082	00	Returning community assist	TV012	21-MAY-17
Rakesh Dachineni	SG9849	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Puskar Dahal	SG8008	00	Graduate Research Assistant	TV013	21-MAY-17
Jennifer Dailey	SS8861	01	student hrly tech fellow	TV012	21-MAY-17
Deacy Dalton	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Suresh Daravath	SG9868	00	Graduate Research Assistant	TV013	21-MAY-17
Avijit Das	SG7912	03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Avijit Das	SG9650	00	Graduate Research Assistnat	TV013	21-MAY-17
Kakali Das	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Jordan Davelaar	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Jordan Davelaar	SW9530	00	WS Tutor	TV012	05-MAY-17
Grace Davidson	SS7702	00	student hrly Comm Studies	TV012	21-MAY-17
Grace Davidson	SS8044	00	student hrly Woodbine assist	TV012	21-MAY-17
Grace Davidson	SW9592	00	WS Box office manager	TV012	05-MAY-17
Ffion Davies	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Avery Davis	SW9572	00	WS office assistant	TV012	05-MAY-17
Justin Davis	SS7966	00	student hrly Architecture Asst	TV012	21-MAY-17
Phillip Davis	SS7849	00	student hrly facility worker	TV012	05-MAY-17
Gabriel De Souza	SS8082	00	student hrly New CA	TV012	21-MAY-17
Gabriel De Souza	SS8548	00	student hrly State Tech	TV012	06-MAY-17
Haley DeJong	SW9540	00	WS Admin Support	TV012	05-MAY-17
Jack DeMoss	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Benjamin DeNeui	SS8861	05	student hrly tech fellow	TV012	21-MAY-17
Meg Dearduff	ES9802	00	student hrly Office Assistant	TV012	21-MAY-17
Tate Dejong	SS7824	00	student hrly ambassador	TV012	21-MAY-17
Tate Dejong	SW9534	00	WS Ambassador	TV012	05-MAY-17
Stephanie Demers	SS7735	00	student hrly Pharmacy	TV012	21-MAY-17
Colby Den Herder	SS7849	00	student hrly facility worker	TV012	28-APR-17
McKenna Dennstedt	SS7750	00	student hrly Peer mentor	TV012	05-MAY-17
Joel Derickson	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Taylor Deutsch	SS8044	00	stdnt hrly String Project asst	TV012	21-MAY-17
Jonah Devries	SS7751	00	student hrly SI leader	TV012	05-MAY-17
Jonah Devries	SS7771	00	student hrly Tutor	TV012	05-MAY-17
Jonah Devries	SS7817	00	student hrly ambassador	TV012	21-MAY-17

Sonjoy Dey	SS7810	00	student hrly OIT Tech	TV012	21-MAY-17
Chinomso Diejomaoh	SS7944	00	student hrly Break Coverage CA	TV012	21-MAY-17
Chinomso Diejomaoh	SS8090	00	New Community Assist	TV012	21-MAY-17
Tanner Diemer	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Cole Dierks	AS9217	00	student hrly Bio Science Aide	TV012	21-MAY-17
Sabrina Dietz	SS7749	00	student hrly Tutor	TV012	21-MAY-17
De'Lorian Diggs	SS8748	00	student hrly comm studies	TV012	21-MAY-17
De'Lorian Diggs	SW9545	01	WS shop assistant	TV012	05-MAY-17
Derik Dillon	SS8673	00	student hrly Equipment Assist	TV012	05-MAY-17
Jon Dilworth	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Benjamin Dingus	SS7857	00	student hrly lab assist/grader	TV012	21-MAY-17
Thomas Docken	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Karli Dockendorf	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Abigail Dockter	SS8861	02	student hrly tech fellow	TV012	21-MAY-17
Nathanial Dodd	SS7929	00	New community assist	TV012	21-MAY-17
Charliss Dols	SS7904	00	jackrabbit ch office assistant	TV012	21-MAY-17
Charliss Dols	SW9553	00	WS Office Assistant	TV012	05-MAY-17
Joseph Donahoe	SG7922	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Cole Donahue	SS7749	00	student hrly Tutor	TV012	21-MAY-17
Evan Donahue	AS9198	00	student hrly PISciA65491000	TV012	21-MAY-17
Anthony Dorschner	SW9733	02	WS laundry/equipment assistant	TV012	05-MAY-17
Rachelle Doudna	SW9552	00	WS lab assistant	TV012	05-MAY-17
Christine Douglas	SS8548	01	student hrly Union Set-up Crew	TV012	07-MAY-17
Nathan Downs	SS7730	00	student hrly assistant teacher	TV012	21-MAY-17
Kailie Drescher	SS7707	00	student Pep Band	TV012	21-MAY-17
Anika Drewelow	SS8088	00	student hrly New CA	TV012	21-MAY-17
Ryan Driscoll	AS9154	00	student hrly Field Resrch Asst	TV012	05-MAY-17
Bradley Dunton	SS7929	00	Returning community assist	TV012	21-MAY-17
Isis Duque	SG8568	00	Graduate Research Assistant	TV013	21-MAY-17
Quvia Durowah	SG7909	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Ropin Dutenhoeffer	SE6609	00	Clinical Assistant	TV013	21-MAY-17
Peter Dvoracek	AS9145	00	student hrly Research Assist	TV012	21-MAY-17
Peter Dvoracek	SS8084	00	student hrly New CA	TV012	21-MAY-17
Danielle Dvorak	SW9501	00	WS Admin Assistant	TV012	05-MAY-17
Amos Kwabena Dwamena	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
James Dykes	SS8548	01	student hrly Event Manager	TV012	07-MAY-17
Carter Dykstra	SS8861	00	student hrly Tech Fellow	TV012	21-MAY-17
Joseph Dzisam	SG7797	01	Graduate Research Assistant	TV013	21-MAY-17
Iman Ebadi Paskiabi	SS7966	00	student hrly Architecture Asst	TV012	21-MAY-17
Maggie Edleman	SS7904	00	jackrabbit ch office assistant	TV012	21-MAY-17
Joyce Eduful	SG7998	00	Graduate Research Assistant	TV013	21-MAY-17
Claire Eggleston	SS8688	00	student hrly Union Set-up Crew	TV012	06-MAY-17
Hadly Eisenbeisz	SS7806	01	student hrly lab assistant	TV012	21-MAY-17
Elissa Eisenbraun	SS8328	00	student hrly Phone call assist	TV012	21-MAY-17
Mona El-Gayar	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Mona El-Gayar	SS7771	00	student hrly Tutor	TV012	05-MAY-17
Emily Elgersma	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Tanner Ellefson	SW9575	00	WS Museum Aid	TV012	05-MAY-17
Dean Ellis	SE6507	00	Assistant Coach-M&W Golf	TV013	21-MAY-17
Garrett Ellis	SW9831	00	WS events worker	TV012	05-MAY-17
Kate Ellis	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Nasir Elmesmari	SG7909	03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Kyle Engesser	SW9575	00	WS Museum Aid	TV012	05-MAY-17
Naomi England	SS8673	00	student hrly Equipment Assist	TV012	05-MAY-17
Morgan Erickson	SG7750	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Debra Erk	SE6793	03	Temporary Clinical Assistant	TV013	21-MAY-17
William Ernst	SG7729	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Trey Etrheim	SS8007	05	stdnt hrly Info Exchange Mngr	TV012	05-MAY-17
Kallie Evans	SS8765	00	student hrly Driver	TV012	21-MAY-17

Jordan Faimon	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Deborah Fanning	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Paul Fanta	SS8085	00	New Community Assist	TV012	21-MAY-17
Alexandra Farber	SS8861	01	Student Hourly-Tech Fellow	TV012	21-MAY-17
Abigale Farley	SW9563	01	WS Office assistant	TV012	05-MAY-17
Grace Feinberg	SS7860	02	student hrly Art Museum	TV012	21-MAY-17
Grace Feinberg	SS7886	01	student hrly office assistant	TV012	21-MAY-17
Grace Feinberg	SW9900	01	WS Museum Aide	TV012	05-MAY-17
Brandi Felts	AG8016	01	Graduate Research Assistant	TV013	21-MAY-17
Eli Felts	AG9105	02	Graduate Research Assistant	TV013	28-APR-17
Gavin Fenske	AG7035	01	Graduate Research Assistant	TV013	21-MAY-17
Kirstyn Fiala	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Kirstyn Fiala	SS8765	02	student hrly Nursing Driver	TV012	21-MAY-17
Kathryn Fiore	SS7944	00	student hrly office assistant	TV012	21-MAY-17
Tyrell Fisk	SW9671	00	WS Office Assistant	TV012	05-MAY-17
Toby Flint	SG7909	09	Grad Teach Assist-Instructor	TV013	21-MAY-17
Andrew Foley	SS7751	00	student hrly SI leader	TV012	05-MAY-17
Andrew Foley	SS7771	00	student hrly Tutor	TV012	05-MAY-17
Alex Fonder	SW9530	00	WS SI Leader	TV012	05-MAY-17
Seth Fopma	AG8002	01	Graduate Research Assistant	TV013	21-MAY-17
Molly Forst	SS7730	00	student hrly Head teacher	TV012	21-MAY-17
Molly Forst	SW9622	03	WS Assistant teacher	TV012	05-MAY-17
Josie Fortuna	SS7911	00	student hrly Tutor	TV012	05-MAY-17
Jennifer Fossum	SW9501	00	WS Gallery Assistant	TV012	05-MAY-17
Jessica Foster	SG8015	02	Graduate Research Assistant	TV013	21-MAY-17
Erin Foth	SS8007	01	student hrly Info Exchange	TV012	05-MAY-17
Jamison French	SS8088	00	New community assist	TV012	21-MAY-17
Jamison French	SW9617	01	WS Orientation Leader	TV012	05-MAY-17
Brandon Frick	SW9530	00	WS Tutor	TV012	05-MAY-17
Kassandra Friese	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Gina Fritz	SG8017	00	Graduate Research Assistant	TV013	21-MAY-17
Raymond Fuerst	SS8075	00	student hrly Returning CA	TV012	21-MAY-17
Cami Fuglsby	SG7909	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Rachel Funk	SW9552	00	WS Figure Drawing Model	TV012	05-MAY-17
Dinesh Fuyal	SG7915	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Varun Kumar Gadipudi	SG7915	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Amy Gaetze	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Harshita Gahlot	SS7922	00	student hrly Wastewater Plant	TV012	21-MAY-17
Rory Galada Brownell	SS8748	00	student hrly comm studies	TV012	21-MAY-17
Rory Galada Brownell	SW9545	00	WS shop assistant	TV012	05-MAY-17
Austin Galinat	AS9221	00	student hrly Survey Assist	TV012	21-MAY-17
Austin Galinat	AS9221	01	student hrly BH Trout Project	TV012	21-MAY-17
Elizabeth Gallagher	SW9530	00	WS Tutor	TV012	05-MAY-17
Joseph Galvin	SG7916	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Naga Vara Prasad Ganti	SS8037	01	student hrly facility worker	TV012	06-MAY-17
Rongyuan Gao	SG7728	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Alexander Garcia	SS8748	00	student hrly comm studies	TV012	21-MAY-17
Alexander Garcia	SW9545	00	WS shop assistant	TV012	05-MAY-17
Samantha Garness	SW9828	02	WS Tutor	TV012	05-MAY-17
Hunter Gary	SS7820	00	student hrly Yeager media asst	TV012	21-MAY-17
Abigail Gebro	SW9575	00	WS Museum Aide	TV012	05-MAY-17
Megan Gengler	SS8765	00	student hrly Student Driver	TV012	28-APR-17
Kylee Geppert	AW9743	00	WS sheep unit worker	TV012	05-MAY-17
Erin Gerard	SS8075	00	Senior Community Assist	TV012	21-MAY-17
Samantha Gervais	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Logan Gesinger	SS8328	02	student hrly Research Asst	TV012	21-MAY-17
Semehar Ghebrekidan	SG9847	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Raju Ghimire	SG7801	01	Graduate Research Assistant	TV013	21-MAY-17
Raju Ghimire	SG7912	01	Grad Teach Assist-Instructor	TV013	21-MAY-17

Sudeep Ghimire	AG7035	01	Graduate Research Assistant	TV013	21-MAY-17
Dennis Gibson	SG7799	02	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-17
Carter Gilk	SS7707	00	Student Hrly-Pep Band	TV012	21-MAY-17
Kristy Gillen	SS7897	00	student hrly bookstore	TV012	21-MAY-17
Benjamin Gillette	SS7729	00	student hrly Tutor	TV012	05-MAY-17
Coleton Ginger	SS8075	00	Returning community assist	TV012	21-MAY-17
Coleton Ginger	SS8749	01	student hrly PAC	TV012	21-MAY-17
Timothy Gleason	SS8548	01	student hrly Union Manager	TV012	07-MAY-17
Christopher Glodt	SS8548	02	student hrly Union Manager	TV012	07-MAY-17
Rachel Goetz	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Seth Golden	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Tanner Goodall	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Marcus Goodfellow	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Chloe Goodhope	SS7805	01	student hrly Lab Assist	TV012	21-MAY-17
Natalee Graesser	SW9592	00	WS student labor	TV012	05-MAY-17
Molly Gray	SS7820	00	stdnt hrly Yeager media assist	TV012	21-MAY-17
Austin Green	SS8088	00	Returning community assist	TV012	21-MAY-17
Austin Green	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
John Green	SG7922	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Baylee Groos	SS7897	00	student hrly Bookstore	TV012	21-MAY-17
Zachary Grudem	SS8088	00	student hrly New CA	TV012	21-MAY-17
Wei Gu	AG8007	01	Graduate Research Assistant	TV013	21-MAY-17
Wei Gu	SG7998	01	Graduate Research Assistant	TV013	21-MAY-17
Erin Gubbels	AS9159	00	student hrly PISciADA10900	TV012	21-MAY-17
Manik Gudimani	SG7799	00	Grad Teach Assist-Instr	TV013	21-MAY-17
Athukoralage Gunawardana	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Anil Kumar Gundu	SS8023	00	student hrly building crew	TV012	17-MAY-17
Ailin Guo	SG9849	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Klaus Guye	SG7915	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Os Gyamfi	SG7797	00	Graduate Research Assistant	TV013	21-MAY-17
Per Gyedu	SG7909	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Ashtyn Haak	SS7730	00	student hrly Assistant teacher	TV012	21-MAY-17
Ashtyn Haak	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Connor Haaland	SW9504	00	WS Modern Language Assist	TV012	05-MAY-17
Jamela Hafner	SS7911	02	student hrly Tutor	TV012	05-MAY-17
Marissia Hagedorn	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Samantha Hagedorn	SW9645	00	WS Student Assistant	TV012	05-MAY-17
Breanna Hagen	SS7984	00	student hrly office assist	TV012	21-MAY-17
Lindsey Hahler	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Benjamin Halbkat	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Rachel Halbur	SS8007	03	student hrly Info Exchange	TV012	05-MAY-17
Rachel Halbur	SS8085	00	student hrly New CA	TV012	17-MAY-17
Rachel Halbur	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Cody Hall	AS9180	00	student hrly PISciX72611300	TV012	21-MAY-17
Connor Hall	SS7929	00	student hrly New CA	TV012	21-MAY-17
Billie Halsey	SS7988	01	Jackrabbit Ch Mail room asst	TV012	21-MAY-17
Billie Halsey	SW9572	00	WS Office Assistant	TV012	05-MAY-17
Miran Hama Salh	AG9844	04	Graduate Research Assistant	TV013	21-MAY-17
Miran Hama Salh	SG9863	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
John Hamerl	SW9542	00	WS Dispatcher	TV012	05-MAY-17
Nicole Hamilton	SS7888	01	student hrly Writer	TV012	21-MAY-17
Alaina Hanks	SG7004	00	Graduate Teaching Assistant	TV013	21-MAY-17
Connor Hansen	SS7984	00	student hrly office assist	TV012	21-MAY-17
Lacey Hansen	SS8548	01	student hrly Union Manager	TV012	07-MAY-17
Alyssa Hanson	SS7730	00	student hrly Assistant teacher	TV012	21-MAY-17
Brandon Hanson	SS7879	00	jackrabbit ch fitness attend	TV012	21-MAY-17
Brittany Hanson	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Hailey Hanson	SS7810	01	student hrly OIT Tech	TV012	21-MAY-17
Hailey Hanson	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17

Benjamin Hanzen	SS7817	00	student hrly Ambassador	TV012	21-MAY-17
Benjamin Hanzen	SS8085	00	student hrly New CA	TV012	21-MAY-17
Charles Harmon	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Alexander Harms	SS8548	07	student hrly State Tech Mngr	TV012	07-MAY-17
Isaac Harris	SS8548	00	student hrly State Tech	TV012	07-MAY-17
Alexander Harsh	SG7909	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Joshua Hartelt	SG7902	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Derek Hartl	SS8548	05	student hrly State Tech Coord	TV012	07-MAY-17
Shayla Hartz	SW9612	02	WS Tutor	TV012	05-MAY-17
MD Nazmul Hasan	SG7801	01	Graduate Research Assistant	TV013	21-MAY-17
MD Nazmul Hasan	SG8012	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Mika Hasanen	SG7922	03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Abdullah Al Hashib	SG8008	03	Graduate Research Assistant	TV013	21-MAY-17
Dan Hattum	SG7990	04	Grad Teach Assist-Instructor	TV013	21-MAY-17
Rylee Haugen	SS7730	00	student hrly Assistant teacher	TV012	21-MAY-17
Stephanie Hauger	SS7746	00	student hrly admin assist	TV012	21-MAY-17
Brandi Havlik	SG7909	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Tingting He	SG8596	00	Graduate Research Assistant	TV013	21-MAY-17
Madison Heaton	SS7936	00	student hrly office assistant	TV012	21-MAY-17
Melanie Heeren	SS7751	00	student hrly tutor	TV012	05-MAY-17
Samantha Heeren	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Samantha Heeren	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Wyatt Heezen	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Shannon Hegland	SS8084	01	student hrly Returning CA	TV012	21-MAY-17
Emily Heiberger	SS7723	00	student hrly office assistant	TV012	21-MAY-17
Emily Heiberger	SW9518	00	WS Office assistant	TV012	05-MAY-17
Dominic Heidt	SS8093	03	student hrly BluePrint Manager	TV012	06-MAY-17
Dominic Heidt	SW9520	00	WS BluePrint Student Manager	TV012	05-MAY-17
Katy Heier	SS7928	00	student hrly Office assistant	TV012	21-MAY-17
Victoria Heier	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Victoria Heier	SS8089	01	New community assist	TV012	21-MAY-17
Kaitlin Heitmann	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Branden Heitritter	SS8075	00	student hrly New CA	TV012	21-MAY-17
Gavin Held	SS7857	00	student hrly lab assist/grader	TV012	21-MAY-17
Jacob Helget	AS9177	00	student hrly PISciXA244850	TV012	21-MAY-17
Priscilla Simon Heliso	AS9215	00	student hrly lab assistant	TV012	21-MAY-17
Dallas Hellmann	SW9697	00	WS College of EHS worker	TV012	05-MAY-17
Brian Hemenway	SG7729	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Brandon Hemstad	SS8088	00	New Community Assist	TV012	21-MAY-17
Bridget Henderson	SW9512	00	WS office assistant	TV012	05-MAY-17
Susan Hennen	SW9521	00	WS tutor	TV012	05-MAY-17
Susan Hennen	SW9547	00	WS Office Assistant	TV012	05-MAY-17
Bret Henning	SS7740	01	student hrly CEE 432 Assist	TV012	21-MAY-17
Rachel Henselin	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Jessica Henter	SS7751	00	student hrly SI leader	TV012	05-MAY-17
Courtney Hentges	SS8044	00	student hrly office assistant	TV012	21-MAY-17
Courtney Hentges	SW9533	00	WS music librian	TV012	05-MAY-17
D'Shaun Herman	SS7824	00	student hrly ambassador	TV012	21-MAY-17
Isaac Hernandez Garcia	SS7988	01	Jackrabbit Ch Mail Room Asst	TV012	21-MAY-17
Isaac Hernandez Garcia	SW9572	00	WS Office Assistant	TV012	05-MAY-17
Alex Herold	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Alex Herold	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Mikayla Herrick	SE6793	02	Temporary Clinical Assistant	TV013	21-MAY-17
Bailee Hetland	SS7984	00	student hrly office assist	TV012	21-MAY-17
Bailee Hetland	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Bailee Hetland	SW9895	00	WS Office Assistant	TV012	05-MAY-17
Alyssa Hewitt	SS7854	00	student hrly office assistant	TV012	05-MAY-17
Alyssa Hewitt	SW9514	00	WS Office Assistant	TV012	05-MAY-17
Joshua Hieb	SS7712	00	student hrly Research Assist	TV012	21-MAY-17

Jordan Hilbert	SG7752 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jordan Hill	SS7710 00	student hrly Research Assist	TV012	21-MAY-17
Sawyer Hill	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Yazen Hindieh	SG7735 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
XZarrion Hinshaw	SW9690 01	WS Tech Assistant	TV012	05-MAY-17
Sydney Hirschhorn	SS7751 00	student hrly SI leader	TV012	05-MAY-17
Ryan Hoag	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Katherine Hodge	AW9747 00	WS Farm Crew	TV012	05-MAY-17
Katherine Hodge	AW9747 01	WS Farm crew holiday	TV012	05-MAY-17
Katherine Hodge	SS8085 00	student hrly New CA	TV012	21-MAY-17
Corynn Hoff	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Lexie Hoffman	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Hiedi Hoftiezer	SS8089 00	New Community Assist	TV012	21-MAY-17
Christian Hogan	SS7810 00	student hrly DDN technician	TV012	21-MAY-17
Bret Holt	SS7966 01	student hrly Architecture Asst	TV012	21-MAY-17
Kayla Holtquist	SS8748 00	student hrly Comm studies	TV012	21-MAY-17
Kayla Holtquist	SW9529 00	WS shop assistant	TV012	05-MAY-17
Cole Holzer	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Calla Holzhauser	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jiyeong Hong	AG9757 01	Graduate Research Assistant	TV013	21-MAY-17
Elizabeth Honner	SG9870 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Ghaem Hooshyari	SG7586 01	Graduate Research Assistant	TV013	21-MAY-17
Abigail Hopp	SS8688 00	student hrly Union Set-up Crew	TV012	07-MAY-17
Samantha Hoppe	SS7817 00	student hrly ambassador	TV012	21-MAY-17
Samantha Hoppe	SW9534 00	WS Ambassador	TV012	05-MAY-17
Kirtus Houting	SS8084 00	student hrly New CA	TV012	21-MAY-17
Shaiann Howell	SW9612 00	WS Office Assistant	TV012	05-MAY-17
Sammantha Hoyles	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
IN Huang	SG7798 03	Graduate Research Assistant	TV013	21-MAY-17
CS in Hubbard	SS8749 03	student hrly PAC	TV012	21-MAY-17
KP issa Hubbard	SS8088 00	student hrly New CA	TV012	21-MAY-17
Jennifer Huber	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Makenzie Huber	SS7775 00	stdnt hrly Honors College asst	TV012	21-MAY-17
Elise Hughes Berheim	AG8016 03	Graduate Research Assistant	TV013	21-MAY-17
Hailey Huls	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Elizabeth Hult	SS8007 02	student hrly Info Exchange	TV012	05-MAY-17
Ellen Hulterstrum	SS8084 00	student hrly New CA	TV012	21-MAY-17
Mohnish Hundekar	SS7944 01	student hrly office assistant	TV012	10-MAY-17
Logan Hunter	SS7936 01	student hrly CA break coverage	TV012	21-MAY-17
Logan Hunter	SS8081 01	Resident Manager for Meadows	TV012	21-MAY-17
James Huntley	SW9542 00	WS Dispatcher	TV012	05-MAY-17
Ryan Hurt	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Monaya Hustoft	SS8093 02	student hrly BluePrint Assist	TV012	06-MAY-17
Monaya Hustoft	SW9520 00	WS BluePrint office assistant	TV012	05-MAY-17
Charles Huth	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Patrick Hybertson	SS8091 01	student hrly Returning CA	TV012	21-MAY-17
Jamie Hyde	SS8665 00	student hrly Office Assistant	TV012	21-MAY-17
Amanda Hyett	SG7965 00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Kirstan Hyser	SS8083 00	New community assist	TV012	21-MAY-17
Sean Ingerson	SG7909 02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Quazi Irfan	SS7646 00	student hrly Project Assist	TV012	07-MAY-17
Joshua Irvin	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Meagan Irvine Miller	SG8026 00	Graduate Teaching Assistant	TV013	21-MAY-17
Isabel Isaac	SS7804 01	student hrly lab tech	TV012	21-MAY-17
MD Sahedul Islam	SG7912 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
MD Saiful Islam	SG9849 02	Grad Teach Assist-Instructor	TV013	21-MAY-17
McCade Ivarsen	SS8861 02	student hrly tech fellow	TV012	21-MAY-17
Tessa Ivers	SS8765 00	student hrly Student Driver	TV012	21-MAY-17
Anna Iverson	SS7817 00	student hrly Ambassador	TV012	21-MAY-17

Anna Iverson	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Martin Jackson-Ratliff	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Devin Jacobs	SS7825	00	student hrly admin support	TV012	21-MAY-17
Brook Jacobsma	SW9519	00	WS horse unit fam worker	TV012	05-MAY-17
Balawanthrao Jadhav	SG7799	00	Grad Teach Assist-Instr	TV013	21-MAY-17
Nawrin Jahan	SG7912	04	Grad Teach Assist-Instructor	TV013	21-MAY-17
Amanda Jamison	SS7966	03	student hrly Architecture Asst	TV012	21-MAY-17
Kyle Jamison	SS7669	00	student hrly Admin Assistant	TV012	21-MAY-17
Jamie Jansen	AS9162	00	student hrly PISci37641900	TV012	21-MAY-17
Jamie Jansen	SS8724	00	student hrly Transportation	TV012	02-MAY-17
Austin Janssen	AS9193	00	student hrly PISciX66361100	TV012	21-MAY-17
Jayden Janssen	AS9196	00	student hrly PISciP7329900	TV012	21-MAY-17
Fatima Javid	SS7798	00	student hrly Laundry Assist	TV012	05-MAY-17
Fatima Javid	SS7944	01	student hrly office assistant	TV012	21-MAY-17
Fatima Javid	SW9498	00	WS Laundry Assist	TV012	05-MAY-17
Fatima Javid	SW9511	00	WS Wagner Cafe Assist	TV012	05-MAY-17
Fatima Javid	SW9828	00	WS Tutor	TV012	05-MAY-17
Kaveen Jayamanna	SS7928	00	student hrly office assistant	TV012	21-MAY-17
Indrajith Jayasooriya Mudiyan	SS7861	00	student hrly Int'l affairs	TV012	21-MAY-17
Drake Jenio	SS7875	00	student hrly engineering Rsrch	TV012	21-MAY-17
Kellee Jensen	SS7817	00	student hrly Ambassador	TV012	21-MAY-17
Kellee Jensen	SW9534	00	WS Admission Ambassador	TV012	05-MAY-17
Tyler Jensen	SW9501	00	WS 4-H Office Assistant	TV012	05-MAY-17
Ji Eun Jhang	SG6832	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Seongwan Jo	SS7738	00	student hrly stockroom worker	TV012	21-MAY-17
Amanda John	SS7928	00	student hrly office assistant	TV012	21-MAY-17
Amanda John	SS7928	01	student hrly Break Coverage CA	TV012	21-MAY-17
Amanda John	SS8089	00	New Community Assist	TV012	21-MAY-17
Isaiah Johnke	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Isaiah Johnke	SS8765	02	student hrly Nursing Driver	TV012	21-MAY-17
Muaila Johns	SS7944	00	student hrly Office Assistant	TV012	21-MAY-17
Brooke Johnson	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Courtney Johnson	ES9807	02	student hrly SDSU Ext 4-H/YD	TV012	10-MAY-17
Courtney Johnson	SS7888	00	student hrly Social Media Asst	TV012	21-MAY-17
E Johnson	SE6559	05	Temporary Faculty Mentor	TV013	21-MAY-17
Emily Johnson	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Emma Johnson	SS7929	01	Returning community assist	TV012	21-MAY-17
Emma Johnson	SS7937	00	student hrly CA break coverage	TV012	21-MAY-17
Erin Johnson	SS7887	00	student hrly Note Taker	TV012	05-MAY-17
Gramm Johnson	AW9736	00	WS Plant Worker	TV012	05-MAY-17
Jordan Johnson	SW9598	01	WS FB Filmer	TV012	05-MAY-17
Katelyn Johnson	AS9194	00	student hrly IDIP Assist	TV012	21-MAY-17
Kelsey Johnson	AS9165	01	student hrly Voices for Food	TV012	21-MAY-17
Kelsey Johnson	SS7751	00	student hrly SI Leader	TV012	05-MAY-17
Kendrix Johnson	SS7902	00	jackrabbi ch housing	TV012	15-MAY-17
Krista Johnson	SE6708	06	Temporary Clinical Assistant	TV013	21-MAY-17
Landon Johnson	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Randy Johnson	AG8016	01	Graduate Research Assistant	TV013	19-MAY-17
Randy Johnson	SG8027	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Ryan Johnson	SS8548	01	student hrly Operations Mngr	TV012	07-MAY-17
Samuel Johnson	SS7722	00	student hrly Office assist	TV012	21-MAY-17
Taylor Johnson	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Dannijo Johnston	SS7966	00	student hrly Night Office Asst	TV012	21-MAY-17
Kaitlin Johnston	SE6761	00	Temporary Clinical Assistant	TV013	21-MAY-17
Brody Jones	SS8085	00	student hrly New CA	TV012	21-MAY-17
Maitlyn Jordan	SS8075	00	student hrly New CA	TV012	21-MAY-17
Kelley Jorgensen	SS7842	00	student hrly office assistant	TV012	21-MAY-17
Tyler Joyal	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Jordan Juhnke	SW9563	01	WS office & lab assistant	TV012	05-MAY-17

Ellyn Julius	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Dong Min Jung	SG7763 01	Graduate Research Assistant	TV013	21-MAY-17
Sarah Jungers	SS8091 00	student hrly New CA	TV012	21-MAY-17
Adam Jungwirth	AS9177 00	student hrly PISci3XA244975	TV012	21-MAY-17
Adam Junker	SG7750 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Conner Jurrens	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Kayla Justen	SS7820 00	student hrly Yeager Media asst	TV012	21-MAY-17
MD Faisal Kabir	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Arjun Kafle	AG9749 03	Graduate Research Assistant	TV013	21-MAY-17
Chad Kaiser	AG8002 02	Graduate Research Assistant	TV013	30-APR-17
Sahil Kalia	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Joseph Kalina	SS7741 00	student hrly lab technician	TV012	21-MAY-17
Dalton Kampsen	AS9177 00	student hrly PISciXA244900	TV012	21-MAY-17
Sienna Kampsen	AS9177 00	student hrly PISciXA244875	TV012	21-MAY-17
Jaiprakash KanagaraJ	SG7915 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Praveena Kanchupati	SG7725 02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Christian Kangas	AS9177 00	student hrly PISciXA602900	TV012	21-MAY-17
Brooke Kannas	SS7944 00	student hrly office assistant	TV012	21-MAY-17
Allison Kantack	SS7721 00	student hrly Tutor	TV012	21-MAY-17
Allison Kantack	SS8748 01	student hrly Comm Studies	TV012	21-MAY-17
Laxman Karki	SG7909 05	Grad Teach Assist-Instructor	TV013	21-MAY-17
Aaron Karl	SS7680 00	student hrly GIS Assist	TV012	21-MAY-17
Jennifer Karlen	SS8044 00	student hrly Office Assistant	TV012	21-MAY-17
Kaylee Karsky	SG8014 00	Graduate Research Assistant	TV013	21-MAY-17
David Karst	SS9793 01	Supplemental Fundraising	TV012	21-MAY-17
Brandon Kasch	SS8090 01	student hrly Returning CA	TV012	21-MAY-17
Herve Kashongwe	SS7871 00	student hrly custodial staff	TV012	21-MAY-17
Brianna Kastner	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Bhupal Kasu	SG7998 04	Graduate Research Assistant	TV013	21-MAY-17
Ugbeen Kattel	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Saxmila Katuwal	AS9196 01	student hrly PISciFA7571000	TV012	21-MAY-17
Thomas Kaufman	SS7879 00	student hrly fitness attendant	TV012	21-MAY-17
Iya Kazakevich	SG7998 00	Graduate Research Assistant	TV013	21-MAY-17
Joseph Keane	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Tamara Keefner	SE6544 00	Temporary Clinical Assistant	TV013	21-MAY-17
Mary Keeling	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Ellen Keena	SS8093 01	student hrly BluePrint Assist	TV012	06-MAY-17
Cooper Kemnitz	SS8134 00	Student Labor OT Elg-FTE Count	TV012	05-MAY-17
Alexander Kena	SG7723 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Joshua Kennedy	SG7965 00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Leandre Kennedy	SS7922 03	student hrly Lab Assist	TV012	05-MAY-17
Leandre Kennedy	SW9557 02	WS Lab Assistant	TV012	05-MAY-17
MaryEllen Kennedy	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Melissa Kerr	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Melissa Kerr	SS7928 00	student hrly Break Coverage CA	TV012	21-MAY-17
Melissa Kerr	SS8089 00	New community assist	TV012	21-MAY-17
Caleb Kervin	SS8688 00	student hrly Union Set-up Crew	TV012	06-MAY-17
Siddharth Kesharwani	SG9849 02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Sameer Keshavan	SS8081 00	Resident Manager for Meadows	TV012	21-MAY-17
Md Riaz Ahmed Khan	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Bigyan Khanal	SG7801 01	Graduate Research Assistant	TV013	21-MAY-17
Bikash Khanal	SG7573 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Pratiksha Khanal	SG9856 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Mariah Kieffer	SS8765 02	student hrly Nursing Driver	TV012	21-MAY-17
Calvin Kielas-Jensen	SS7646 00	student hrly Project Assist	TV012	07-MAY-17
Mary Kills A Hundred	SS7807 01	student hrly sociology	TV012	21-MAY-17
Dongyoun Kim	SG6832 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
HeeWon Kim	SS7699 00	student hrly Office Assistant	TV012	21-MAY-17
Kristopher Kindl	SW9733 00	WS Laundry/equipment assist	TV012	05-MAY-17

Kayla Kirchmeier	SS7988	00	jackrabbit ch mail room assist	TV012	21-MAY-17
Chance Kirkeeng	AG9105	01	Graduate Research Assistant	TV013	21-MAY-17
Derek Kjenstad	SS7936	01	student hrly CA break coverage	TV012	21-MAY-17
Derek Kjenstad	SS8081	04	Resident Manager for Meadows	TV012	21-MAY-17
Laura Klaudt	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Laura Klaudt	SS8861	02	student hrly tech fellow	TV012	21-MAY-17
Alexis Klein	SW9501	00	WS Support Staff	TV012	05-MAY-17
Jeanette Klein	SS7775	00	student hrly Honors Assist	TV012	21-MAY-17
Camille Klima	SS8084	00	student hrly Senior CA	TV012	21-MAY-17
Camille Klima	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Anita Kline	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Camile Kling	SS7817	00	student hrly ambssador	TV012	21-MAY-17
Camile Kling	SW9534	00	WS admission ambassador	TV012	05-MAY-17
Hannah Klinkhammer	SS7810	00	student hrly OIT Tech	TV012	21-MAY-17
Hannah Klinkhammer	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Hannah Klinkhammer	SS8861	02	student hrly tech fellow	TV012	21-MAY-17
Anneliese Klinzmann	SS7787	00	student hrly Farm Crew	TV012	05-MAY-17
Anneliese Klinzmann	SS7787	01	student hrly Farm Crew holiday	TV012	05-MAY-17
Luke Klugherz	SS7735	00	student hrly Pharmacy	TV012	21-MAY-17
Matthew Knecht	SS8861	01	student hrly tech fellow	TV012	21-MAY-17
Jaymee Knippling	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Krynne Knopik	SS7966	00	student hrly Shop Worker	TV012	21-MAY-17
Krynne Knopik	SS8091	00	student hrly New CA	TV012	21-MAY-17
Kyle Koch	SS7988	00	jackrabbit ch mail room assist	TV012	21-MAY-17
Kyle Koch	SW9572	00	WS Office Assistant	TV012	05-MAY-17
Jonna Koegelenberg	SS7911	01	student hrly Tutor	TV012	06-MAY-17
Nathan Koens	SS8328	02	student hrly Research Assist	TV012	21-MAY-17
Eric Koerner	SS7871	00	student hrly Maintenance Staff	TV012	21-MAY-17
Amit Koirala	SG7723	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Matthew Kolbeck	SS8147	00	student hrly Ambassador	TV012	21-MAY-17
Kona Konst	ES9803	01	student hrly Hlth & Nutrition	TV012	21-MAY-17
Kevy Konynenbelt	SS7917	00	student hrly Ambassador	TV012	21-MAY-17
Vanessa Konynenbelt	SS7917	00	student hrly Learning Assist	TV012	21-MAY-17
Tessa Kopren	SS7817	00	student hrly Ambassador	TV012	21-MAY-17
Mammen Korah	SS8548	01	student hrly State Tech	TV012	07-MAY-17
Christopher Kotschevar	SS7824	00	student hrly ambassador	TV012	21-MAY-17
Austin Kott	AW9735	00	WS Nat Resource Mangement	TV012	05-MAY-17
Caleb Kragenbring	SS7750	00	student hrly Peer Mentor	TV012	05-MAY-17
Caleb Kragenbring	SW9657	02	WS Office assistant	TV012	05-MAY-17
Andrea Kramer	SS7928	00	stdnt hrly Senior office asst	TV012	21-MAY-17
Andrea Kramer	SW9897	00	WS Resident life assistant	TV012	05-MAY-17
Kyle Kramer	SS7894	00	student Phone-A-Thon Assist	TV012	21-MAY-17
Kyle Kramer	SW9568	00	WS Sheep Unit	TV012	05-MAY-17
Robert Kranz	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Tara Krege	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Jacob Krier	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Susan Kroger	SG7990	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Susan Kroger	SG7998	00	Graduate Research Assistant	TV013	21-MAY-17
Kirby Krogstad	SS7787	00	student hrly Farm Crew	TV012	05-MAY-17
Kirby Krogstad	SS7787	01	student hrly Farm Crew Holiday	TV012	05-MAY-17
Christian Kroll	SS7735	00	student hrly Pharmacy	TV012	21-MAY-17
Christian Kroll	SS7817	00	student hrly admin ambassador	TV012	21-MAY-17
Christian Kroll	SW9612	00	WS Tutor	TV012	05-MAY-17
Cody Kronaizl	SS8861	00	student hrly Tech Fellow	TV012	21-MAY-17
Samuel Krueger	SW9535	00	WS Print lab assistant	TV012	05-MAY-17
Silas Krueger	SW9535	00	WS print lab assistant	TV012	05-MAY-17
Silas Krueger	SW9552	00	WS Ceramics studio assist	TV012	05-MAY-17
Brittany Kruger	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Brittany Kruger	SW9528	00	WS Jazz librarian	TV012	05-MAY-17

Sarah Kruger	SS8088	01	Returning community assist	TV012	21-MAY-17
Uday Kshatriya	SS8023	01	student hrly building worker	TV012	19-MAY-17
Thomas Ksiazek	SW9543	00	WS Research assistant	TV012	05-MAY-17
Alexandria Kub	SS7936	00	student hrly CA break coverage	TV012	21-MAY-17
Alexandria Kub	SS8081	04	Resident Manager for Meadows	TV012	21-MAY-17
Alexandria Kub	SW9657	03	WS Office assistant	TV012	05-MAY-17
Victoria Kuhlmann	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Caitlin Kukowski	SS7897	00	student hrly bookstore	TV012	21-MAY-17
Ciara Kulhavy	SS7817	00	jackrabbit ch admissions asst	TV012	05-MAY-17
Ciara Kulhavy	SS7817	01	student hrly office worker	TV012	21-MAY-17
Pavan Kulkarni	SG7715	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Kamryn Kullot	SW9530	00	WS Tutor	TV012	05-MAY-17
Anna Kurtz	SS8091	00	student hrly New CA	TV012	21-MAY-17
Dana Kurtz	SS8548	00	student hrly Operations Mngr	TV012	07-MAY-17
Mibin Kuruvilla Joseph	SG9849	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jade Kutzke	SS7735	00	student hrly Pharmacy	TV012	21-MAY-17
Jennifer Kyeremateng	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Lexi Lafave	SS8088	00	student hrly New CA	TV012	21-MAY-17
Taylor Lago	SS8765	02	student hrly Nursing Driver	TV012	21-MAY-17
McKinley Lain	AC9213	01	student hrly Horticulture Asst	TV012	12-MAY-17
McKinley Lain	SS7750	00	student hrly Peer Mentor	TV012	05-MAY-17
McKinley Lain	SS7817	00	student hrly Admin Ambassador	TV012	05-MAY-17
Julia Lam	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Anah Lamb	SS8091	00	student hrly New CA	TV012	21-MAY-17
Charles Lamb	SW9542	00	WS Dispatcher	TV012	05-MAY-17
London Lambert	SS7917	00	student hrly Research Assist	TV012	21-MAY-17
Christopher Landeck	SG7909	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Scott Landes	SS7733	00	student hrly lab assistant	TV012	21-MAY-17
Kayla Landsman	SS7846	00	stdnt hrly Biomechanics Tutor	TV012	21-MAY-17
Jacob Lang	SS8091	00	student hrly New CA	TV012	21-MAY-17
Caleb Langner	SS7730	00	student hrly Assistant Teacher	TV012	18-MAY-17
Caleb Langner	SS8614	00	student hrly Assistant Teacher	TV012	21-MAY-17
Morgan Lanier	SS7988	00	student hrly office assistant	TV012	21-MAY-17
Carleigh Larrick	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Sylvia Larson	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Cassidy Latusek	SS7735	00	student hrly Pharmacy	TV012	21-MAY-17
Morgan Laub	SS7929	00	Community Assistant	TV012	21-MAY-17
Morgan Laub	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Elizabeth Laurent	SG7902	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Nathan Lax	SS8147	00	student hrly Ambassador	TV012	21-MAY-17
Iris Le	SS7855	00	student hrly Figure Drawing	TV012	21-MAY-17
Brianna Lee	AS9173	00	student hrly farm crew	TV012	05-MAY-17
Brianna Lee	AS9173	01	student hrly farm crew holiday	TV012	05-MAY-17
Evan LeMire	SS8548	00	student hrly Union Manager	TV012	07-MAY-17
Jessica Leat	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Nicolette Lecy	SS8084	00	New Community Assist	TV012	21-MAY-17
Rebecca Leddy	SS7664	00	student hrly Fink Assist	TV012	21-MAY-17
Christopher Lee	AS9180	00	student hrly PISciX72611000	TV012	21-MAY-17
Corey Lee	AW9738	00	WS-Field Observ Asst	TV012	21-MAY-17
Ji Young Lee	SG6039	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Serena Lee	SS7729	00	student hrly Peer mentor	TV012	05-MAY-17
Taehee Lee	SG7917	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Yun Hyeok Lee	SS7772	00	student hrly EE & CS	TV012	21-MAY-17
Sarah Lehmann	SS7824	00	student hrly ambassador	TV012	21-MAY-17
Sarah Lehmann	SW9537	00	WS Admission Ambassador	TV012	05-MAY-17
Ethan Leif	SS8075	00	student hrly New CA	TV012	21-MAY-17
Chelsy Lesmeister	SW9501	00	WS Admin Assistant	TV012	05-MAY-17
Samantha Letcher	SS7904	00	student hrly housing	TV012	21-MAY-17
Samantha Letcher	SW9828	01	WS America Reads Tutor	TV012	05-MAY-17

Shuang Li	SG9847	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Steven Like	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Tyler Lindgren	SS8548	03	student hrly State Tech	TV012	07-MAY-17
Lauren Lindsey	AS9167	00	student hrly Lab Assistant	TV012	19-MAY-17
Braydn Lingbeck	AS9177	00	student hrly PISciXA244900	TV012	21-MAY-17
Abby Lingle	SS7751	00	student hrly SI leader	TV012	05-MAY-17
Kali Linville	SG9855	00	Graduate Research Assistant	TV013	21-MAY-17
Erin Lionberger	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Dylan Little	SS7751	00	student hrly SI leader	TV012	05-MAY-17
Jordan Little	SS7751	00	student hrly Tutor & SI Leader	TV012	05-MAY-17
Runxia Liu	AG9748	05	Graduate Research Assistant	TV013	21-MAY-17
Victor Lobato Da Silva Costa	SS8749	00	student hrly PAC Worker	TV012	06-MAY-17
Melanie Loe	SS7988	00	student hrly office assistant	TV012	21-MAY-17
Melanie Loe	SW9572	00	WS Office assistant	TV012	05-MAY-17
Hilary Loehrer	SW9501	00	WS 4-H Assistant	TV012	05-MAY-17
Melissa Loeschen	AS9198	00	student hrly PISciA65491000	TV012	21-MAY-17
Kira Loftesness	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Kira Loftesness	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Kira Loftesness	SW9534	00	WS Ambassador	TV012	05-MAY-17
David Lohrenz	SS8785	00	student hrly Academic affairs	TV012	05-MAY-17
Zachary Lothspeich	AS9154	00	student hrly Fisheries Tech	TV012	05-MAY-17
Caitlin Louwagie	SS8084	00	student hrly New CA	TV012	21-MAY-17
Patrick Lowin	AS9192	00	student hrly PISciMA6371200	TV012	21-MAY-17
Camilla Lucero	SS8748	00	student hrly Comm Studies	TV012	21-MAY-17
Kristina Luczak	SS7749	00	student hrly Tutor	TV012	21-MAY-17
Kristina Luczak	SS7929	00	New community assist	TV012	21-MAY-17
Nathan Luitjens	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Nathan Luitjens	SS7751	01	student hrly SI Leader	TV012	05-MAY-17
Alexander Luke	SS8085	00	student hrly New CA	TV012	21-MAY-17
Jenna Lund	SS9793	01	Supplemental Fundraising	TV012	21-MAY-17
Courtney Lusk	SS8007	01	jackrabbit ch Info Exch Attd	TV012	05-MAY-17
Rebecca Lyall	SG6033	01	Graduate Admin Assistant	TV013	05-MAY-17
Anjun Ma	SG7716	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Mariangel Machado Gimenez	SS7659	00	student hrly Spanish Assist	TV012	05-MAY-17
Mackenzie Mack	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Monique Mack	SW9500	00	WS IM Official	TV012	05-MAY-17
Monique Mack	SW9501	00	WS Habitat for Humanity	TV012	05-MAY-17
Florencia Magni	SG7922	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Manisha Maharjan	SG8012	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Rupak Mahat	SG7809	00	Graduate Research Assistant	TV013	21-MAY-17
Rupak Mahat	SG8012	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Anna Maher	SS7750	00	student hrly Peer Mentor	TV012	05-MAY-17
Justin Mahutga	SG7902	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Courtney Maks	SS7911	02	student hrly Tutor	TV012	05-MAY-17
Melissa Malakowsky	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Melissa Malakowsky	SS8082	00	student hrly New CA	TV012	21-MAY-17
Naresh Malla	SG9650	01	Graduate Research Assistnat	TV013	21-MAY-17
Lilianna Mallak	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Lilianna Mallak	SW9527	00	WS Office Assistant	TV012	05-MAY-17
Toby Mallmann	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Andrea Malterud	SG7902	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Guljemal Mammetmyradova	AS9180	01	student hrly PISciX72621250	TV012	21-MAY-17
MD Ataul Mamun	SG7797	00	Graduate Research Assistant	TV013	21-MAY-17
Bishesh Manandhar	SS7749	00	student hrly Tutor	TV012	21-MAY-17
Erica Manandhar	SG7797	06	Graduate Research Assistant	TV013	21-MAY-17
Adam Manderfeld	SS7787	00	student hrly lab assist	TV012	05-MAY-17
Adam Manderfeld	SS7787	01	stdnt hrly lab assist holiday	TV012	05-MAY-17
Ravi Kumar Mangali	SS7871	01	student hrly custodial staff	TV012	06-MAY-17
Dustin Manzey	SS7854	00	student hrly CA break coverage	TV012	21-MAY-17

Dustin Manzey	SS8075	00	New community assist	TV012	21-MAY-17
Mollie Maresh	SS8548	00	student hrly Union Manager	TV012	07-MAY-17
Cesar Marin Rodriguez	SS7966	01	student hrly Architecture Asst	TV012	21-MAY-17
Taylor Martens	SW9697	00	WS Office assistant	TV012	05-MAY-17
Shadai Martin	SG7729	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Chidi Martins	SS8085	00	student hrly New CA	TV012	21-MAY-17
Neal Martorelli	SG9883	00	Graduate Teaching Assistant	TV013	21-MAY-17
Lesley Mason	SS8673	00	student hrly Equipment Assist	TV012	05-MAY-17
George Mathew	SS8548	02	student hrly State Tech	TV012	07-MAY-17
Srikanth Matta	SS7867	01	student hrly custodial worker	TV012	08-MAY-17
Tyler Matthies	SS8147	00	student hrly lab assist CM 320	TV012	21-MAY-17
Leanna Maxson	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Paul May	SG7909	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Mikayla Mayer	SS8548	01	student hrly Union Manager	TV012	07-MAY-17
Shaun McClelland	SS8091	01	student hrly Returning CA	TV012	21-MAY-17
Brittney McClendon	SS8748	00	student hrly Comm Studies	TV012	21-MAY-17
Brittney McClendon	SW9529	00	WS shop assistant	TV012	05-MAY-17
Adam McDermaid	SG7909	03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Adam McDermaid	SG8002	01	Graduate Research Assistant	TV013	21-MAY-17
Michael McGee	SS8147	00	student hrly Ambassador	TV012	21-MAY-17
Samantha McInerney	SS7810	01	student hrly OIT Tech	TV012	21-MAY-17
Samantha McInerney	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Samantha McKenna Brummer	SS7936	00	student hrly RHPC host	TV012	21-MAY-17
Matthew McKillop	SG7727	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Caleb McKinley	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Caleb McKinley	SW9534	00	WS Admissions Ambassador	TV012	05-MAY-17
Christian McKone	SG7676	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Elizabeth McLaughlin	SS8861	02	student hrly tech fellow	TV012	21-MAY-17
Melinda McMullen	SS8007	04	student hrly Info Exchange	TV012	05-MAY-17
NS	SS8749	03	student hrly PAC	TV012	21-MAY-17
NS	SS7817	00	student hrly ambassador	TV012	21-MAY-17
NS	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
NS	SS7730	00	student hrly Teacher Assist	TV012	18-MAY-17
NS	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
NS	SS7904	00	student hrly CA break coverage	TV012	21-MAY-17
NS	SS7930	00	student hrly Apartment Manger	TV012	05-MAY-17
NS	SS8080	00	Returning community assist	TV012	21-MAY-17
NS	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
NS	SW9598	02	WS Front desk worker	TV012	05-MAY-17
NS	SE6544	00	Temporary Clinical Assistant	TV013	21-MAY-17
NS	SS7982	01	student hrly CA break coverage	TV012	21-MAY-17
NS	SS8088	04	Senior CA	TV012	21-MAY-17
NS	SS8080	00	New community assist	TV012	21-MAY-17
NS	SS8548	01	student hrly Union Set-up Crew	TV012	07-MAY-17
NS	SS7733	00	student hrly Lab assistant	TV012	21-MAY-17
NS	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
NS	SG9883	00	Graduate Teaching Assistant	TV013	21-MAY-17
NS	AW9744	00	WS Nat Resource Mang	TV012	05-MAY-17
NS	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
NS	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
NS	SW9501	00	WS Community Impact Assist	TV012	05-MAY-17
NS	SS8861	02	student hrly tech fellow	TV012	21-MAY-17
NS	SS7817	00	student hrly ambassador	TV012	21-MAY-17
NS	SG7790	02	Graduate Research Assistant	TV013	21-MAY-17
NS	SS7917	02	student hrly Resrch Solar Cell	TV012	21-MAY-17
NS	SW9541	00	WS Peer mentor	TV012	05-MAY-17
NS	SS8075	00	Returning community assist	TV012	21-MAY-17
NS	SS8548	01	student hrly Union Manager	TV012	07-MAY-17
NS	SW9739	00	WS Union Manager	TV012	05-MAY-17

Ethan Millar	SS7966	02	student hrly Architecture Asst	TV012	21-MAY-17
Drue Miller	SS7748	00	student hrly Honors TA	TV012	05-MAY-17
Gunnar Miller	SS7705	00	student hrly Comm Studies	TV012	21-MAY-17
Gunnar Miller	SW9509	00	WS Shop Assistant	TV012	05-MAY-17
Lindsay Miller	SS7817	00	student hrly ambassador	TV012	21-MAY-17
Dorinda Mills	SE6793	02	Temporary Clinical Assistant	TV013	21-MAY-17
Maggie Minett	SG7838	03	Graduate Research Assistant	TV013	21-MAY-17
Martin Minihan	SS8749	01	student hrly PAC	TV012	21-MAY-17
Pauline Mochama	SG9859	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Emily Mochel	SS8088	00	Returning community assist	TV012	21-MAY-17
Emily Mochel	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Pratik Modani	SS7742	00	student hrly lab assistant	TV012	21-MAY-17
Britney Moeller	SS7854	00	student hrly Break Coveage CA	TV012	21-MAY-17
Britney Moeller	SS8075	00	student hrly New CA	TV012	21-MAY-17
Mohamed Rishard Mohamed Rameez	SS7944	01	student hrly CA break coverage	TV012	21-MAY-17
Mohamed Rishard Mohamed Rameez	SS8090	02	Returning community assist	TV012	21-MAY-17
Abdelrahman Mohsen	SS7676	00	student hrly Lab Assistant	TV012	21-MAY-17
Louise Monga	SG7744	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Dylan Monson	SS7820	00	student hrly Yeager Media asst	TV012	21-MAY-17
Payton Monson	SG8017	00	Graduate Research Assistant	TV013	21-MAY-17
Jacob Monssen	SS7879	00	student hrly group fitness NC	TV012	21-MAY-17
Michael Montoya	SW9541	00	WS Peer Mentor	TV012	05-MAY-17
Freddy Moran	SG7766	01	Graduate Research Assistant	TV013	21-MAY-17
Charles Mordhorst	AW9737	00	WS Biological Tech	TV012	05-MAY-17
Keely Moriarty	SS7750	00	student hrly Peer Mentor	TV012	05-MAY-17
Andrew Moritko	SS7750	00	student hrly Peer Mentor	TV012	05-MAY-17
Chelsea Morken	SS7928	00	student hrly office assistant	TV012	21-MAY-17
Anzar Mudassir	SS8037	00	student hrly Facility Worker	TV012	28-APR-17
Emily Mudder	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Kirsten Muhmel	SS8093	01	student hrly BluePrint Design	TV012	06-MAY-17
Kirsten Muhmel	SW9520	00	WS BluePrint Designer	TV012	05-MAY-17
Christine Muilenburg	SS8147	01	student hrly Ambassador	TV012	21-MAY-17
Richard Mulder	SS7711	00	stdnt hrly Instructional Asst	TV012	21-MAY-17
Amanda Muller	SS7782	00	student hrly Teaching Assist	TV012	21-MAY-17
Amanda Muller	SW9537	00	WS Admission Ambassador	TV012	05-MAY-17
Kaylee Muller	SS7723	00	student hrly office assistant	TV012	21-MAY-17
Kaylee Muller	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Prateek Munankarmi	SG7809	00	Graduate Research Assistant	TV013	21-MAY-17
Prateek Munankarmi	SG8012	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Martha Murrane	SS8091	01	student hrly Returning CA	TV012	21-MAY-17
Sydney Myears	SW9527	00	WS Office Assistant	TV012	05-MAY-17
Mitchell Nacke	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Emily Nagel	SS7741	00	student hrly lab technician	TV012	21-MAY-17
Eric Nagel	SG7799	01	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-17
Jennie Nagel	SE6761	01	Temporary Clinical Assistant	TV013	21-MAY-17
Hunter Nedland	SG7728	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Rhiannon Nedland	SS7672	00	student hrly Admin Assistant	TV012	19-MAY-17
Zachary Needham	SS7917	01	student hrly Learning Assist	TV012	21-MAY-17
Logan Negus	SS8548	05	student hrly State Tech Coord	TV012	07-MAY-17
Danielle Neilan	SW9524	00	WS office assistant	TV012	05-MAY-17
Mara Neitzel	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Vishnuvardhan Nellore	SG7916	03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Emily Nelsen	SS7966	00	student hrly Shop worker	TV012	21-MAY-17
Alicia Nelson	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Colleen Nelson	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Dennisen Nelson	AW9747	00	WS Farm Crew	TV012	05-MAY-17
Dennisen Nelson	AW9747	01	WS Farm Crew holiday	TV012	05-MAY-17
Melissa Nelson	AS9193	00	student hrly PISciX66361000	TV012	21-MAY-17
Shannon Nesland	SS8082	00	student hrly New CA	TV012	21-MAY-17

Jonathan Neswick	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Ryan Neumann	SS8548 00	student hrly State Tech	TV012	07-MAY-17
Surendra Neupane	SG7742 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jason Neville	SS7922 00	student hrly wastewater plant	TV012	21-MAY-17
Ryan Neville	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Ryan Neville	SS8089 00	student hrly New CA	TV012	21-MAY-17
Lindsay Newenhouse	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Henry Neyens	AS9193 00	student hrly PISciX66361050	TV012	21-MAY-17
Henry Neyens	AS9193 01	student hrly PISciA67391050	TV012	21-MAY-17
Morea Nichols	SS8688 00	student hrly Union Set-up Crew	TV012	07-MAY-17
Morea Nichols	SW9527 00	WS Office Assistant	TV012	05-MAY-17
Lilia Nikolaeva	SS7904 00	student hrly housing	TV012	21-MAY-17
Alexander Nikolas	AS9215 00	student hrly lab tech	TV012	21-MAY-17
Kassandra Niska	SW9507 00	WS Intern	TV012	05-MAY-17
Abbie Nistler	SS8085 00	student hrly New CA	TV012	21-MAY-17
Victory Nllemadim	SS8749 00	student hrly PAC Assist	TV012	07-MAY-17
Kate Nugteren	SS7671 00	student hrly FRN Support	TV012	21-MAY-17
Taylor Nunn	SS7879 00	Jackrabbit ch fitness attd	TV012	21-MAY-17
Taylor Nunn	SW9506 00	WS Fitness Attendant	TV012	05-MAY-17
Kala Nurnberg	SW9530 00	WS Tutor	TV012	05-MAY-17
Jared Nurnberger	SS7966 01	student hrly Architecture Asst	TV012	21-MAY-17
Sarah Nussbaum	SE6761 00	Temporary Clinical Assistant	TV013	21-MAY-17
Ashley Nye	SW9538 00	WS Office assistant	TV012	05-MAY-17
Corissa O'Gara	SS7749 00	student hrly Tutor	TV012	21-MAY-17
Logan O'Hara	SS7810 00	student hrly OIT Tech	TV012	21-MAY-17
Logan O'Hara	SS8861 01	student hrly tech fellow	TV012	21-MAY-17
Brandi Ober	SS7937 02	student hrly housing	TV012	21-MAY-17
Fredrick Ochieng	SG7797 03	Graduate Research Assistant	TV013	21-MAY-17
Onyiah Odeleye	SG7731 00	Graduate Research Assistant	TV013	06-MAY-17
Temitope Odeleye	SS7861 02	stdnt hrly Orientation Driver	TV012	21-MAY-17
Temitope Odeleye	SS8548 01	student hrly Union Manager	TV012	07-MAY-17
Asuka Ohno	SS7944 00	student hrly office assistant	TV012	21-MAY-17
Sandeep Ojha	SS8037 00	student hrly Facility Worker	TV012	11-MAY-17
Julia Okerman	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Madison Okerstrom	SS7936 00	jackrabbit ch RHPC host	TV012	21-MAY-17
Morgan Oliver	SS7988 00	jackrabbit ch mail room assist	TV012	21-MAY-17
Hunter Olson	SW9612 01	WS Tutor	TV012	05-MAY-17
Olivia Olson	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Olivia Olson	SS8089 00	New Community Assistant	TV012	21-MAY-17
Zackery Olson	SS7805 00	student hrly lab assistant	TV012	21-MAY-17
Zackery Olson	SS8548 01	student hrly Union Manager	TV012	07-MAY-17
Michael Onyetube	SG7915 00	Grad Teach Assist - Instructor	TV013	21-MAY-17
George Opoku-Kusi	SG7798 02	Graduate Research Assistant	TV013	21-MAY-17
Norah Orina	SG9860 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Bremansu Osa-Andrews	SG7799 01	Grad Teach Assist-Instr	TV013	21-MAY-17
Donald Osborne	SS8090 00	student hrly Returning CA	TV012	21-MAY-17
Oto Osenieks	SS7752 00	stdnt hrly player development	TV012	30-APR-17
Trevor Ostlund	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Leanna Owen	SS8082 00	New Community Assist	TV012	21-MAY-17
Shelby Owen	SE6761 00	Temporary Clinical Assistant	TV013	21-MAY-17
Christopher Owusu	AS9202 01	student hrly Lab Assistant	TV012	21-MAY-17
Charlotte Owusu-Smart	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Austin Oyen	SS7735 00	student hrly Pharmacy	TV012	21-MAY-17
Tolulope Oyeniyi	AS9196 00	student hrly PISciP7329900	TV012	21-MAY-17
Tolulope Oyeniyi	SS7669 00	student hrly Project Assist	TV012	21-MAY-17
Chulwoo Pack	SG7805 02	Graduate Admin Assistant	TV013	21-MAY-17
Christopher Paczkowski	SS7982 00	student hrly office assistant	TV012	21-MAY-17
Christopher Paczkowski	SS8088 00	New Community Assist	TV012	21-MAY-17
Alex Pagel	SG9873 00	Grad Teach Assist-Instructor	TV013	21-MAY-17

Sri Spandana Paleru	SS7665 00	student hrly Geospatial Assist	TV012	21-MAY-17
Ravi Kumar Datt Panchagnula	SS8090 00	student hrly New CA	TV012	21-MAY-17
Kabita Pandey	AG9787 01	Graduate Research Assistant	TV013	21-MAY-17
Sonali Pandey	SG7965 00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Brittney Papike	SW9613 00	WS nursing lab assistant	TV012	05-MAY-17
Sujan Parajuli	SG7922 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Samantha Parisien	SS7820 00	student hrly Yeager media asst	TV012	21-MAY-17
Sung Wook Park	AS9177 00	student hrly PISciXA244850	TV012	21-MAY-17
Yu Seong Park	SG6832 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Franklin Parker	SS7855 00	student hrly CNC Operater	TV012	21-MAY-17
Franklin Parker	SW9597 00	WS Office Assistant	TV012	05-MAY-17
Josie Parry	SS7730 00	student hrly Assistant teacher	TV012	21-MAY-17
Makaley Parsons	SE6793 02	Temporary Clinical Assistant	TV013	21-MAY-17
Rebekka Paskewitz	SS8044 00	stdnt hrly String Project asst	TV012	21-MAY-17
Doriane Paso	SG9847 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Janki Patel	SS7944 00	student hrly office assistant	TV012	21-MAY-17
Meet Patel	SW9539 00	WS Office Assist	TV012	05-MAY-17
Viraj Patel	SS8084 00	student hrly New CA	TV012	21-MAY-17
Ramya Mitra Patnam Damodaram	SG6022 00	Graduate Research Assistant	TV013	21-MAY-17
Kaela Patterson	SS7929 00	student hrly New CA	TV012	21-MAY-17
Shelby Pattison	SG7750 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Bimal Paudel	AG9788 01	Graduate Research Assistant	TV013	21-MAY-17
Jyotshana Paudyal	SG9887 00	Graduate Admin Assistant	TV013	21-MAY-17
Priti Paudyal	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Emily Paull	SG7898 00	Graduate Admin Assistant	TV013	21-MAY-17
Ronald Pavlik	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-17
Adam Pay	SG7797 02	Graduate Research Assistant	TV013	21-MAY-17
Daniel Pecenka	SS8082 01	Returning community assist	TV012	21-MAY-17
Kendra Peck	SS8765 00	student hrly Student Driver	TV012	21-MAY-17
Candace Pedersen	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Connor Pedersen	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Emily Pederson	SS7817 00	student hrly ambassador	TV012	21-MAY-17
Emily Pederson	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Mariah Pederson	SS7750 00	student hrly Peer Mentor	TV012	05-MAY-17
Mariah Pederson	SS7817 00	student hrly ambassador	TV012	21-MAY-17
Mariah Pederson	SW9537 00	WS Admission Ambassador	TV012	05-MAY-17
Mariah Pederson	SW9541 00	WS Peer Mentor	TV012	05-MAY-17
Jessica Pepperman	SW9880 01	WS Records & Reg staff	TV012	05-MAY-17
Lucas Pereira	SG7915 00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Nicole Peschong	SG7004 00	Graduate Teaching Assistant	TV013	21-MAY-17
Vincent Peta	AG9749 03	Graduate Research Assistant	TV013	21-MAY-17
Cozette Petersen	SE6793 00	Temporary Clinical Assistant	TV013	21-MAY-17
Amanda Peterson	SS8082 01	Senior Community Assist	TV012	21-MAY-17
Brian Peterson	SS7781 01	student hrly Iram research	TV012	21-MAY-17
Brian Peterson	SS8861 03	student hrly tech fellow	TV012	21-MAY-17
Carley Peterson	SS7897 00	student hrly Bookstore	TV012	21-MAY-17
Jessica Peterson	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Joshua Peterson	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Katelyn Peterson	SS8765 02	student hrly Student Driver	TV012	21-MAY-17
Shanell Peterson	SS8081 01	Resident Manager of Meadows	TV012	21-MAY-17
Storm Peterson	SS7910 00	student EXPL Expo	TV012	21-MAY-17
Storm Peterson	SS8091 03	student hrly Returning CA	TV012	21-MAY-17
Mitchell Petit	SS7808 00	student hrly Programmer	TV012	21-MAY-17
Emily Petracek	SW9541 00	WS Peer Mentor	TV012	05-MAY-17
Emily Petracek	SW9598 01	WS Front desk worker	TV012	05-MAY-17
Sophie Pettinger	SS8090 00	New Community Assist	TV012	28-APR-17
Levi Pfeil	SS7966 00	student hrly Architecture Asst	TV012	21-MAY-17
Latoya Phillipe	SE6793 01	Temporary Clinical Assistant	TV013	21-MAY-17
Ashley Phillips	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-17

Anna Pickford	SS8044	00	student hrly office assistant	TV012	21-MAY-17
Anna Pickford	SW9741	00	WS Band librarian	TV012	05-MAY-17
Ashley Pikel	SG7902	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Benjamin Pisha	SS7721	00	student hrly Writing tutor	TV012	21-MAY-17
Kaelyn Platz	SS7879	00	jackrabbit ch fitness attend	TV012	21-MAY-17
Morgan Plender	SS7817	00	student hrly Ambassador	TV012	21-MAY-17
Kyle Plumbtree	SW9508	00	WS Newspaper Delivery	TV012	05-MAY-17
Jharna Pokhrel	SG7573	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Holly Polak	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Cassius Pond	AS9177	00	student hrly Field & Lab Asst.	TV012	21-MAY-17
Jackson Pond	AS9214	01	student hrly Lab Assist	TV012	21-MAY-17
Martin Popowski	SS8548	00	jackrabbit ch state tech	TV012	21-MAY-17
Hannah Poppen	SS7817	00	student hrly Ambassador	TV012	21-MAY-17
Francesca Poppinga	SS7738	00	student hrly chem & biochem	TV012	21-MAY-17
John Posch	AG7013	01	Graduate Research Assistant	TV013	05-MAY-17
Cassie Pospishil	SS7966	01	student hrly Architecture Asst	TV012	21-MAY-17
Cassie Pospishil	SW9597	02	WS Design Assistant	TV012	05-MAY-17
Susmita Poudel	AG7030	01	Graduate Research Assistant	TV013	21-MAY-17
Alex Powell	SS7817	00	student hrly admin ambassador	TV012	21-MAY-17
Briana Powell	SE6796	00	Temporary Clinical Assistant	TV013	21-MAY-17
Justin Price	SS7811	00	student hrly Trading Lab Asst	TV012	21-MAY-17
Aaron Propst	SG7779	01	Graduate Research Assistant	TV013	21-MAY-17
Graham Protexter	SS7817	00	student hrly admin ambassador	TV012	21-MAY-17
Danielle Prudich	SE6793	01	Temporary Clinical Assistant	TV013	21-MAY-17
Andrew Puetz	SS7817	00	student hrly admin ambassador	TV012	21-MAY-17
Travis Pundsack	SS7689	00	student hrly Building Assist	TV012	21-MAY-17
Maselino Pupungatoa	SS8673	00	student hrly Equipment Assist	TV012	05-MAY-17
Yeyan Qiu	AG9762	02	Graduate Research Assistant	TV013	21-MAY-17
Georgiale Quail	SW9587	00	WS Office Assistant	TV012	05-MAY-17
Archibold Quaye	SG7909	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Isa Queck	SS7929	00	student hrly New CA	TV012	21-MAY-17
Masen Quist	SW9552	00	WS Graphic Designer	TV012	05-MAY-17
Nowshad Qurashi Prantho	SS7984	00	student hrly Office Assistant	TV012	21-MAY-17
Nusrat Muntaha Qurashi Prithom	SS7944	00	student hrly office assistant	TV012	21-MAY-17
Kennedy Raap	SS8548	00	jackrabbit ch union setup crew	TV012	06-MAY-17
Shelby Rabenberg	SW9880	02	WS Records & Registration	TV012	05-MAY-17
Alanna Ragle	SS9793	00	student hrly PhoneJack	TV012	24-APR-17
Alanna Ragle	SW9501	00	WS FA Assistant	TV012	05-MAY-17
Md Sajjadur Rahman	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Shahariar Rahman	SS8084	00	student hrly New CA	TV012	21-MAY-17
Tajbir Raihan	SG7716	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Coty Rajek	SS7879	00	student hrly PT	TV012	21-MAY-17
Coty Rajek	SS7879	01	student hrly fitness attendant	TV012	21-MAY-17
Coty Rajek	SS7879	03	student hrly Group Fitness NC	TV012	21-MAY-17
Andrii Rakov	SG7757	00	Graduate Research Assistant	TV013	21-MAY-17
Kavya Ramineni	SG6832	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Sydney Randall	SW9534	00	WS Ambassador	TV012	05-MAY-17
Morgan Rankin	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Shelby Raper	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Abdelrahman Raslan	SS7749	00	student hrly Tutor	TV012	21-MAY-17
Abdelrahman Raslan	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Alexander Rau	SW9539	00	WS office media	TV012	05-MAY-17
Sarah Rausch	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Ericka Readell	SG7909	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Mohammed Real	SS7936	00	student hrly Office Assistant	TV012	19-MAY-17
Shelby Reed	DS8957	00	Student Labor-Extended Program	TV012	21-MAY-17
Zachary Reed	SG6032	01	Graduate Admin Assistant	TV013	05-MAY-17
Gregory Reeter	AW9736	00	WS Plant worker	TV012	05-MAY-17
McKenzie Reierson	SW9617	00	WS Orientation Leader	TV012	05-MAY-17

Robert Reifenrath	AW9741 00	WS technician	TV012	05-MAY-17
Taylor Reis	SW9501 00	WS Office Assistant	TV012	05-MAY-17
Craig Reiter	SS7944 00	student hrly CA break coverage	TV012	21-MAY-17
Craig Reiter	SS8090 00	Senior Community assist	TV012	21-MAY-17
Joshua Reitsma	SS8748 00	student hrly comm studies	TV012	21-MAY-17
Joshua Reitsma	SW9592 00	WS Shop assistant	TV012	05-MAY-17
Donald Reker	SS7849 01	student hrly resident life	TV012	04-MAY-17
Quinn Remmers	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Brianna Renaas	SW9619 00	WS Clerical Help	TV012	05-MAY-17
Abigail Repenning	SS7894 00	student hrly Phon-a-thon Asst	TV012	21-MAY-17
Calvin Rezac	AW9737 00	WS Lab Technician	TV012	05-MAY-17
Krystal Richards	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Andrew Richter	SG7909 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jacob Ricke	SS7669 00	student hrly Burroughs Assist	TV012	21-MAY-17
Thomas Ricks	SS7679 00	student hrly Facilities Assist	TV012	21-MAY-17
Dylan Riedl	SS7674 00	student hrly Custodian	TV012	06-MAY-17
Andrea Rief	SS7713 00	student hrly office assistant	TV012	21-MAY-17
Sidney Riemenschneider	SW9575 00	WS Museum Aide	TV012	05-MAY-17
Kendra Riley	SS7897 00	student hrly Bookstore	TV012	21-MAY-17
Sandip Rimal	SG7916 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Mckenzie Rinehart	SS7749 00	student hrly Tutor	TV012	21-MAY-17
Connor Ringling	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Ashlee Rininger	SS8090 00	student hrly Senior CA	TV012	21-MAY-17
Burgandy Roberts	AS9172 00	student hrly Lab Assist	TV012	21-MAY-17
Burgandy Roberts	SS7741 00	student hrly lab tech	TV012	21-MAY-17
Joseph Robertson	SG7707 00	Graduate Research Assistant	TV013	21-MAY-17
Morgan Robey	SG7004 00	Graduate Teaching Assistant	TV013	21-MAY-17
Heather Rode	AG9811 01	Graduate Research Assistant	TV013	05-MAY-17
Abelene Rojas	SS7824 00	student hrly admissions	TV012	21-MAY-17
Matthew Romano	SW9542 00	WS Dispatcher	TV012	05-MAY-17
Jacy Rook	SS7701 00	student hrly Comm Studies	TV012	21-MAY-17
Jacy Rook	SW9545 01	WS-Shop Assistant	TV012	05-MAY-17
Kaylee Rosenkranz	AW9747 00	WS Farm Crew	TV012	05-MAY-17
Kaylee Rosenkranz	AW9747 01	WS Farm Crew holiday	TV012	05-MAY-17
Emily Rosenthal	AS9210 00	student hrly summer lab work	TV012	21-MAY-17
Bailey Roshau	SG9872 00	Graduate Admin Assistant	TV013	21-MAY-17
Jacob Rost	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Lura Roti	SG7860 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Kayla Rounds	SS7886 00	student hrly Office Assistant	TV012	21-MAY-17
Ranen Roy	SG7799 01	Grad Teach Assist-Instr	TV013	21-MAY-17
Mckenna Rudebusch	SS7897 00	student hrly bookstore	TV012	21-MAY-17
Brooke Ruhd	SS7860 01	student hrly Art Museum	TV012	07-MAY-17
Brooke Ruhd	SW9575 01	WS Museum aide	TV012	05-MAY-17
John Russell	SG8010 00	Graduate Admin Assistant	TV013	21-MAY-17
Mikaela Rustand	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Cody Ryckman	SS7988 00	jackrabbit ch mail room assist	TV012	21-MAY-17
Cody Ryckman	SW9572 00	WS Office Assistant	TV012	05-MAY-17
Michelle Rystrom	SE6797 01	NFE Temp Professional Exempt	TV013	21-MAY-17
Sepideh Sadeghi	SG7577 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Sepideh Sadeghi	SG7824 01	Graduate Research Assistant	TV013	21-MAY-17
Lauren Saemrow	SS7817 00	student hrly admin ambassador	TV012	21-MAY-17
Lauren Saemrow	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Avery Sage	SS7810 00	student hrly OIT Tech	TV012	21-MAY-17
Avery Sage	SS8861 01	student hrly tech fellow	TV012	21-MAY-17
Utpal Saha	SG7912 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Md Saifur Rahman Saikot	AS9217 00	student hrly Biological Aid	TV012	21-MAY-17
Sruthi Saini	SS7742 00	student hrly lab assistant	TV012	21-MAY-17
Sruthi Saini	SS7867 01	student hrly custodial worker	TV012	12-MAY-17
Kylie Salmen	SS7730 00	student hrly Assistant teacher	TV012	21-MAY-17

Paula Salmon	SS8765 02	student hrly Nursing Driver	TV012	21-MAY-17
Angelina Sampson	SG7965 00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Miranda Sampson	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Alejandro Sanchez	SW9538 00	WS Equipment assistant	TV012	05-MAY-17
Sharon Sanchez Ordonez	SS7659 00	student hrly Spanish Assist	TV012	05-MAY-17
Clarke Sanders	SS7817 00	student hrly Ambassador	TV012	21-MAY-17
Nicole Sandhurst	SS7804 01	student hrly lab tech	TV012	21-MAY-17
Noah Sandman	AS9177 00	student hrly PISciXA244900	TV012	21-MAY-17
Nichole Sandvig	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Kjersten Sankey	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Andrea Sapp	SS7727 00	student hrly music department	TV012	21-MAY-17
Andrea Sapp	SW9741 02	WS Symphony Librarian	TV012	05-MAY-17
Anyesha Sarkar	SG7745 02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Max Sauer	SG7915 00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Anne Sawyer	SG7729 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Anne Sawyer	SG8007 02	Graduate Research Assistant	TV013	21-MAY-17
Amber Schacherer	SG7702 00	Graduate Admin Assistant	TV013	08-MAY-17
William Schaffer	SG8568 01	Graduate Research Assistant	TV013	21-MAY-17
Abigail Schauer	AS9146 00	student hrly Research Assist	TV012	21-MAY-17
Meghan Schenk	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Nicole Schimek	SS8088 00	student hrly New CA	TV012	21-MAY-17
Star Schipper	SS7750 00	student hrly Peer mentor	TV012	05-MAY-17
Austin Schlagel	SS8861 00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Katie Schlenker	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Vanessa Schlenner	SS8085 00	student hrly New CA	TV012	21-MAY-17
Adam Schleper	SS7817 00	student hrly Ambassador	TV012	21-MAY-17
Megan Schliesman	SW9880 07	WS Records & Reg staff	TV012	05-MAY-17
Daniel Schmidt	SG9880 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Kelsey Schmidt	SS7944 00	student hrly Break Coverage CA	TV012	21-MAY-17
Kelsey Schmidt	SS8090 00	student hrly New CA	TV012	21-MAY-17
Stephanie Schmidt	SS7749 00	student hrly Tutor	TV012	21-MAY-17
Carolyn Schmieg	SW9521 00	WS Tutor	TV012	05-MAY-17
Matthew Schmit	SS8091 01	student hrly Returning CA	TV012	21-MAY-17
Joseph Schmunk	SG7922 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Elizabeth Schneider	SG7909 02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Michelle Schneider	SE6708 03	Temporary Clinical Assistant	TV013	21-MAY-17
Chelsea Schosow	AW9742 00	WS lab assistant	TV012	05-MAY-17
Alexander Schreier	SS7817 00	student hrly Ambassador	TV012	21-MAY-17
Alexander Schreier	SS8088 03	Returning community assist	TV012	21-MAY-17
Alexander Schreier	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Brianna Schreurs	SS7820 00	student hrly Yeager Media asst	TV012	21-MAY-17
Jessica Schreyer	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Cameron Schroder	SS7820 00	student hrly Yeager Media asst	TV012	21-MAY-17
Bradley Schroeder	SS7690 00	student hrly Facilities Assist	TV012	21-MAY-17
Cody Schroeder	AS9173 00	student hrly farm crew	TV012	05-MAY-17
Cody Schroeder	AS9173 01	student hrly farm crew holiday	TV012	05-MAY-17
Scott Schroeder	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
John Schuh	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Charles Schuknecht	SW9501 00	WS Support Staff	TV012	05-MAY-17
Madalyne Schuldt	SS7810 00	student hrly OIT Tech	TV012	21-MAY-17
Madalyne Schuldt	SS8861 00	Student Hourly-Tech Fellow	TV012	21-MAY-17
David Schumann	AG8002 03	Graduate Research Assistant	TV013	21-MAY-17
Cody Schwartz	SS8748 01	student hrly Comm Studies	TV012	21-MAY-17
Cody Schwartz	SW9545 01	WS shop assistant	TV012	05-MAY-17
Duncan Schwartz	SS7855 00	student hrly Figure Drawing	TV012	21-MAY-17
Honor Schwartz	SG7750 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Lillian Schwartzrock	SS8861 01	student hrly tech fellow	TV012	21-MAY-17
Drew Schwarzrock	AW9748 00	WS lab assistant	TV012	05-MAY-17
Brooke Schwasinger	SS8861 02	student hrly tech fellow	TV012	21-MAY-17

Paul Schwasinger	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Brooklyn Schwiesow	SS8080	00	Returning community assist	TV012	21-MAY-17
Brooklyn Schwiesow	SS8748	01	student hrly Comm Studies	TV012	21-MAY-17
Sara Scofield	SW9598	00	WS Front desk worker	TV012	05-MAY-17
Taylor Sebert	SS7824	00	student hrly ambassador	TV012	21-MAY-17
Hannah Seline-Wagner	SS8748	00	student hrly Comm Studies	TV012	21-MAY-17
Hannah Seline-Wagner	SW9529	00	WS Shop assistant	TV012	05-MAY-17
Luke Serbus	SS8704	00	stdnt hrly Newspaper Delivery	TV012	01-MAY-17
Eman Shams	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Duel Shape	SS8749	00	student hrly PAC Worker	TV012	21-MAY-17
Hassan Shata	SS7966	00	student hrly Architecture Asst	TV012	21-MAY-17
Samantha Shaw	SG7743	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Timothy Shepherd	SG7824	03	Graduate Research Assistant	TV013	21-MAY-17
Aawesh Shrestha	SG6832	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Anuj Shrestha	SG7915	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Dinesh Shrestha	SG7922	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Sunayana Shyam Jandhyala	SG9854	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jaime Sichmeller	SW9541	00	WS Peer Mentor	TV012	05-MAY-17
Abdullah Siddique	SS7922	00	student hrly wastewater plant	TV012	21-MAY-17
Jordan Sidwell	SG7741	00	Graduate Admin Assistant	TV013	21-MAY-17
Josie Sieberg	SG7729	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Josie Sieberg	SG8007	00	Graduate Research Assistant	TV013	21-MAY-17
Michaela Simcoe	SS7855	00	stdnt hrly social media coord	TV012	21-MAY-17
Alex Sindelar	AS9158	00	student hrly Technician assist	TV012	21-MAY-17
Devansh Singh	SG7912	03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Devansh Singh	SG7915	01	Grad Teach Assist - Instructor	TV013	21-MAY-17
Kushagra Singh	SS7944	00	student hrly office assistant	TV012	21-MAY-17
Annelieke Sinnema	SG7750	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Abtin Sitter	SW9530	00	WS Tutor	TV012	05-MAY-17
Alison Siver	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Jen Skaar	SS8548	00	jackrabbit ch union setup crew	TV012	06-MAY-17
Jay Skaar	SS8548	01	jackrabbit ch Union Manager	TV012	07-MAY-17
Jay Skaar	SS8548	02	student hrly Events Manager	TV012	07-MAY-17
Ryan Skadsen	SW9501	00	WS Office Assistant	TV012	05-MAY-17
Maty Skinner	SS7879	01	student hrly group fitness NC	TV012	21-MAY-17
Maty Skinner	SS7879	02	student hrly PT	TV012	21-MAY-17
Maty Skinner	SS7879	03	stdnt hrly fitness attendant	TV012	21-MAY-17
Lexi Slack	AW9743	00	WS sheep unit farm worker	TV012	05-MAY-17
Callie Sleep	SS7817	00	student hrly Ambassador	TV012	21-MAY-17
Sydney Sleep	SS7888	01	student hrly Ag & Bio	TV012	21-MAY-17
Cassidy Slood	SS7751	00	student hrly SI Leader	TV012	05-MAY-17
Cassidy Slood	SS7879	00	stdnt hrly group fitness cert	TV012	21-MAY-17
Kelly Smidt	SE7653	09	Legal Aid Attorney	TV013	21-MAY-17
Cameron Smith	SS7944	00	student hrly Office Assistant	TV012	21-MAY-17
Chelsea Smith	AS9173	00	student hrly farm crew	TV012	05-MAY-17
Chelsea Smith	AS9173	01	student hrly farm crew holiday	TV012	05-MAY-17
Emily Smith	EG9899	01	Graduate Research Assistant	TV013	21-MAY-17
Faith Smith	SS8486	00	student hrly grounds crew	TV012	16-MAY-17
Faith Smith	SS8486	01	student hrly event worker	TV012	16-MAY-17
Faith Smith	SS8724	00	student hrly Motor Pool Assist	TV012	08-MAY-17
Kristin Smith	SS8091	00	student hrly Returning CA	TV012	21-MAY-17
Lisa Smith	SS7751	00	student hrly Tutor	TV012	05-MAY-17
Isaac Smithsee	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Haley Snell	SS7911	00	student hrly Tutor	TV012	06-MAY-17
Sidney Snyder	SS7982	00	student hrly office assistant	TV012	21-MAY-17
Sidney Snyder	SW9555	00	WS office assistant	TV012	05-MAY-17
Jacob Sobraske	SG7747	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Peder Solberg	SS8084	00	student hrly New CA	TV012	21-MAY-17
Heather Solon	SE6793	02	Temporary Clinical Assistant	TV013	21-MAY-17

Spencer Sommers	SG6039	02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Eun Woo Son	SG7763	05	Graduate Research Assistant	TV013	21-MAY-17
Surya Soni	SS7871	00	stdnt hrly Summer Maintenance	TV012	21-MAY-17
Surya Soni	SS7904	01	student hrly housing	TV012	21-MAY-17
Cassidy Soper	SS8765	01	student hrly Nursing Driver	TV012	21-MAY-17
Jenna Soukup	SW9612	02	WS Tutor	TV012	05-MAY-17
Audrey Souza	AW9743	00	WS farm worker	TV012	05-MAY-17
Natalie Sovell	SW9536	00	WS Office Assistant	TV012	05-MAY-17
Penny Speich	SS8548	01	student hrly Union Set-up Crew	TV012	07-MAY-17
Robert Speirs	SS7888	00	student hrly Intern	TV012	21-MAY-17
Chithra Sreenivasan	AG9748	03	Graduate Research Assistant	TV013	21-MAY-17
Madeline St. Claire	AS9217	01	student hrly Biological Tech	TV012	14-MAY-17
Sean Stainbrook	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Danielle Stane	SW9598	01	WS Front desk worker	TV012	05-MAY-17
Andie Star	SS7707	00	student hrly Pep Band	TV012	21-MAY-17
Andie Star	SS8861	03	student hrly tech fellow	TV012	21-MAY-17
Emma Stavnes	SS8007	00	jackrabbit ch Info Exch Attd	TV012	06-MAY-17
Tarra Stecher	SE6793	02	Temporary Clinical Assistant	TV013	21-MAY-17
Brady Steffen	AS9196	00	student hrly PISciP7329900	TV012	21-MAY-17
Megan Steffen	AS9165	01	stdnt hrly Voice of Food Rsrch	TV012	21-MAY-17
Hannah Stein	SS8044	00	stdnt hrly String Project asst	TV012	21-MAY-17
Rebecca Steiner	SS7750	00	student hrly Peer Mentor	TV012	05-MAY-17
Ming-Yu Stephens	AS9221	00	student hrly Rang205 Assist	TV012	28-APR-17
Ming-Yu Stephens	AS9221	01	student hrly Teaching Assist	TV012	06-MAY-17
Dean Stier	SG7902	00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jaylynn Stocklin	SS7937	00	student hrly Mailroom Assist	TV012	21-MAY-17
Dillon Storm	SS8765	00	student hrly Nursing Driver	TV012	21-MAY-17
Shelby Strand	SW9519	00	WS horse unit worker	TV012	05-MAY-17
Jocelyn Strating	SE6708	11	Temporary Clinical Assistant	TV013	21-MAY-17
Eric Stratman	SS7731	00	student hrly Data Analyst	TV012	21-MAY-17
Saksha Subedi	SG7965	00	Grad Teach Assist - Instructor	TV013	21-MAY-17
Abbilene Sudtelgte	SG7713	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Aaron Suehring	AG9717	01	Graduate Research Assistant	TV013	06-MAY-17
Kaitlin Sulentic	SS8765	00	student hrly Student Driver	TV012	21-MAY-17
Rifat Sultana	AG7030	02	Graduate Research Assistant	TV013	21-MAY-17
Mason Sundvold	SS8548	01	student hrly State Tech	TV012	07-MAY-17
Yeshwanth Suryadevara	SS7867	00	student hrly custodial worker	TV012	21-MAY-17
Kelly Sutko	SS7738	00	student hrly stockroom worker	TV012	21-MAY-17
Kasara Sutton	SE6797	00	Temporary Clinical Assistant I	TV013	21-MAY-17
Stephanie Sweesy	SS8037	00	student hrly Facility Worker	TV012	06-MAY-17
Lorraine Sweetman	SW9547	00	WS Office Assistant	TV012	05-MAY-17
Savannah Swenson	SW9521	00	WS Peer Mentor	TV012	05-MAY-17
Boaz Swift	SS8085	01	Senior Community Assist	TV012	21-MAY-17
Madisen Swift	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Sydney Swindler	SS8861	00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Hendy Syahril	SS7734	00	student hrly EE & CS	TV012	01-MAY-17
Hendy Syahril	SS7749	00	student hrly Tutor	TV012	21-MAY-17
Hilary Syvertson	SE4555	00	Temp Research Technician	TV013	07-MAY-17
Ruchira Tabassum	SG8960	01	Graduate Research Assistant	TV013	21-MAY-17
Shawna Tagler	SE6793	03	Temporary Clinical Assistant	TV013	21-MAY-17
Mohammad Taheri	SG7778	01	Graduate Research Assistant	TV013	21-MAY-17
Mohammad Taheri	SG7792	04	Graduate Research Assistant	TV013	21-MAY-17
Sasidhar Reddy Tallapureddy	SS8037	00	student hrly facility worker	TV012	06-MAY-17
Trevor Tande	AS9213	00	student hrly Computer Support	TV012	14-MAY-17
Prajina Tandukar	SG7801	03	Graduate Research Assistant	TV013	21-MAY-17
Prajina Tandukar	SG8012	01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Angela Tauer	SW9543	00	WS Research assistant	TV012	05-MAY-17
Yohannes Tecleab	SG7763	00	Graduate Research Assistant	TV013	21-MAY-17
Madeline Tegethoff	SS7879	00	student hrly fitness attendant	TV012	21-MAY-17

Marisa Tenbrink	SE6364 01	temporary tutor	TV013	21-MAY-17
Ashlynn Terkildsen	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Kyle Tews	AS9173 00	student hrly farm crew	TV012	05-MAY-17
Kyle Tews	AS9173 01	student hrly farm crew holiday	TV012	05-MAY-17
Samundra Thapa	SS7867 00	student hrly Custodial Worker	TV012	08-MAY-17
Rebecca Thiel	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Tracy Thiesse	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Fabien Thiombiano	SS7864 00	student hrly EE & CS	TV012	21-MAY-17
Nathan Thirsten	SS7749 00	student hrly tutor	TV012	21-MAY-17
Nathan Thomas	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Brittany Thompson	EG9899 02	Graduate Research Assistant	TV013	21-MAY-17
Mitchell Thompson	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Elizabeth Thomsen	ES9803 00	student hrly Hlth & Nutrition	TV012	21-MAY-17
Jesse Thuringer	SS7887 00	student hrly Note Taker	TV012	05-MAY-17
Christopher Tiernan	SS7929 00	student hrly New CA	TV012	21-MAY-17
Brock Tillma	AS9174 00	student hrly Research Asst	TV012	21-MAY-17
Jared Todd	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-17
Derek Tolbert	SG7729 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jessica Tomac	SE6793 04	Temporary Clinical Assistant	TV013	21-MAY-17
Andrea Tomschin	SS7730 00	student hrly Assistant teacher	TV012	21-MAY-17
Kaitlin Torgerson Wickre	SS7795 01	student hrly Yoon Assist	TV012	21-MAY-17
Haydee Torres	SG7794 01	Graduate Research Assistant	TV013	21-MAY-17
Alex Toupal	SS7849 00	jackrabbit ch residential life	TV012	28-APR-17
Jennifer Townsend	SS8090 00	student hrly Returning CA	TV012	21-MAY-17
Reed Trenhaile	SS8007 01	student hrly Info Exchange	TV012	05-MAY-17
Whitney Truax	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-17
Cruz Trujillo-Rodriguez	SG7864 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Molly Tschetter	SS8765 02	student hrly Nursing Driver	TV012	21-MAY-17
Thad Tschetter	SS8548 03	student hrly State Tech	TV012	07-MAY-17
Speldon Tulio	SS7929 01	Returning Community Assistant	TV012	21-MAY-17
Speldon Tulio	SS7937 00	student hrly CA Break coverage	TV012	21-MAY-17
Brian Turner	SS8089 00	New community assist	TV012	21-MAY-17
Sydney Tuttle	SS8091 00	student hrly New CA	TV012	21-MAY-17
Nezam Uddin	SG7801 03	Graduate Research Assistant	TV013	21-MAY-17
Nezam Uddin	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Kendall Uhrich	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Tyler Ulises	SS7820 00	stdnt hrly Yeager Media assist	TV012	21-MAY-17
Adron Ung	SS8082 00	New Community Assist	TV012	21-MAY-17
Tirth Uprety	SG7718 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Rebecca Urban	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Rebecca Urban	SS8696 00	student hrly office assist	TV012	21-MAY-17
Joshua Utterback	SW9510 00	WS History Assist	TV012	05-MAY-17
Chaitanya Valiveti	SG7112 00	Graduate Research Assistant	TV013	21-MAY-17
Janet Van De Stroet	SS7751 00	student hrly SI Leader	TV012	05-MAY-17
Trevor Van Den Top	AS9169 00	student hrly lab assistant	TV012	21-MAY-17
Kelsey Van Loh	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Alexandria Van Noort	SG7748 02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Jaedon Van Roekel	SS7879 00	student hrly Fitness Attendant	TV012	21-MAY-17
Jacob Van Santen	AS9196 00	student hrly PISciP7329900	TV012	21-MAY-17
Megan Van Sloten	SS8044 00	stdnt hrly String project asst	TV012	21-MAY-17
Jason Van Winkle	SS7817 00	student hrly Ambassador	TV012	21-MAY-17
Trisha Van Wyk	SW9584 00	WS office assistant	TV012	05-MAY-17
Daisy VanGenderen	SS8861 00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Julie VanKeulen	SS7988 01	student hrly office assist	TV012	21-MAY-17
Shelby VanOverschelde	SE6793 01	Temporary Clinical Assistant	TV013	21-MAY-17
Mara Vandenberg	SS8861 00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Evan Vandeneinde	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Carson Vanduch	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Veda Varnekar	SG7912 01	Grad Teach Assist-Instructor	TV013	21-MAY-17

Abigail Vaz	SW9575 00	WS Museum Aid	TV012	05-MAY-17
Sofia Velez-Castano	SW9521 00	WS Peer mentor	TV012	05-MAY-17
Alannah Vellacott	SS8085 00	student hrly New CA	TV012	21-MAY-17
Develyn Vetos	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Develyn Vetos	SS7771 00	student hrly Tutor	TV012	05-MAY-17
Roberto Villegas-Diaz	SG6832 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Geoffrey Vincent	AG8036 04	Graduate Research Assistant	TV013	21-MAY-17
Jennifer Vipond	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Jennifer Vipond	SS8081 00	Resident Manager for Meadows	TV012	21-MAY-17
Jennifer Vipond	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Lisa Vizecky	AW9739 00	WS lab assistant	TV012	05-MAY-17
Lisa Vizecky	SS7929 00	New Community Assist	TV012	21-MAY-17
Abigail Vlaminck	SS7854 00	student hrly office assistant	TV012	05-MAY-17
Cassidy Vlot	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Josephine Voegele	SW9539 00	WS Office Assist	TV012	05-MAY-17
Megan Voegele	SW9527 00	WS Music office assistant	TV012	05-MAY-17
Megan Voegele	SW9539 00	WS office assistant	TV012	05-MAY-17
Breanna Vogel	SS7817 00	student hrly Ambassador	TV012	21-MAY-17
Breanna Vogel	SW9534 00	WS Ambassador	TV012	05-MAY-17
Kaitlyn Voges	SG7902 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Hailey Waagmeester	SS7929 00	Returning community assist	TV012	21-MAY-17
Garrett Wagner	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Sierra Wagner	SS8085 00	New Community Assist	TV012	21-MAY-17
Kasey Wahl	SS7721 00	student hrly Writing tutor	TV012	21-MAY-17
Christopher Waibel	AS9138 00	student hrly Technician	TV012	10-MAY-17
Madeline Walder	SS7805 00	student hrly lab assistant	TV012	21-MAY-17
Madeline Walder	SW9530 00	WS SI leader	TV012	05-MAY-17
Alex Waldner	SS8082 00	Returning community assist	TV012	21-MAY-17
Thomas Waletzko	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Lindsay Wallace	AS9138 00	student hrly Technician	TV012	10-MAY-17
Erin Wallen	SS8080 00	Senior community assist	TV012	21-MAY-17
Susan Wallrich	SG7898 00	Graduate Admin Assistant	TV013	21-MAY-17
Adam Walter	SS7817 00	student hrly Ambassador	TV012	21-MAY-17
Tanna Waltman	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
John Waltz	SS8548 08	stdnt hrly State Tech Eq Mngr	TV012	07-MAY-17
Abigale Walz	SS7751 00	student hrly SI Leader	TV012	05-MAY-17
Calvin Wampol	SG7735 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Keliang Wang	AG9691 02	Graduate Research Assistant	TV013	21-MAY-17
Meng Wang	SG7790 00	Graduate Research Assistant	TV013	21-MAY-17
Shenggang Wang	SG9849 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Zhao Wang	SG7728 02	Grad Teach Assist-Instructor	TV013	21-MAY-17
Cody Ward	SS7664 00	student hrly Fink Assist	TV012	21-MAY-17
Joshua Ward	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Kalie Ward	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Daniel Warnke	SE6793 01	Temporary Clinical Assistant	TV013	21-MAY-17
Khia Warzecha	SS9793 00	student hrly Phonejack	TV012	24-APR-17
Megan Watson	SE6793 00	Temporary Clinical Assistant	TV013	21-MAY-17
Jace Waybright	SS7917 02	student hrly Learning Assist	TV012	21-MAY-17
Jace Waybright	SS7917 03	student hrly Research Asst	TV012	21-MAY-17
Brenda Weber	SS8548 00	student hrly Union Set-up Crew	TV012	07-MAY-17
Brianna Weber	SS8093 01	student hrly BluePrint Manager	TV012	06-MAY-17
Dominick Weber	SS7944 00	student hrly Office Assistant	TV012	21-MAY-17
Jason Weber	SG9874 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Taylor Weber	SS8748 00	student hrly comm studies	TV012	21-MAY-17
Taylor Weber	SW9592 00	WS shop assistant	TV012	05-MAY-17
Brendan Wechsler	SS8091 00	student hrly New CA	TV012	21-MAY-17
Jarah Weeks	SS8090 00	student hrly New CA	TV012	21-MAY-17
Jarah Weeks	SS8765 00	student hrly Student Driver	TV012	21-MAY-17
Adrian Weerakkody	SS7929 00	New community assist	TV012	21-MAY-17

Adrian Weerakkody	SS7937 00	student hrly CA break coverage	TV012	21-MAY-17
Michael Weible	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Joshua Weinheimer	SS8861 00	Student Hourly-Tech Fellow	TV012	21-MAY-17
Sydnie Weiss-Anderson	SS7730 00	student hrly Assistant teacher	TV012	21-MAY-17
Dillon Welter	SS7856 00	student hrly Ag Biosystems	TV012	21-MAY-17
Ty Werdel	AG8016 02	Graduate Research Assistant	TV013	21-MAY-17
Elsie West	SW9527 00	WS Music office assistant	TV012	05-MAY-17
Caitlin Westlund	SS8080 00	Returning community assist	TV012	21-MAY-17
Tanner Wetzel	SS8084 00	student hrly New CA	TV012	21-MAY-17
Tanner Wetzel	SW9530 00	WS Tutor	TV012	05-MAY-17
Christopher Wheeler	SS8748 00	student hrly Comm Studies	TV012	21-MAY-17
Christopher Wheeler	SW9516 00	WS PAC Tech	TV012	05-MAY-17
Christopher Wheeler	SW9852 00	WS shop assistant	TV012	05-MAY-17
Kyle White	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Angela Wick	AW9740 00	WS Horse unit farm worker	TV012	05-MAY-17
David Wick	SS8037 00	student hrly Facility Worker	TV012	21-MAY-17
Erin Wicker	SS7888 00	stdnt hrly Picture/Video asst	TV012	21-MAY-17
Karee Wicks	SS8084 00	student hrly New CA	TV012	21-MAY-17
Karee Wicks	SW9617 00	WS Orientation Leader	TV012	05-MAY-17
Barbara Wielenga	SG9858 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Alexander Wiemann	SS8548 08	student hrly State Tech Coord	TV012	07-MAY-17
Ruth Wienk	SG7990 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Tessa Wiens	SS8088 00	student hrly New CA	TV012	21-MAY-17
Tristan Wieseler	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Taylor Wilhite	SS7674 00	student hrly Union Custodian	TV012	05-MAY-17
Miranda Wilkinson	SS8696 00	student hrly Office assistant	TV012	21-MAY-17
Byron Will-Noel	SG7922 03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Cody Willett	SS8548 00	student hrly State Tech	TV012	07-MAY-17
Alec Williams	SS8091 00	student hrly New CA	TV012	21-MAY-17
Dan Williams	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-17
Demond Williams	SW9598 00	WS filmer	TV012	05-MAY-17
Emma Williams	SS8044 01	stdnt hrly String Project Asst	TV012	21-MAY-17
Aden Wilner Homard	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Rylee Winburn	SS7810 00	student hrly OIT Tech	TV012	21-MAY-17
Rylee Winburn	SS8765 02	student hrly Nursing Driver	TV012	21-MAY-17
Rylee Winburn	SS8861 03	student hrly tech fellow	TV012	21-MAY-17
Jennifer Wingate	SG9847 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Joseph Wingert	SS7804 00	student hrly Lab Assistant	TV012	21-MAY-17
Rachel Wintle	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Lindsay Wipf	SS8088 01	Returning Community Assist	TV012	21-MAY-17
Tarryn Woelber	SW9901 00	WS office assistant	TV012	05-MAY-17
Brandilyn Wolles	SS8765 00	student hrly Student Driver	TV012	21-MAY-17
Caleb Woodring	SS8748 01	student hrly comm studies	TV012	21-MAY-17
Caleb Woodring	SW9545 01	WS shop assistant	TV012	05-MAY-17
Amanda Worlie	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Amanda Worlie	SS8861 03	student hrly tech fellow	TV012	21-MAY-17
Rebecca Woytassek	SS8007 01	student hrly Info Exchange	TV012	05-MAY-17
Emmalee Wright	SG7773 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Lorna Wright	SS8082 00	student hrly New CA	TV012	21-MAY-17
Jazmin Wubben	SS8084 01	student hrly Senior CA	TV012	21-MAY-17
Cassidy Wulf	SS7730 00	student hrly Assistant teacher	TV012	21-MAY-17
Juan Xie	SG8002 00	Graduate Research Assistant	TV013	21-MAY-17
Belinda Yam	SW9587 00	WS office assistant	TV012	05-MAY-17
Jinyu Yang	SG8002 03	Graduate Research Assistant	TV013	21-MAY-17
Angela Yee	SG9749 00	Graduate Admin Assistant	TV013	21-MAY-17
Susan Yerhot	SG7990 05	Grad Teach Assist-Instructor	TV013	21-MAY-17
Most Farzana Yesmin	SG7909 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Lynn Ymker	SS8765 01	student hrly Nursing Driver	TV012	21-MAY-17
Lynn Ymker	SW9828 01	WS Tutor	TV012	05-MAY-17

Mackenzie Yordy	SS8093 00	student hrly Blue Print Assist	TV012	06-MAY-17
Dakota York	SG7723 03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Rawson Yost	SS7944 00	student hrly office assistant	TV012	21-MAY-17
Tiarah Young	SS7988 00	jackrabbit ch mail room assist	TV012	21-MAY-17
Tyler Youngquist	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Tyler Youngquist	SS7817 00	student hrly Ambassador	TV012	21-MAY-17
Jieshi Yu	SG9878 00	Graduate Research Assistant	TV013	21-MAY-17
Jacob Zahler	SG7701 01	Grad Teach Assist-Instructor	TV013	21-MAY-17
Silvia Zanini	SS7751 00	student hrly Tutor	TV012	05-MAY-17
Logan Zeisler	SS7944 00	student hrly Office Assistant	TV012	21-MAY-17
Gregory Zens	SS7966 00	student hrly Office Assistant	TV012	21-MAY-17
Bailey Zerfoss	SS7750 00	student hrly Peer mentor	TV012	05-MAY-17
Allie Zieske	SS8765 00	student hrly Nursing Driver	TV012	21-MAY-17
Kendra Zirpel	SS7707 00	student hrly Pep Band	TV012	21-MAY-17
Ali Zubayar	SG7912 03	Grad Teach Assist-Instructor	TV013	21-MAY-17
Lisa Zweifel	SE6761 01	Temporary Clinical Assistant	TV013	21-MAY-17
Sofiya Zybaylova	SS7820 01	student hrly Yeager Media asst	TV012	21-MAY-17
Faten Okda	SG8021 00	Graduate Research Assistant	TV013	21-MAY-17
Sanath Sathyachandran	SE6812 00	Post Doc Research Associate	TV009	05-MAY-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Robin Arends	SE9609	15	Clinical Assistant Professor	Supplemental Appointment	2138.00	22-APR-17
Andrea Bjornestad	SE9375	03	Assistant Professor	Supplemental Appointment	150.00	22-APR-17
Anne Buttolph	SE9064	09	Lecturer	Supplemental Appointment	973.00	22-APR-17
Paula Carson	SE9347	14	Associate Professor	Supplemental Appointment	1206.00	22-APR-17
Gregory Christensen	SE8969	20	Assistant Professor	Supplemental Appointment	150.00	22-APR-17
MaCole Gibson	SE8135	18	Clinical Assistant Professor	Supplemental Appointment	2113.00	22-APR-17
Kimberly Gustafson	SE9359	04	Instructor	Supplemental Appointment	150.00	22-APR-17
Stacie Lansink	SE7520	10	Instructor	Supplemental Appointment	500.00	22-APR-17
Sheryl Marckstadt	SE9057	11	Assistant Professor	Supplemental Appointment	1072.00	22-APR-17
Heidi Mennenga	SE8130	22	Associate Professor	Supplemental Appointment	3500.00	22-APR-17
Brittney Meyer	SE9117	01	Associate Professor	Supplemental Appointment	100.00	22-APR-17
Sandra Mordhorst	SE9049	17	Lecturer	Supplemental Appointment	937.00	22-APR-17
Elizabeth Pasquariello	SE8988	06	Lecturer	Supplemental Appointment	75.00	22-APR-17
Hemachand Tummalala	SE9166	14	Associate Professor	Supplemental Appointment	500.00	22-APR-17
Jo Voss	SE9198	13	Associate Professor	Supplemental Appointment	1153.00	22-APR-17
Howard Wey	SE9350	23	Associate Professor	Supplemental Appointment	575.00	22-APR-17

Faculty Benefit Eligible (FAC1)
Permanent Salary Adjustment(SP)

Name Adj.	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.
Thaddaus Hellwig	SE9419	00	Assoc. Prof/Coord. Drug Eval	Permanent Additional Duties	115298.00	119576.00	4278.00

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Dwight Adamson	SE9285	00	Associate Professor	TR001	21-MAY-17
Robin Arends	SE9609	15	Clinical Assistant Professor	TV013	21-MAY-17
Donald Arwood	SE9528	00	Professor	TR000	21-MAY-17

Deborah Banik	SE9042	00	Assistant Professor	TR001	21-MAY-17
Andrea Bjornestad	SE9375	03	Assistant Professor	TV013	21-MAY-17
Anne Buttolph	SE9064	09	Lecturer	TV013	21-MAY-17
Paula Carson	SE9347	14	Associate Professor	TV013	21-MAY-17
Cody Christensen	SE8969	20	Assistant Professor	TV013	21-MAY-17
Gloria Craig	SE9855	00	Professor	TR001	21-MAY-17
Charles Dieter	SE9495	00	Professor	TR000	21-MAY-17
Nicole Gibson	SE8135	18	Clinical Assistant Professor	TV013	21-MAY-17
Kimberly Gustafson	SE9359	04	Instructor	TV013	21-MAY-17
Patricia Hacker	SE9540	00	Professor	TR001	21-MAY-17
Michael Haug	SE7020	00	Lecturer	TR000	21-MAY-17
David Helgeland	SE9331	00	Professor	TR001	21-MAY-17
Sarah Hernandez	SE9503	01	Assistant Professor	TV013	21-MAY-17
W Johnson	SE9557	00	Distinguished Professor	TR001	21-MAY-17
Diane Kayongo-Male	SE9529	00	Professor	TR001	21-MAY-17
Stacie Lansink	SE7520	10	Instructor	TV013	21-MAY-17
Sheryl Marckstadt	SE9057	11	Assistant Professor	TV013	21-MAY-17
William Matson	SE6720	00	Instructor	TV013	21-MAY-17
Heidi Mennenga	SE8130	22	Associate Professor	TV013	21-MAY-17
Brittney Meyer	SE9117	01	Associate Professor	TV013	21-MAY-17
Mary Moeller	SE9564	00	Associate Professor	TR001	19-MAY-17
Sandra Mordhorst	SE9049	17	Lecturer	TV013	21-MAY-17
Renee Oscarson	SE9376	00	Associate Professor	TR001	21-MAY-17
Elizabeth Pasquariello	SE8988	06	Lecturer	TV013	21-MAY-17
Ralph Reese	SE9394	00	Professor	TR000	21-MAY-17
Janice Schardin	SE7794	00	Instructor	TV013	21-MAY-17
Teresa Seefeldt	SE9169	24	Associate Professor	TV013	21-MAY-17
Mark Stemwedel	SE7130	05	Lecturer	TV013	21-MAY-17
Gay Taylor	SE9289	00	Associate Professor	TR000	21-MAY-17
Hemachand Tummala	SE9166	14	Associate Professor	TV013	21-MAY-17
Jo Voss	SE9198	13	Associate Professor	TV013	21-MAY-17
Joshua Westwick	SE9665	12	Assistant Professor	TV013	21-MAY-17
Howard Wey	SE9350	23	Associate Professor	TV013	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Lesli Olson	SE6744	00	Temporary Instructor	Hire Temp Appointment	3591.00	22-APR-17
Brett Owens	SE6851	00	Instructor	Hire Temp Appointment	6626.13	01-MAY-17
Susan Lorenzen	SE6688	02	Instructor	Supplemental Appointment	150.00	22-APR-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Robyn Amiotte	SE6116	00	Instructor	TV013	21-MAY-17
Justine Ashokar	SE6776	06	Temporary Instructor	TV013	21-MAY-17
Ann Marie Bahr	SE6105	02	Instructor	TV013	21-MAY-17
Cory Begley	SE7595	00	Instructor	TV013	21-MAY-17
Rosanna Beraldi	SE7687	00	Temporary Instructor	TV013	21-MAY-17
James Bies	SE7595	04	Instructor	TV013	21-MAY-17
Deanne Booth	SE7375	00	Temporary Instructor	TV013	21-MAY-17
Holly Borchers	SE7595	00	Instructor	TV013	21-MAY-17
Sylvia Buboltz	SE7595	02	Instructor	TV013	21-MAY-17
Adam Carlson	SE7775	00	Instructor	TV013	21-MAY-17

Lesley Cook	SE6840 01	Temporary Instructor	TV013	21-MAY-17
Cameron Corey	SE6117 00	Instructor	TV013	21-MAY-17
Sally Damm	SE7595 00	Instructor	TV013	21-MAY-17
Seth Daughters	SE7492 01	Instructor	TV013	21-MAY-17
Debra DeBates	SE7688 03	Instructor	TV013	21-MAY-17
Jill Donelan	SE6776 00	Temporary Instructor	TV013	21-MAY-17
Ashish Dubey	SE7314 00	Instructor	TV013	21-MAY-17
Kari Eliason	SE6757 03	Temporary Instructor	TV013	21-MAY-17
Shannon Frewaldt	SE6366 01	Instructor	TV013	21-MAY-17
Todd Gardner	SE6119 03	Temporary Instructor	TV013	21-MAY-17
Bob Gill	SE7375 02	Temporary Instructor	TV013	21-MAY-17
Nadine Gjerde	SE7595 01	Instructor	TV013	21-MAY-17
Bobby Goeman	SE6621 11	Temporary Instructor	TV013	21-MAY-17
Jennifer Goldammer	SE6117 01	Instructor	TV013	21-MAY-17
Christopher Gruenhagen	SE7492 01	Instructor	TV013	21-MAY-17
Ashley Hansen	SE6728 04	Temp Assistant Professor	TV013	21-MAY-17
Robert Hill	SE6119 02	Temporary Instructor	TV013	21-MAY-17
Amy Holm	SE7763 02	Instructor	TV013	21-MAY-17
Robert Holmes	SE7595 01	Instructor	TV013	21-MAY-17
Angie Iverson-Maggi	SE6455 05	Temporary Instructor	TV013	21-MAY-17
Cayden Jackson	SE6117 03	Instructor	TV013	21-MAY-17
Larry Janssen	SE7686 00	Temporary Instructor	TV013	21-MAY-17
Jacob Jantzer	SE6117 01	Instructor	TV013	21-MAY-17
Abby Javurek-Humig	SE6117 02	Instructor	TV013	21-MAY-17
Abbie Jennings	SE7795 00	Instructor	TV013	21-MAY-17
Gary Johnson	SE6109 03	Instructor	TV013	21-MAY-17
Heidi Johnson	SE6562 00	Instructor	TV013	21-MAY-17
Jocelyn Johnson	SE7492 02	Instructor	TV013	21-MAY-17
Richard Jones	SE6840 03	Temporary Instructor	TV013	21-MAY-17
Katherine Jorgensen	SE7408 05	Instructor	TV013	21-MAY-17
Patrick Keller	SE7688 01	Instructor	TV013	21-MAY-17
Andrea Knox	SE7595 01	Instructor	TV013	21-MAY-17
Kristofer Kracht	SE6757 02	Temporary Instructor	TV013	21-MAY-17
Emily Kranz	SE7492 00	Instructor	TV013	21-MAY-17
Kristin Kuchenbecker	SE6455 01	Temporary Instructor	TV013	21-MAY-17
Amanda Lambrechts	SE7492 00	Instructor	TV013	21-MAY-17
Catherine Lockwood	SE6119 02	Temporary Instructor	TV013	21-MAY-17
Rebecca Maurer	SE7408 07	Instructor	TV013	21-MAY-17
Robert McCurdy	SE6537 00	Temporary Instructor	TV013	21-MAY-17
Rebecca Moen	SE6840 00	Instructor	TV013	21-MAY-17
Sheri Mommerency	SE6562 00	Instructor	TV013	21-MAY-17
Leslie Murphy	SE7687 01	Temporary Instructor	TV013	21-MAY-17
Kathryn Nevins	SE6840 01	Instructor	TV013	21-MAY-17
Amy Newstrom	SE7595 00	Instructor	TV013	21-MAY-17
Christopher Noid	SE7688 01	Instructor	TV013	21-MAY-17
Lesli Olson	SE6744 00	Temporary Instructor	TV013	21-MAY-17
Larry Ort	SE6105 03	Instructor	TV013	21-MAY-17
Brett Owens	AG7023 04	Graduate Research Assistant	TV013	30-APR-17
Brett Owens	SG7005 01	Grad Teach Assist-Instructor	TV013	30-APR-17
Suzanne Parrott	SE7688 01	Instructor	TV013	21-MAY-17
Robin Peterson-Lund	SE7795 00	Assistant Professor	TV013	21-MAY-17
Dasuni Ranapathi Arachchige	SE6119 00	Temporary Instructor	TV013	21-MAY-17
Brad Richardson	SE6119 03	Temporary Instructor	TV013	21-MAY-17
Kelli Rolfsmeyer	SE6117 01	Instructor	TV013	21-MAY-17
Laura Schirber	SE6840 00	Instructor	TV013	21-MAY-17
Bethany Scholten	SE7408 01	Instructor	TV013	21-MAY-17
Ryan Schuermann	SE6119 01	Temporary Instructor	TV013	21-MAY-17
Stacy Solsaa	SE7595 00	Instructor	TV013	21-MAY-17
Patricia Sortland	SE6742 01	Temp Instructor	TV013	21-MAY-17

Kara Stapert	SE6742 02	Temp Instructor	TV013	21-MAY-17
Erin Stolsmark	SE7595 01	Instructor	TV013	21-MAY-17
Gary Thomas	SE7492 01	Instructor	TV013	21-MAY-17
Virginia Thomson	SE6790 00	Temporary Instructor	TV013	21-MAY-17
Kessa Tribby	SE6742 01	Temp Instructor	TV013	21-MAY-17
Susan Turnipseed	SE7688 01	Instructor	TV013	21-MAY-17
Jeffrey Weldon	SE6144 06	Instructor	TV013	21-MAY-17
Ann Ziebarth	SE6117 02	Instructor	TV013	21-MAY-17
Alecia Burgard	SE6382 00	Instructor	TV013	21-MAY-17
David Chicoina	SE6402 00	Professor of Economics	TR001	21-MAY-17
Ashley Honkamp	SE6688 00	Instructor	TV013	21-MAY-17
Jessica Kirkham	SE6688 00	Instructor	TV013	21-MAY-17
Susan Lorenzen	SE6688 00	Instructor	TV013	21-MAY-17
Susan Lorenzen	SE6688 02	Instructor	TV013	21-MAY-17
Kelsey Raml	SE7765 00	Instructor	TV013	21-MAY-17
Eonyou Shin	SE7581 00	Instructor	TV013	21-MAY-17
Beverly Warne	SE6562 00	Instructor	TV013	21-MAY-17
Leon Wrage	SE6464 00	Instructor	TV013	21-MAY-17

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00214840	Olanda James	4H Programs	SDSU
A00213746	Sanne de Bruijn	Ag & Biological Sci-Academic Progs	SDSU
A00189694	Jeffrey Miller	Ag & Biological Sciences	SDSU
A00214233	Hannah Birttnen	Communication Studies	SDSU
A00214231	Jaclyn Britz	Communication Studies	SDSU
A00214232	Samantha Craft Fairchild	Communication Studies	SDSU
A00214229	Isaiah Dietz	Communication Studies	SDSU
A00214234	Olivia Griffith	Communication Studies	SDSU
A00204114	Mary Hendricks	Communication Studies	SDSU
A00144513	Becca Herman	Communication Studies	SDSU
A00200890	Amanda Huehl-Phillips	Communication Studies	SDSU
A00200870	Bridget Johnston	Communication Studies	SDSU
A00214230	Anthony Marinos	Communication Studies	SDSU
A00214228	Connor McNamara	Communication Studies	SDSU
A00214236	Gabryelle Meloccaro Strange	Communication Studies	SDSU
A00214235	Noah Montgomery	Communication Studies	SDSU
A00194633	Jamie Mundwiler	Communication Studies	SDSU
A00187918	Morgan Schoenfelder	Communication Studies	SDSU
A00176427	Preston Shelsta	Communication Studies	SDSU
A00200872	Mariah Spillers	Communication Studies	SDSU
A00214226	Angela Thompson	Communication Studies	SDSU
A00214237	Joey Volquartsen	Communication Studies	SDSU
A00214227	J Kobe Wallace	Communication Studies	SDSU
A00214160	Deng Chang	Electrical Engr & Computer Science	SDSU
A00186123	Shaun Brown	Mechanical Engineering	SDSU
A00198131	Brady Dam	Mechanical Engineering	SDSU
A00177814	Merrick Erickson	Mechanical Engineering	SDSU
A00180566	Alex Kenkel	Mechanical Engineering	SDSU
A00174565	Lance Mattison	Mechanical Engineering	SDSU
A00195209	Daniel Schneider	Mechanical Engineering	SDSU
A00209247	Alexander Stamps	Mechanical Engineering	SDSU

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

06/07/2017 16:53:18

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)					
Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Julie Barnett	UE9340	00	Program Assistant II	Appointment	42639.18 08-MAY-17
Joseph Bernard	UE9706	00	Grounds Keeper	Appointment	25541.91 15-MAY-17
Nicole Comp Hinrich	QE8690	00	Senior Secretary	Hire Temp Appointment	33653.75 01-MAY-17
Nicole Jorgensen	UE9673	00	Assistant Admissions Officer	Appointment	36607.30 22-APR-17
Jordynne Mart	UE9460	00	Building Engineer II	Appointment	60000.00 08-MAY-17
Katie McPherson	UE6835	00	Assistant Admissions Officer	Appointment	36674.49 04-MAY-17
Micah Miller	QE9466	00	Temp Dental Assistant	Hire Temp Appointment	12479.40 15-MAY-17
Jamie Modicue	UE9297	00	Program Assistant I	Appointment	35546.52 15-MAY-17
Nicholas Oyen	UE9707	00	Grants & Loan Specialist 1	Appointment	52500.00 08-MAY-17
Joseph Palleschi	UE9124	00	Law Enforcement Officer	Appointment	47215.09 24-APR-17
Melinda Robinson	QE9727	00	Senior Secretary	Appointment	33653.75 15-MAY-17
Connie Twedt	QE8721	00	Senior Secretary	Appointment	34735.33 13-MAY-17

Career Service Benefit Eligible (CSA1)								
Permanent Salary Adjustment(SP)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New
Dustin Baker	UE9741	00	Registration Officer	Sal Adj to 5% Range at 6 mo	35205.40	35255.32	49.92	
Laurel Hanson	UE9613	00	Secretary	End of Probation Adjust	26789.88	28121.06	1331.18	
Echo Heinrich	UE7138	00	Facility Worker	End of Probation Adjust	25625.11	26650.11	1025.00	
Sherry Heldt	FE9979	00	Secretary	End of Probation Adjust	27455.47	28828.25	1372.78	
Steven Larson	QE9719	00	Senior Secretary	End of Probation Adjust	32031.38	33632.95	1601.57	
Ashley Matzke	UE9639	00	Executive Assistant to Dean	End of Probation Adjust	36420.10	38229.66	1809.56	
Tiffany Roetman	UE9318	00	SR Build Maint- Locksmith	End of Probation Adjust	34007.35	35707.71	1700.36	
Derek Sparks	UE7064	00	Asst Director of Ticket Ops	Sal Adj to 5% Range at 6 mo	31199.40	32759.37	1559.97	
Vikki Van Hull	FE9990	00	Financial Aid Advisor	Reclassification	38091.53	39997.63	1906.10	

Career Service Benefit Eligible (CSA1)					
Leave of Absence(LA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
There were no records found for this group.					

Career Service Benefit Eligible (CSA1)					
Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Julie Barnett	UE9326	00	Program Assistant I	SA011	07-MAY-17
Daniel DeBoer	UE7092	00	Grounds Specialist- Field Tech	TV000	04-MAY-17
Noah Iacino	UE9784	00	Facility Worker	TV000	26-APR-17
Jared Kuchta	UE7152	00	Facility Worker	TI000	15-MAY-17
Katie McPherson	UE9673	00	Assistant Admissions Officer	SA017	03-MAY-17
Spencer Stahly	UE9380	00	Athletics Facility Worker	TV001	19-MAY-17
Baine Towers	UE9753	00	Facility Worker	TV000	01-MAY-17
Connie Twedt	UE9622	00	Senior Secretary	SA017	12-MAY-17
Tiffanie Wakeley	UE9340	00	Program Assistant II	SA011	21-MAY-17
Linda Adamson	QE9701	02	Senior Secretary	TR001	19-MAY-17
Hillary Ahmed	UE9612	00	Senior Secretary	TV009	12-MAY-17
Ilmira Dulyanova	UE8061	05	Adjunct Instructor	TV013	21-MAY-17
Wanda Johnson	QE9678	00	Program Assistant I	TR001	03-MAY-17

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Karen McDowell	UE9297 00	Program Assistant I	TR001	21-MAY-17
Patricia Mulloy	QE9727 00	Senior Secretary	TR001	05-MAY-17
Linda Renner	QE8918 00	Secretary	TR001	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Brianna Adams	UE8495	00	Marketing Retail Clerk	Hire Temp Appointment	3033.10	17-MAY-17
Almira Boskovic	UE8215	00	HS Sub Aide	Hire Temp Appointment	1173.81	26-APR-17
Vicki Carlson	QE9556	00	Temp Wegner Assistant	Hire Temp Appointment	1610.00	01-MAY-17
Joel Gonzalez	UE8441	00	Operations Crew	Hire Temp Appointment	2218.73	16-MAY-17
Manuel Guillen	UE8107	00	Chemistry Temp Assistant	Hire Temp Appointment	8666.50	10-MAY-17
Audrey Job	QE9484	00	LBC Camp Asst Director	Hire Temp Appointment	5199.60	01-MAY-17
Travis Kooima	QS9477	00	MSRP Student Lab Assistant	Hire Temp Appointment	9630.21	13-MAY-17
Michele Norling	UE8215	02	EHS Sub Home Visitor	Hire Temp Appointment	1132.65	01-MAY-17
Cynthia Robinson	UE8215	01	HS Sub Teacher Aide	Hire Temp Appointment	782.54	09-MAY-17
Laureen Soluk	UE8116	04	Research Assistant	Hire Temp Appointment	4633.20	03-MAY-17
Tristan Soluk	UE8116	16	Research Assistant	Hire Temp Appointment	12349.76	22-APR-17
Stephanie Vonderahe	UE8361	02	Temp Grounds Assist	Hire Temp Appointment	6759.87	22-APR-17
Nathan Williams	UE8287	00	CDE Temp Assistant	Appointment	3628.80	08-MAY-17
Jessica Winterringer	UE8432	00	MUC Information Desk Worker	Hire Temp Appointment	4497.65	08-MAY-17

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Byron Banasiak	UE8495	02	Marketing Temp Videographer	TV013	21-MAY-17
Laurie Brinkman	UE8522	03	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Lessa Chase	UE8522	00	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Jayson Crawford	UE8522	01	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Wasila Dahdul	UE8116	04	Research Scientist	TV013	21-MAY-17
Matthew Davis	UE7366	00	Temp Library Assistant	TV013	21-MAY-17
Jessica Dopheide	UE8468	00	Counselor	TV012	21-MAY-17
Benjamin Dowling	UE8089	02	Math Tutor	TV013	21-MAY-17
Colby Felts	UE7261	00	Football Assistant	TV013	21-MAY-17
Jason Folkers	UE8522	00	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Karen Gerety	UE8486	00	Disability Services Coordinato	TV013	21-MAY-17
Karen Goblirsch	UE8495	01	Marketing Retail Clerk	TV013	21-MAY-17
Parker Goblirsch	UE7261	01	Ath Facilities/Game Day	TV013	21-MAY-17
David Gorman	UE8522	06	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Geoffrey Gray-Lobe	QE9484	01	BBS Temp Lab Assistant	TV013	21-MAY-17
Elizabeth Hughes	UE8468	00	Counselor	TV013	21-MAY-17
Jeri Jacobs	UE8522	04	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Briana Kautz	UE8522	01	Ath Tkt Office/Gme Day Staff	TV013	21-MAY-17
Cody Kearse	UE8260	00	Online Teaching Assistant	TV013	21-MAY-17
Tramika LaBranche	UE8017	00	Gallery Assistant	TV013	21-MAY-17
Grace Martinson	UE8522	00	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Jenna McDermid	QE8726	00	Temp Dental Hygienist	TV013	21-MAY-17
Jenna McDermid	QE9466	00	Temp Dental Assistant	TV013	21-MAY-17
Rebekah McLaughlin	UE7999	00	Opera Pit	TV013	30-APR-17
Holly Meins	UE8522	03	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Kelsey Mitteness	UE8008	01	Art Model	TV013	21-MAY-17
Cheryl Mockler	UE8495	00	Mktg Retail Clerk-Vermillion	TV013	21-MAY-17
Katie O'Leary	SE7763	01	Instructor	TV013	21-MAY-17
Katie O'Leary	UE7475	01	Adjunct Instructor	TV013	21-MAY-17
Deidre Owen	UE8008	00	Art Model	TV013	21-MAY-17
Nicholas Poppe	UE8522	00	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Katie Redden	UE8522	00	Game Day Staff/Ticket Office	TV013	21-MAY-17
Deven Scott	UE8324	01	Fleet Dispatcher	TV013	21-MAY-17
Landon Smith	UE7261	01	Ath Facilities/Game Day	TV013	21-MAY-17
Martha Sturges	UE8522	03	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Mary Sutter	QE9295	04	SOM Temp Assistant	TV013	15-MAY-17
Henry Tate	UE8522	06	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Tamara Thiab	QE9529	01	Temp Program Assistant	TV013	21-MAY-17

Stephanie Warnke	UE8522 00	Ath Tkt Office/Game Day Staff	TV013	21-MAY-17
Kevin White	UE7037 01	IEP Part-time Instructor SP17	TV013	05-MAY-17
Nathan Williams	UG7667 00	Housing GAA	TV012	06-MAY-17
Jessica Winterringer	UW8427 00	MUC Fall/Spring Work Study	TV012	05-MAY-17

Non-Faculty Benefit Eligible (NFE1) (NFE1) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Richard Karius	UE7065 01		MBB Summer Camp Manager/2016	Supplemental Appointment	2000.00 22-APR-17
Kimberly Morecraft	QE9887 12		Fitness Instructor	Supplemental Appointment	300.15 22-APR-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.								
Linda Anderson	UE9396 00		Advisor	Sal Adj-Unusual Circumstance	25693.22	28262.54	2569.32	
Pamela Berreth	UE8891 00		Talent Search Advisor	Sal Adj-Unusual Circumstance	30743.00	31041.71	298.71	
Marion Bluearm	UE9466 00		Director, Talent Search	Sal Adj-Unusual Circumstance	54020.73	55641.35	1620.62	
Martha Miller	UE8999 00		Advisor	Sal Adj-Unusual Circumstance	32349.48	32672.97	323.49	
Becki Rosane	UE9229 00		Advisor	Sal Adj-Unusual Circumstance	25576.63	28390.06	2813.43	
Jennifer Schelske	FE9995 00		Manager, Student Services	Reclassification	50238.93	55000.00	4761.07	
Dana Southerland	UE7128 00		SOE Advisor	Sal Adj-Unusual Circumstance	32500.00	41000.00	8500.00	
Lynelle Whitebull	UE9805 00		Advisor	Sal Adj-Unusual Circumstance	34204.39	34546.43	342.04	

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.								
McKenzy Raterman	UE9739 00		Coord, Graduate Registration	Temporary Additional Duties	42000.00		175.00	
42175.00								

Non-Faculty Benefit Eligible (NFE1) (NFE1) Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Janel Even	UE9096 00		Teacher Aide	SA011	21-MAY-17
Jia Li	UE7257 00		Post Doctoral Researcher	TL000	21-MAY-17
Layani Makwinja	UE6835 00		Intl Admissions Counselor	TV001	07-MAY-17
Stacey O'Connor	UE6769 00		Undergrad Recruiting Specialis	SA011	21-MAY-17
Jennifer Peterson	UE7256 00		Academic Advisor	TV000	05-MAY-17
Joseph Barth	UE8250 03		Instructor	TV013	21-MAY-17
Carole Cochran	UE9212 07		LEND Discipline Head	TV013	21-MAY-17
Tyler Dopheide	UE8223 00		Instructor	TV013	21-MAY-17
Bruce Fischbach	UE8223 00		Instructor	TV013	21-MAY-17
Daniel Fitzsimmons	UE7053 01		Adjunct Instructor	TV013	21-MAY-17
Marc Ford	UE9892 00		Business Analyst	TR001	21-MAY-17
David Gottsleben	UE8223 00		Instructor	TV013	21-MAY-17
Leo Huber	UE7053 00		Adjunct Instructor	TV013	21-MAY-17
Marcella Hurley	NE9974 13		OCE-BADM-360-NCC01	TV013	21-MAY-17
Darin Jerke	UE7339 06		Education Technology Integrati	TV013	21-MAY-17
Richard Karius	UE7065 01		MBB Summer Camp Manager/2016	TV013	21-MAY-17
Allyson McFarland	UE9485 00		EHS Home Visitor	TV009	12-MAY-17
Matthew Middleton	UE8223 00		Instructor	TV013	21-MAY-17
Kimberly Morecraft	QE9887 12		Fitness Instructor	TV013	21-MAY-17
Patrick Morrison	UE6870 01		Assist Dir Int'l Student	TV013	21-MAY-17
Eric Mosterd	UE9861 18		Assist Dir, CTL	TV013	21-MAY-17
Jamie Oyen	UE8223 00		Instructor	TV013	21-MAY-17
Kylea Sheley	UE8223 00		Instructor	TV013	21-MAY-17
Devra Sigle-Hermosilla	UE8178 00		Adjunct Instructor	TV013	21-MAY-17

Howard Thomas	UE8151 00	Adjunct Instructor	TV013	21-MAY-17
Joseph Thuentee	UE8223 00	Instructor	TV013	21-MAY-17
Jenna Uher	UG7565 01	GAA-Athletics/Sports Medicine	TV012	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Michael Abbott	UW7429	00	Work Study	Hire Temp Appointment	600.00	15-MAY-17
Supun Randil Abe Abeyratne Heru	US8371	02	Temp Build Maint Assist	Hire Temp Appointment	6759.87	08-MAY-17
Tia Adamson	UW8410	00	Financial Aid Work-Study SMR	Hire Temp Appointment	4500.00	08-MAY-17
Deborah Agbeniyi	US8434	00	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Lucas Anderson	US7508	00	Undergraduate Research	Hire Temp Appointment	6499.88	15-MAY-17
Chesney Arend	QS9477	00	SPURA Student Lab Asst	Hire Temp Appointment	6933.20	02-MAY-17
Kaitlyn Ashley	US8109	00	Research Assistant	Hire Temp Appointment	7626.52	18-MAY-17
Tylor Audino	US8317	00	Dispatcher	Hire Temp Appointment	19759.62	08-MAY-17
Teiya Batien	US8434	00	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Claire Bennett	US8443	00	Teacher Assistant	Hire Temp Appointment	1384.00	04-MAY-17
Kelsey Berger	US8425	00	MUC Information Desk Worker	Hire Temp Appointment	4497.65	08-MAY-17
Surya Bhandari	US8362	01	Temp Grounds Assist	Hire Temp Appointment	6586.54	08-MAY-17
Adam Bleeker	QS9477	00	BBS MSRP Student Lab Assistant	Hire Temp Appointment	9630.21	13-MAY-17
Maria Brady	US7948	01	Student Worker	Hire Temp Appointment	3899.70	21-MAY-17
Johnathon Brower	US8488	00	Marketing Student Videographer	Hire Temp Appointment	4497.65	16-MAY-17
Danielle Brown	QS9477	00	SPURA Student Research Asst	Hire Temp Appointment	6933.20	24-APR-17
Laura Brown	US8434	02	Desk Worker-Central Office	Hire Temp Appointment	2218.73	06-MAY-17
Lindsey Brown	UG7485	00	GAA-Athletics Compliance	Hire Temp Appointment	4073.02	16-MAY-17
Eugene Buhian	UW8491	00	Graphics Student Worker I	Hire Temp Appointment	3500.00	10-MAY-17
Sarah Byrne	QW9353	00	Occup Therapy WS Office Assist	Hire Temp Appointment	600.00	25-APR-17
Kirk Campbell	UW7378	00	SVRC Summer Work Study	Hire Temp Appointment	4500.00	15-MAY-17
Dennis Carlson	UW7429	00	Work Study Summer	Hire Temp Appointment	4500.00	09-MAY-17
Scott Clabough	UW7429	00	Work Study	Hire Temp Appointment	3500.00	09-MAY-17
Kaci Clement	QS9477	00	SPURA Student Hourly Research	Hire Temp Appointment	6933.20	24-APR-17
Stone Conley	US8416	00	Admissions Student Ambassador	Hire Temp Appointment	4497.65	12-MAY-17
Rebecca Cordie	QS9477	02	SPURA Student Hourly Research	Hire Temp Appointment	6933.20	24-APR-17
Courtney Cowan	UW7405	00	Johnson Summer Work Study	Hire Temp Appointment	800.00	08-MAY-17
Michaela Crouch	US8434	01	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Jamarian Davis	US7405	01	Office Assistant	Hire Temp Appointment	4056.00	08-MAY-17
Jodie Davis	QW9479	00	BBS Work Study Lab Assistant	Hire Temp Appointment	2600.00	25-APR-17
Kaela DeJong	UW7995	04	Student Office Assistant II	Hire Temp Appointment	3500.00	11-MAY-17
Rachel Deuhr	US8443	01	Teacher Assistant	Hire Temp Appointment	1384.00	15-MAY-17
Lam Diep	UW7378	00	SVRC Summer Workstudy	Hire Temp Appointment	5000.00	08-MAY-17
Alexandra Dolezal	QS9477	01	BBS Student Lab Assistant	Hire Temp Appointment	5199.60	18-MAY-17
Stephanie Donkor	US7407	00	Student Library Assistant	Hire Temp Appointment	2998.78	12-MAY-17
Morgan Engelkes	UW8202	00	Work Study	Hire Temp Appointment	1559.88	08-MAY-17
Brittany Evans	UW8491	00	Marketing Retail Clerk	Hire Temp Appointment	400.00	16-MAY-17
Madison Fick	US8506	00	Front Desk Assistant	Hire Temp Appointment	4549.65	22-APR-17
Vinod Fnu	US7402	00	Temp Part Time lab	Hire Temp Appointment	4032.00	12-MAY-17
Madison Frain	UG7485	00	GAA - Athletics/Compliance	Hire Temp Appointment	9125.30	22-APR-17
Pedro Frajdrach Chequetti da	RUS8425	00	MUC Information Desk Worker	Hire Temp Appointment	4497.65	08-MAY-17
Avery Franzen	QS9477	00	BBS MSRP Student Lab Assistant	Hire Temp Appointment	9630.21	13-MAY-17
Braeden Garrett	US8479	00	Charlie Coyote	Hire Temp Appointment	3033.10	06-MAY-17
Alexis Gartner	US8253	00	HRT Online Teaching Assistant	Hire Temp Appointment	3813.48	22-APR-17
Matthew Geertsema	US7508	00	Research Assistant	Hire Temp Appointment	3346.20	08-MAY-17
Jennifer Gillaspie	US7508	00	Research Assistant	Hire Temp Appointment	2230.80	08-MAY-17
Robyn Green	QE8667	00	Standardized Patient	Hire Temp Appointment	40.00	22-APR-17
Tylar Greenleaf	QE9466	00	Temp Dental Assistant	Hire Temp Appointment	300.00	22-APR-17
Andre Hafner	QS9477	00	BBS MSRP Student Lab Asst	Hire Temp Appointment	9630.21	18-MAY-17
Tanner Hall	US8109	00	Lab Assistant	Hire Temp Appointment	1300.00	05-MAY-17
Suenghee Han	US8362	01	Temp Ground Assist	Hire Temp Appointment	6586.54	08-MAY-17
Tyler Hare	US8434	00	Housing Ops Crew	Hire Temp Appointment	2218.73	01-MAY-17
Dustin Heiden	QS9477	00	BBS Student Lab Assistant	Hire Temp Appointment	4497.65	06-MAY-17
Nicholas Hinkley	US8434	01	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Andrew Holmes	QS9477	00	BBS Student Lab Assistant	Hire Temp Appointment	4497.65	05-MAY-17
McKenzie Holton	US8488	00	Marketing Writing Intern	Hire Temp Appointment	2998.78	08-MAY-17
Muhammad Hussain	US8362	01	Temp Grounds Assist	Hire Temp Appointment	6586.54	08-MAY-17
MD Rabiul Islam	US8371	00	Temp Build Maint Assist	Hire Temp Appointment	6759.87	08-MAY-17
Mominul Islam	US8299	00	Student Lab Consultant	Hire Temp Appointment	866.70	08-MAY-17

Jessica Jandera	US8199 00	Student Employee	Hire Temp Appointment	1733.20	08-MAY-17
Amy Jazwinski	US8434 01	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Ryan John	US7385 00	Athletics Student Production	Hire Temp Appointment	1733.20	28-APR-17
Nathan Jones	US8434 00	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Tiesha Jones	US8434 01	Housing Summer Staff	Hire Temp Appointment	2257.20	06-MAY-17
Megan Jorgensen	QS9477 00	SPURA Student Hourly Research	Hire Temp Appointment	6933.20	24-APR-17
Kathleen Juffer	US8199 00	Peer Advisor	Hire Temp Appointment	173.20	22-APR-17
Austin Jungers	US8434 00	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Keri Kamphoff	US8425 00	MUC Information Desk Worker	Hire Temp Appointment	4497.65	08-MAY-17
Sakshi Kanagala	US8362 01	Temp Grounds Assist	Hire Temp Appointment	6586.54	08-MAY-17
Chandra Karki	US7402 00	EH&S Admin Assistant	Hire Temp Appointment	6111.97	06-MAY-17
Enosh Kattinapudi	US8434 00	Housing Ops Crew	Hire Temp Appointment	2218.73	05-MAY-17
Taylor Kenney	US8425 00	MUC Information Desk Worker	Hire Temp Appointment	4497.65	08-MAY-17
Trenity Kenobbie	US8506 00	Front Desk Assistant	Hire Temp Appointment	4809.63	08-MAY-17
Dallas Kiehn	US8506 00	Front Desk Assistant	Hire Temp Appointment	4549.65	08-MAY-17
Benjamin Kielhold	UW7378 00	SVRC Summer Work Study	Hire Temp Appointment	5199.90	12-MAY-17
Shayla Kiertzner	US8443 01	Teacher Assistant	Hire Temp Appointment	1384.00	08-MAY-17
Evan King	US8434 02	Desk Worker-Central Office	Hire Temp Appointment	2257.20	08-MAY-17
Savannah Kirsch	UW7995 00	Student Office Assistant III	Hire Temp Appointment	2100.00	15-MAY-17
Shea Kister	US8010 00	Oscar Howe Gallery Worker	Hire Temp Appointment	2214.40	09-MAY-17
Kimberley Klein	US8362 01	Grounds Temp Assist	Hire Temp Appointment	6586.54	08-MAY-17
Hope Knedler	UW7995 00	Student Office Assistant	Hire Temp Appointment	3500.00	11-MAY-17
Marina Kremer	US8443 00	Teacher Assistant	Hire Temp Appointment	1384.00	16-MAY-17
Tad Lacey	US8028 01	Student Labor	Hire Temp Appointment	500.00	07-MAY-17
Chunghwan Lee	US7389 01	Int'l Ofc Student Assistant	Hire Temp Appointment	1559.88	08-MAY-17
Katherine Lembke	QS9477 00	SPURA Student Hourly Research	Hire Temp Appointment	6933.20	24-APR-17
Breanna Lende	US8443 00	Teacher Assistant	Hire Temp Appointment	3460.00	22-APR-17
Lucas Lund	US8479 00	Student Life Student Assistant	Hire Temp Appointment	2565.00	16-MAY-17
Ashley Lynch	US7410 00	Library Student Assistant	Hire Temp Appointment	2998.78	08-MAY-17
Kriston Lynn	US7402 00	Sponsored Programs Stud Worker	Hire Temp Appointment	617.50	06-MAY-17
Sara Martin	UW8202 00	Work Study	Hire Temp Appointment	3500.00	08-MAY-17
Cristina Matos	US8253 00	HRT Online Teaching Assistant	Hire Temp Appointment	3813.48	22-APR-17
Oflia May	US7407 00	Student Library Assistant	Hire Temp Appointment	2998.78	12-MAY-17
Emma McCarty	US8317 00	Dispatcher	Hire Temp Appointment	4939.62	09-MAY-17
Colin Mertlik	US7385 03	Football Videographer	Hire Temp Appointment	433.30	22-APR-17
Madeline Mockler	UE8306 01	ITS Temp Hire	Hire Temp Appointment	888.37	08-MAY-17
John Morris	UW7378 00	SVRC Summer Work Study	Hire Temp Appointment	4500.00	17-MAY-17
Ericka Muchow	US8506 00	Front Desk Assistant	Hire Temp Appointment	1137.41	08-MAY-17
Amanda Mullins	US8434 00	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Amanda Mullins	US8506 00	Climbing Wall Assistant	Hire Temp Appointment	4549.65	08-MAY-17
Mijah Murden	US8506 02	Front Desk Assistant	Hire Temp Appointment	4679.64	08-MAY-17
Kang Namkoong	US8362 01	Temp Grounds Assist	Hire Temp Appointment	6586.54	08-MAY-17
Krysta Novak	QE9466 00	Temp Dental Assistant	Hire Temp Appointment	300.00	22-APR-17
Ayaka Ogino	US8208 00	HS Sitter	Hire Temp Appointment	749.61	04-MAY-17
Jennifer Olinger	US8317 00	Fleet Dispatcher	Hire Temp Appointment	4939.62	08-MAY-17
Megan Olson	US8506 01	Building Manager	Hire Temp Appointment	5199.60	08-MAY-17
Jaelin Otta	QS9477 00	BBS MSSRP Student Lab Asst	Hire Temp Appointment	7222.66	13-MAY-17
Riley Paulsen	QS9477 05	BBS Temporary Lab Assistant	Hire Temp Appointment	9359.82	22-APR-17
Kami Pearson	US7397 00	U.Discover 2017	Hire Temp Appointment	240.00	08-MAY-17
Jeickson Pichardo Castillo	US8434 00	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Matthew Preszler	US7948 00	Honors Student Worker	Hire Temp Appointment	25.00	27-APR-17
Jordan Preuss	US8506 02	Building Manager	Hire Temp Appointment	5199.60	08-MAY-17
Corey Price	US8362 01	Temp Grounds Assist	Hire Temp Appointment	6586.54	08-MAY-17
Austin Printz	US8479 00	SRP Assistant	Hire Temp Appointment	12004.20	07-MAY-17
Andrew Quinn	UW8749 00	Graduate Teaching Assistant	Hire Temp Appointment	7488.00	21-MAY-17
Claire Raders	US8434 05	Housing Summer Staff	Hire Temp Appointment	2257.20	06-MAY-17
Kaci Reiser	US8434 00	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-17
Cameron Renkly	US8010 00	Oscar Howe Gallery Worker	Hire Temp Appointment	2214.40	09-MAY-17
David Robinson	UW7378 00	SVRC Summer Workstudy	Hire Temp Appointment	1500.00	08-MAY-17
Austin Roemeling	US8434 02	Housing Summer Staff	Hire Temp Appointment	2257.20	06-MAY-17
Kelsey Rokahr	US8443 01	Teacher Assistant	Hire Temp Appointment	1384.00	08-MAY-17
Katie Rosenstengel	UW8509 00	Wellness Center Summer WS	Hire Temp Appointment	3500.00	08-MAY-17
Elizabeth Runge	QE8726 00	Temp Dental Hygienist	Hire Temp Appointment	120.00	22-APR-17
Justin Sadler	US8371 02	Temp Build Maint Assist	Hire Temp Appointment	6759.87	08-MAY-17
Jessica Sandbulte	UW8201 01	Work Study	Hire Temp Appointment	1600.00	05-MAY-17
Merrissa Schlichte	US8443 00	Childcare Assistant	Hire Temp Appointment	1384.00	08-MAY-17
Kristie Schmidt	US7948 02	Honors Student Worker	Hire Temp Appointment	5199.60	22-APR-17
Katelyn Schultz	UW8509 00	Wellness Center Summer WS	Hire Temp Appointment	3500.00	08-MAY-17

Turner Serr	US8506 02	Front Desk Assistant	Hire Temp Appointment	4549.65	08-MAY-17
John Slunecka	QS9477 03	MSRP Student Lab Assistant	Hire Temp Appointment	9630.21	08-MAY-17
Tyler Smith	UW8518 01	Summer WS/Ath-Strength & Cond	Hire Temp Appointment	2800.00	08-MAY-17
Morgan Sorensen	QS9477 00	MSRP Student Lab Assistant	Hire Temp Appointment	9630.21	13-MAY-17
Prashanth Sreepathi	US8362 01	Temp Grounds Assist	Hire Temp Appointment	6586.54	08-MAY-17
Alexander Stack	US7508 00	Research Assistant	Hire Temp Appointment	3861.00	08-MAY-17
Alexander Steinley	US7508 00	Research Assistant	Hire Temp Appointment	389.70	08-MAY-17
Nathan Stockfleth	UW7378 00	SVRC Summer Work Study	Hire Temp Appointment	4000.00	17-MAY-17
Adam Stratmeyer	US7402 00	Human Sub Student Worker	Hire Temp Appointment	6441.12	06-MAY-17
Payton Suter	US7394 00	Lifeguard	Hire Temp Appointment	5199.60	08-MAY-17
Payton Suter	US7394 01	Swim Instructor	Hire Temp Appointment	5719.56	08-MAY-17
Mikayla Thomas	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	4497.65	10-MAY-17
Tien Tran	US8362 01	Temp Grounds Assist	Hire Temp Appointment	6586.54	08-MAY-17
Brooke Van Gerpen	US8434 01	Desk Worker-Central Office	Hire Temp Appointment	2218.73	08-MAY-17
Taylor Van Wyhe	US8010 00	Gallery Assistant	Hire Temp Appointment	312.03	06-MAY-17
Chelsea Vang	US8299 01	Student Lab Consultant	Hire Temp Appointment	749.70	08-MAY-17
Madeline Vang	US8299 01	Student Lab Consultant	Hire Temp Appointment	749.70	08-MAY-17
Christopher Vanhove	QS9477 00	BBS MSRP Student Lab Asst	Hire Temp Appointment	9630.21	13-MAY-17
Dana Visser	QS9378 00	PT Student Assistant	Hire Temp Appointment	960.00	08-MAY-17
Tyler Vogel	US7402 00	Summer Studnet Assistant - IP	Hire Temp Appointment	6441.12	06-MAY-17
Hannah Voudry	UW8410 01	Financial Aid Work-Study SMR	Hire Temp Appointment	4500.00	08-MAY-17
Nikul Vyas	US8362 01	Temp Grounds Assist	Hire Temp Appointment	6586.54	08-MAY-17
Katelyn Waligoske	QS9477 00	MSRP Student Lab Assistant	Hire Temp Appointment	9630.21	13-MAY-17
Erica Wankum	UW7420 04	Student Curatorial Assistant	Hire Temp Appointment	4500.00	08-MAY-17
Blake Warner	UW8464 01	SCC summer workstudy	Hire Temp Appointment	3500.00	08-MAY-17
Abigail Weiss	US8208 00	HS Sitter	Hire Temp Appointment	749.61	09-MAY-17
Laura Weiss	US8416 00	Admissions Student Worker	Hire Temp Appointment	3598.40	08-MAY-17
Quincy Wert	UW8165 01	Law Library Student Worker	Hire Temp Appointment	1600.00	02-MAY-17
Gawain Williams	US8425 00	MUC Information Desk Worker	Hire Temp Appointment	4497.65	08-MAY-17
Tyler Wilson	US8371 00	Temp Building Maint Assist	Hire Temp Appointment	6759.87	08-MAY-17
Laura Wolf	US8506 00	Front Desk Assistant	Hire Temp Appointment	4549.65	22-APR-17
Andrew Yevugah	US7508 00	Research Assistant	Hire Temp Appointment	3346.20	08-MAY-17
Jacob Zea	US8506 00	Climbing Wall Assistant	Hire Temp Appointment	4549.65	08-MAY-17
Yiman Zhang	US7385 01	Athletics Student Production	Hire Temp Appointment	866.60	22-APR-17
Bailey Zimmerman	US8434 01	Housing Summer Staff	Hire Temp Appointment	2218.73	06-MAY-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
Grace Auchstetter	UW8165	00	Law Library Student Worker	Sal Adj-Unusual Circumstance	1850.00	2100.00	250.00	
Elizabeth Bjorklund	UW8436	00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	4000.00	4650.00	650.00	
Madison Bryant	UW8165	02	Law Library Student Worker	Sal Adj-Unusual Circumstance	1600.00	1715.00	115.00	
Falmata Gishe	UW7403	00	Student Worker	Sal Adj-Unusual Circumstance	1600.00	1900.00	300.00	
Jerrel Harris	UW8517	01	Ath Work Study/Facilities	Sal Adj-Unusual Circumstance	4500.00	4620.00	120.00	
Kelsey Hennig	UW8300	02	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	4500.00	5200.00	700.00	
Brittany Hodge	UW8445	00	Childcare Assistant	Sal Adj-Unusual Circumstance	1800.00	2250.00	450.00	
Sadie Kinslow	UW7421	00	Student Curatorial Assistant	Sal Adj-Unusual Circumstance	1600.00	1900.00	300.00	
Kristin Knutson	UW8481	00	SVRC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	1600.00	1900.00	300.00	
Eliza Kolbo	UW8300	02	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	4100.00	4500.00	400.00	
Christopher Loutsch	UW8463	00	SCC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	1600.00	1900.00	300.00	
Michael Mayrose	UW8481	00	SVRC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	3200.00	3500.00	300.00	
Megan Olson	UW8300	01	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	6200.00	6500.00	300.00	
Poni Peter	UW7403	00	Tutor	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Mary Peterson	UW8427	00	MUC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1000.00	1600.00	600.00	
Jordan Preuss	UW8300	01	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	4800.00	5500.00	700.00	
Thomas Rush	UW8481	00	SVRC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	1000.00	1500.00	500.00	
Tanner Steineke	UW8481	00	SVRC Fall/Spring Workstudy	Sal Adj-Unusual Circumstance	1600.00	2500.00	900.00	
Jena Stewart	US7974	00	Library Student Assistant	Sal Adj-Unusual Circumstance	5927.72	6933.00	1005.28	
Taylor Van Wyhe	UW8012	00	Gallery Assistant	Sal Adj-Unusual Circumstance	1600.00	2000.00	400.00	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Talia Lego	US8416	00	Admissions - Tour Guide	TV000	21-MAY-17
Savannah Aanderud	US8434	00	Desk Worker	TV012	21-MAY-17
Cameron Abbas	UW8300	01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Michael Abbott	UW7430	00	Work Study	TV012	05-MAY-17
Mary Aberle	QS9477	00	BBS Student Lab Assistant	TV012	21-MAY-17
Alayna Ackerman	US8172	00	Law School Grad Stu Worker	TV012	21-MAY-17
Riley Ackerman	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Alec Adamski	UG7702	00	Native Student Services GAA	TV012	21-MAY-17
Tia Adamson	UW8409	01	Financial Aid Work-Study Asst.	TV012	05-MAY-17
Ebenezer Adewumi	UG8722	00	Int'l Ofc Graduate Admin Asst	TV012	21-MAY-17
Nehal Adhikari	US8515	00	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Joshua Afdahl	US7385	00	Ath Facilities/Game Day	TV012	21-MAY-17
Joseph Ahuna	QG9171	00	LEND Grad Research Assistant	TV012	21-MAY-17
Marlise Ahuna	UG8529	00	Graduate Teaching Assistant	TV012	21-MAY-17
Nicholas Akins	US7983	00	Student Technical Assistant	TV012	21-MAY-17
Nicholas Akins	US8001	02	Student Model	TV012	21-MAY-17
Madhubabu Alaparthi	UG7546	04	Graduate Research Assistant	TV012	05-MAY-17
Thad Alberty	UW7994	00	Student Office Assistant III	TV012	05-MAY-17
Rusul Ali	UW8111	00	Lab Assistant	TV012	05-MAY-17
Sydney Allen	US7425	01	Resident Assistant-ACA	TV012	21-MAY-17
Sydney Allen	US8434	01	Resident Assistant	TV012	21-MAY-17
Christina Amatyia	QG8919	05	Grad Assistant - Research	TV012	05-MAY-17
Atia Amin	UG8759	00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Gregory Anderson	UG8782	01	Graduate Teaching Assistant	TV012	21-MAY-17
Hayden Anderson	US7428	00	Resident Assistant-ACA	TV012	21-MAY-17
Hayden Anderson	US8434	00	Resident Assistant	TV012	21-MAY-17
Joshua Anderson	US7424	00	Resident Assistant-ACA	TV012	21-MAY-17
Joshua Anderson	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Joshua Anderson	US8434	01	Resident Assistant	TV012	21-MAY-17
Joshua Anderson	US8434	02	Mail Clerk	TV012	21-MAY-17
Joshua Anderson	US8479	00	SGA Vice President	TV012	21-MAY-17
Logan Anderson	UW8120	00	Work Study	TV012	05-MAY-17
Ruthellen Anderson	QS9540	00	Student Tutor	TV013	21-MAY-17
Sarah Anderson	QG8924	02	Grad Admin Assistant	TV012	21-MAY-17
Taylor Anderson	US8515	00	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Tuckor Anderson	QW9479	00	BBS Work Study Lab Assistant	TV012	05-MAY-17
Zachary Anderson	US8100	00	Chemistry Student Assistant	TV012	21-MAY-17
Zoe Anderson	UW8517	00	Athletics W Study/Facilities	TV012	05-MAY-17
Chandler Andrews	US7428	01	Resident Assistant-ACA	TV012	21-MAY-17
Chandler Andrews	US8434	02	Resident Assistant	TV012	21-MAY-17
Darko Antevski	US7429	00	Resident Assistant-ACA	TV012	21-MAY-17
Darko Antevski	US8344	00	Ticket Writer	TV012	21-MAY-17
Darko Antevski	US8344	01	Special Events	TV012	21-MAY-17
Darko Antevski	US8434	00	Resident Assistant	TV012	21-MAY-17
Darko Antevski	US8461	01	Safe Ride Monitor	TV012	21-MAY-17
Austere Apolo	UW8012	01	Student Office Assistant III	TV012	05-MAY-17
Joshua Arens	US7405	00	Tutor	TV012	05-MAY-17
Kimberly Arevalo	UW8057	00	Work Study	TV012	05-MAY-17
Elizabeth Arnason	UG8754	01	Graduate Teaching Assistant	TV012	21-MAY-17
Courtney Arney	UW8057	02	Work Study	TV012	05-MAY-17
Nicklaus Arra	UG8845	00	Graduate Admin Assistant	TV012	21-MAY-17
Kennidy Asche	US8416	03	Admissions Student Worker	TV012	21-MAY-17
Grace Auchstetter	UW8165	00	Law Library Student Worker	TV012	05-MAY-17
Madeline Aune	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Rachel Axtell-Klimper	UW8165	00	Law Library Student Worker	TV012	05-MAY-17
Adrian Aylor	UG8852	00	Graduate Admin Assistant	TV012	21-MAY-17
Emily Backer	UW8012	01	Student Office Assistant III	TV012	05-MAY-17
Emily Badura	UW8264	00	Student Office Assistant	TV012	05-MAY-17
Kristyn Bahr	US8425	00	MUC Information Desk Worker	TV012	21-MAY-17
Ashley Bahrenfuss	UG7535	00	Grad Teach Assist - PDC	TV012	21-MAY-17
Chelsy Bailly	US8434	00	Mail Clerk	TV012	21-MAY-17
Hailey Baker	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Wylin Baker	UW8481	00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17

Miththira Balasingam	UG8732 00	Graduate Teaching Assistant	TV012	21-MAY-17
Kara Balken	UG8854 00	Graduate Admin Assistant	TV012	21-MAY-17
Anudeep Ballu	UG7548 00	Native Student Services GAA	TV012	21-MAY-17
Martin Balmer	US7992 02	Opera Pit	TV012	30-APR-17
Kassitti Balomenos	US8082 04	Student Math Tutor II	TV012	05-MAY-17
Paige Baltz	UW8003 01	Art Assistant	TV012	05-MAY-17
Peter Banasiak	UW8003 00	Art Assistant	TV012	05-MAY-17
Suneel Bandarupalli	UG7407 01	Graduate Research Assistant	TV012	21-MAY-17
Jordyn Bangasser	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17
Whitney Barnes	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
David Barnum	UG8620 00	Graduate Teaching Assistant	TV012	21-MAY-17
Megan Bartels	UW8057 00	Work Study	TV012	05-MAY-17
Clay Barton	UG7741 00	Graduate Research Assistant	TV012	21-MAY-17
Nina Barudzic	UG8824 01	Graduate Teaching Assistant	TV012	21-MAY-17
Tabitha Bass	UW7985 00	Student Technical Assistant	TV012	05-MAY-17
Samantha Baus	UW7413 03	Ath Work Study/Ticket Office	TV012	05-MAY-17
Catherine Beall	UG8762 00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Jessilynn Bean	UW8093 00	Work Study	TV012	05-MAY-17
Mekko Bear Killer	UW8481 00	Jump Start Fall/Spring WS	TV012	05-MAY-17
Aidan Beck	UW8427 03	MUC Fall/Spring Work Study	TV012	05-MAY-17
Ethan Beck	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Tristan Beck	US7424 01	Resident Assistant-ACA	TV012	21-MAY-17
Tristan Beck	US8434 02	Resident Assistant	TV012	21-MAY-17
Michaela Beckman	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Sophia Beers	UW8445 00	Childcare Assistant	TV012	05-MAY-17
Lexus Beesley	UW8481 01	CDC Fall/Spring Workstudy	TV012	05-MAY-17
Brook Benes	UW7381 00	SASC Fall/Spring WS	TV012	05-MAY-17
Lucy Benitez	UG7900 00	Student Activities GAA	TV012	17-MAY-17
Emily Benson	QG9168 00	LEND Grad Research Assistant	TV012	21-MAY-17
Sarah Berg	UG8566 00	Graduate Research Assistant	TV012	21-MAY-17
Katy Bergenske	UW8147 01	Work Study	TV012	05-MAY-17
Jocelyn Bergh	QS9477 00	BBS Student Lab Assistant	TV013	21-MAY-17
Timarie Bergman	US8082 01	Student Math Tutor II	TV012	05-MAY-17
Miles Bergner	US7983 02	Student Technical Assistant	TV012	21-MAY-17
Abby Berryman	US8461 01	Safe Ride Monitor	TV012	21-MAY-17
Mollie Bertrand	UW8003 00	Art Photo Assistant	TV012	05-MAY-17
Juliana Besenbruch	UG8851 00	Graduate Admin Assistant	TV012	21-MAY-17
Mark Bethke	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Thakur Bhatta	UG7757 00	Graduate Research Assistant	TV012	21-MAY-17
Bruce Biegler	US8199 00	Tutor	TV012	21-MAY-17
Gretchen Biersbach	US8046 00	Writing Center Tutor	TV012	21-MAY-17
Rachael Biggerstaff	UW7994 02	Student Office Assistant III	TV012	05-MAY-17
Maria Binder	UW8201 00	Work Study	TV012	05-MAY-17
Thomas Binder	UG7745 00	Graduate Research Assistant	TV012	21-MAY-17
Kathryn Bishop	UG7858 00	Graduate Administrative Assist	TV012	21-MAY-17
Elizabeth Bjorklund	UW8436 00	Housing Fall/Spring WS	TV012	05-MAY-17
Raven Blahnik	US8344 00	Ticket Writer	TV011	21-MAY-17
Josey Blare	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Gage Blaschke	UG8740 00	Graduate Teaching Assistant	TV012	21-MAY-17
Heather Bleecker	UG8638 00	Graduate Research Assist	TV012	21-MAY-17
Dylan Block	US7385 01	Ath Facilities/Game Day	TV012	21-MAY-17
Sydney Bodensteiner	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Laura Bodurtha	QW9353 00	Occupational Therapy Workstudy	TV012	05-MAY-17
Jessica Boerner	QS9540 00	Student Driver	TV012	21-MAY-17
Caitlin Bolte	QW9353 02	Occup Therapy Workstudy	TV013	05-MAY-17
Rebecca Borkowski	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Lindsey Bouma	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-17
Tyler Bradley	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-17
Deanna Bradshaw	US8046 00	Writing Center Tutor	TV012	21-MAY-17
Quintin Brady	US8434 01	Desk Worker	TV012	21-MAY-17
Brianna Brage	US8416 03	Admissions - Tour Guide	TV012	21-MAY-17
Kelly Braghini	US7385 01	Volleyball Camp Counselor	TV012	21-MAY-17
Nicholas Bratvold	UG8664 00	Student Activities GAA	TV012	17-MAY-17
Jessica Brave Heart	UW8517 00	Ath Work Study/Sports Med	TV012	05-MAY-17
Keith Braveheart	UG8621 00	Graduate Teaching Assistant	TV012	21-MAY-17
Aimee Breederland	UG8600 00	Graduate Research Assistant	TV012	21-MAY-17
Aaron Breyer	US8199 00	Peer Advisor	TV012	05-MAY-17
Nicholas Britten	UG8751 00	Graduate Teaching Assistant	TV012	21-MAY-17

Ashley Brost	US8172 01	Law School Graduate Stu Worker	TV012	21-MAY-17
Laura Brown	US8434 00	Desk Worker	TV012	21-MAY-17
Laura Brown	US8434 01	Mail Clerk	TV012	21-MAY-17
Laura Brown	US8515 00	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
David Bruce	UW8300 01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Olivia Bruening	UW8264 00	Student Office Assistant	TV012	05-MAY-17
Kristyne Bruggeman	UG7429 00	Graduate Research Assistant	TV012	21-MAY-17
Kristyne Bruggeman	UG7429 02	Grad Instructor of Record	TV012	21-MAY-17
Brennah Brutty	US8461 00	Safe Ride Monitor	TV012	21-MAY-17
Madison Bryant	UW8165 02	Law Library Student Worker	TV012	05-MAY-17
Michael Buchanan	QW9479 00	BBS Work Study Lab Assistant	TV012	05-MAY-17
Clare Bucklin	UG8770 00	Graduate Research Assistant	TV012	21-MAY-17
Jonni Buckman	UW7985 01	Student Theatre Assistant	TV012	05-MAY-17
Levenae Buggs	UG8843 02	Graduate Teaching Assistant	TV012	21-MAY-17
Logan Bullard	UW8093 00	Work Study	TV012	05-MAY-17
Mary Bullerdick	US8199 00	Peer Advisor	TV012	05-MAY-17
Nicole Bussmus	US8416 00	Admissions Student Worker	TV012	21-MAY-17
Madeline Butterfield	US7385 00	Soccer Camp Counselor	TV012	22-APR-17
Sarah Byrne	QW9353 00	Occup Therapy WS Office Assist	TV012	05-MAY-17
Jessie Byrnes	UG7501 01	Graduate Research Assistant	TV012	21-MAY-17
Hilary Callahan	UG8635 00	Grad Admin Assist	TV012	21-MAY-17
Sean Callahan	US8082 03	Student Math Tutor II	TV012	05-MAY-17
Maria Callegari	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-17
Meghan Cameron	US7983 02	Student Technical Assistant	TV012	21-MAY-17
Kirk Campbell	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Cassidy Campbell Halls	QW9461 01	Dental Hygiene Work Study	TV013	05-MAY-17
Arleny Campillo	UW8517 00	Work Study Athletics/Football	TV012	05-MAY-17
Shanice Cannigan	US8515 02	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Ayshanti Canton	UW8409 01	Financial Aid Work-Study Asst.	TV012	05-MAY-17
Dana Carlson	UG8750 00	Graduate Teaching Assistant	TV012	21-MAY-17
Dennis Carlson	UW7430 02	Work Study	TV012	05-MAY-17
Tianna Carlson	QW9461 00	Dental Hygiene Work Study	TV013	05-MAY-17
Erica Carrels	US8416 00	Admsns Student - Tour Guide	TV012	21-MAY-17
Braden Carroll	US8461 02	Safe Ride Monitor	TV012	21-MAY-17
Braden Carroll	UW8481 01	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Jacob Carroll	UW7994 01	Student Office Assistant III	TV012	05-MAY-17
Matthew Carroll	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Cristian Castro	UW8147 00	Work Study	TV012	05-MAY-17
Lateesha Caswell	UG8622 01	Graduate Teaching Assistant	TV012	21-MAY-17
Ramon Cervantes	UW8003 00	Photo Assistant	TV012	05-MAY-17
Katherine Chambers	US8010 00	Gallery Assistant	TV012	21-MAY-17
Derek Chancellor	UG8835 00	Graduate Research Assistant	TV012	21-MAY-17
Cley Charlson	US8082 01	Student Math Tutor II	TV012	05-MAY-17
Mingqian Chen	UG7750 00	Graduate Research Assistant	TV012	21-MAY-17
Ajay Chepuru	US8037 01	Research Assistant	TV012	21-MAY-17
Minji Cho	UG7753 00	Graduate Assistant	TV012	21-MAY-17
Peyton Christensen	UW8201 00	Work Study	TV012	05-MAY-17
Brianna Christiansen	QW9353 00	Occup Therapy WS Student Tutor	TV013	05-MAY-17
Sarah Christopherson	US8172 01	Law School Grad Stu Worker	TV012	21-MAY-17
Caitlyn Christy	UW7994 00	Student Office Assistant III	TV012	05-MAY-17
Annalea Chytka	UW8481 01	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Scott Clabough	UW7430 00	Work Study	TV012	05-MAY-17
Delaney Clark	US8416 01	Admissions Student Worker	TV012	21-MAY-17
Madison Clausen	US8416 01	Admissions Student Worker	TV012	21-MAY-17
Lyndsay Claussen	US8073 00	Student Labor	TV012	21-MAY-17
Nicole Clemen	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-17
Kimberly Cleveland	UG8559 00	Graduate Research Assistant	TV012	21-MAY-17
William Coby	US8172 00	Inclusive Excellence Intern	TV012	05-MAY-17
Maggie Cockburn	US8199 13	Staff Associate/Kids Count	TV012	21-MAY-17
Peggy Sue Collins	US8434 00	Desk Worker	TV012	21-MAY-17
Tanner Comp	UG8567 00	Graduate Research Assistant	TV012	21-MAY-17
Tanner Comp	US7429 02	Resident Assistant - ACA	TV012	21-MAY-17
Tanner Comp	US8434 03	Resident Assistant	TV012	21-MAY-17
Sean Condon	QS9540 00	Student Driver	TV012	21-MAY-17
Alexander Connor	UW8264 00	Student Office Assistant	TV012	05-MAY-17
Benjamin Connors	UG8728 01	Graduate Teaching Assistant	TV012	21-MAY-17
Hanna Conrad	UG8786 01	Graduate Teaching Assistant	TV012	21-MAY-17
Katherine Cook	UG8714 01	WC Aquatics GAA	TV012	21-MAY-17

Neeia Cooperwood	UG8752 01	Graduate Teaching Assistant	TV012	21-MAY-17
Rebecca Cordie	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-17
Jenna Corrin	UW7381 00	SASC Fall/Spring WS	TV012	05-MAY-17
Jeremy Coss	US7428 00	Resident Assistant-ACA	TV012	21-MAY-17
Jeremy Coss	US8434 00	Resident Assistant	TV012	21-MAY-17
Glynniel Costello	UW8066 00	Work Study	TV012	05-MAY-17
Courtney Cowan	UW8264 02	Student Office Assistant	TV012	05-MAY-17
Mikenzie Crocker	US8515 00	Ath Tkt Office Student Staff	TV012	21-MAY-17
Krista Crook	QW9353 01	Occupational Therapy Workstudy	TV013	05-MAY-17
Michaela Crouch	US7429 00	Resident Assistant-ACA	TV012	21-MAY-17
Michaela Crouch	US8434 00	Resident Assistant	TV012	21-MAY-17
Lucas Crownover	US7424 00	Resident Assistant-ACA	TV012	21-MAY-17
Lucas Crownover	US8434 00	Resident Assistant	TV012	21-MAY-17
Lucas Crownover	US8434 01	Desk Worker	TV012	21-MAY-17
Laura Cruse	UG7695 00	Graduate Teaching Assistant	TV012	21-MAY-17
Brittany Cruz	UW7399 00	Work Study	TV012	05-MAY-17
Jordan Cushman	US8416 00	Admissions Telecounselor	TV012	05-MAY-17
Justina Cvach	UW8201 00	Work Study	TV012	05-MAY-17
Robin DO	UW8481 00	CDC Fall/Spring Workstudy	TV012	05-MAY-17
Courtney Dahlberg	UW7985 00	Student Technical Assistant	TV012	05-MAY-17
Charlie Dalldorf	UG8581 00	Graduate Teaching Assistant	TV012	21-MAY-17
Allison Daly	UG8700 01	GAA - Athletics/Softball	TV012	21-MAY-17
Eoghan Daly	US7385 00	Athletics Facilities Game Day	TV012	21-MAY-17
Alex Dangler	QS9477 01	BBS Student Lab Asst	TV012	21-MAY-17
Amanda Daubendiek	UG7630 00	Graduate Research Assistant	TV012	21-MAY-17
Mara Davidson	UW8201 00	Work Study	TV012	05-MAY-17
Amy Davis	QW9479 00	BBS Work Study Lab Asst	TV012	05-MAY-17
Drew Davis	UG7897 01	Graduate Research Assistant	TV012	21-MAY-17
Jamarian Davis	UW7403 03	Work Study	TV012	05-MAY-17
Jodie Davis	QW9479 00	BBS Work Study Lab Assistant	TV012	05-MAY-17
Lorenzo Davis	UG7672 01	Fan Participation GAA	TV012	17-MAY-17
Chad Davison	US7385 00	Ath Facilities/Game Day	TV012	21-MAY-17
Jordan De Boer	US8479 02	Charlie Coyote	TV012	21-MAY-17
Taylor De Boer	UW8102 00	Chemistry Fall/Spring WS	TV012	05-MAY-17
Kaela DeJong	UW7994 02	Student Office Assistant III	TV012	05-MAY-17
Tatum Dean	UW7985 00	Theatre Fall/Spring Work Study	TV012	05-MAY-17
Dillon Deffenbaugh	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Ashley Dehaan	UG8847 00	Graduate Admin Assistant	TV012	21-MAY-17
Kayla Dejong	US7425 00	Resident Assistant-ACA	TV012	21-MAY-17
Kayla Dejong	US8434 01	Resident Assistant	TV012	21-MAY-17
Owen Dejong	US7992 00	Opera Pit	TV012	30-APR-17
Donna Deloy	US7992 01	Opera Pit	TV012	30-APR-17
Meghan Dennis	UG7522 00	GAA-Athletics/Strength & Cond	TV012	21-MAY-17
Daniel DiSanto	US8199 02	Tutor	TV012	21-MAY-17
Lam Diep	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Kellen Dion	US7385 00	Athletics Game Day Production	TV012	21-MAY-17
Makayla Disburg	US8416 01	Admissions - Tour Guide	TV012	21-MAY-17
Melissa Dittberner	QG8925 00	Grad Teaching Assistant	TV012	21-MAY-17
Mason Dockter	US7385 01	Ath Facilities/Game Day	TV012	21-MAY-17
Sydney Dodd	US8199 00	Tutor	TV012	21-MAY-17
Mach Dojiok	UW7381 00	SASC Fall/Spring WS	TV012	05-MAY-17
Patricia Dombrowski	UG8763 00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Jose Dominguez	UG8603 00	Graduate Research Assistant	TV012	21-MAY-17
Rebecca Donaldson	QG9224 00	LEND Grad Research Assistant	TV012	21-MAY-17
David Doss	US8082 03	Student Math Tutor II	TV012	05-MAY-17
Robert Doss	UG8609 00	Graduate Research Assistant	TV012	21-MAY-17
Hayley Dotseth	US7385 01	Volleyball Camp Counselor	TV012	21-MAY-17
Catherine Dougherty	US8479 00	Student Life Student Asst	TV012	21-MAY-17
Macey Dozark	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-17
Tanner Drappeau	UW8481 00	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Nicole Dressen	US7385 03	Athletics Sports Information	TV012	21-MAY-17
Kylie Drilling	UW8003 01	Art Assistant	TV012	05-MAY-17
Allysha Duffel	US8461 01	Safe Ride Monitor	TV012	21-MAY-17
Jarren Duffy	US8362 00	Grounds Temp Student Assist	TV012	21-MAY-17
Fiona Duncan	US8479 01	Peer Mentor	TV012	21-MAY-17
Jeanna Duncan	UW8012 00	Student Office Assistant III	TV012	05-MAY-17
Michael Dzordzormenyoh	UG7889 02	Graduate Research Assistant	TV012	21-MAY-17
Rebecca Earl	UW8418 00	Admissions Telecounselor	TV012	05-MAY-17

Miranda Easthouse-Gordon	UW8048 01	Work Study	TV012	05-MAY-17
Persephone Eastman	UW8481 00	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Miranda Ebach	US7424 00	Resident Assistant-ACA	TV012	21-MAY-17
Miranda Ebach	US8434 00	Resident Assistant	TV012	21-MAY-17
Olivia Edoff	US7424 00	Resident Assistant-ACA	TV012	21-MAY-17
Olivia Edoff	US8434 00	Resident Assistant	TV012	21-MAY-17
Katrina Edson	UW7994 00	Student Office Assistant III	TV012	05-MAY-17
Austin Eggers	QS9540 00	Student Driver	TV012	21-MAY-17
Karol Eggers	UG8731 00	Graduate Teaching Assistant	TV012	21-MAY-17
Amber Eichkorn	UG8551 00	Grad Teach Assist	TV012	21-MAY-17
Brooke Eidsness	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Alyssa Elbert	US7983 00	Student Technical Assistant	TV012	21-MAY-17
Nathan Ellenbecker	US8416 02	Admissions Student Worker	TV012	21-MAY-17
Sara Ellington	US8309 02	Student Staff Assistant	TV012	21-MAY-17
Noah Emery	UG8844 01	Graduate Teaching Assist - IOR	TV012	21-MAY-17
Amanda Engbrecht	US8416 00	Admissions Student Worker	TV012	21-MAY-17
Noah Engelbrecht	US8425 00	MUC Info DeskWorker	TV012	21-MAY-17
Morgan Engelkes	UW8201 0	Work Study	TV012	05-MAY-17
Lavin Entwisle	UG8849 02	Graduate Admin Assistant	TV012	21-MAY-17
Tyler Erck	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Tyler Erck	US8434 00	Resident Assistant	TV012	21-MAY-17
Benjamin Erickson	US7508 00	Research Student	TV012	21-MAY-17
Eric Erlennmeyer	US8461 01	Safe Ride Monitor	TV012	21-MAY-17
Molly Ervin	QS9540 00	ICM Student Drived	TV012	21-MAY-17
Diana Espadas	UW7430 00	Work Study	TV012	05-MAY-17
Sydney Esselink	UW7404 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Abby Esser	UW8400 01	Student Assistant	TV012	05-MAY-17
Brittany Evans	UW8490 00	Marketing Retail Clerk	TV012	05-MAY-17
Ryan Everson	US8479 02	Charlie Coyote	TV012	21-MAY-17
Samantha Everson	QW9479 00	BBS Work Study Lab Assistant	TV012	05-MAY-17
Carol Exendine	UW7985 00	Scene Shop Assistant	TV012	05-MAY-17
Justin Fang	UG8771 00	Graduate Teaching Assistant	TV012	21-MAY-17
Jillian Farkas	UG7898 00	Graduate Research Assistant	TV012	21-MAY-17
Angela Farrier	UW8201 01	Work Study	TV012	05-MAY-17
Krisztian Fasi	US8461 02	Safe Ride Monitor	TV012	21-MAY-17
Krisztian Fasi	UW8481 01	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Taylor Faw	QW9479 00	BBS Work Study Lab Assistant	TV012	05-MAY-17
Megan Feerick	US7428 00	Resident Assistant-ACA	TV012	21-MAY-17
Megan Feerick	US8434 00	Resident Assistant	TV012	21-MAY-17
Megan Feerick	US8434 01	Mail Clerk	TV012	21-MAY-17
Megan Feerick	US8479 01	TRIO SSS Tutor	TV012	21-MAY-17
Michaela Feldmann	UW8300 01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Austin Felts	US7385 02	FB Student Videographer	TV012	21-MAY-17
Sandarage Pasan Chinthana Fern	UG7857 00	Graduate Research Assistant	TV012	21-MAY-17
Aaron Fest	US8434 02	Desk Worker	TV012	21-MAY-17
Aaron Fest	US8515 01	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Shampaign Fields	UW8201 00	Work Study	TV012	05-MAY-17
Amy Fill	UG8623 00	Graduate Teaching Assistant	TV012	21-MAY-17
Lindsey Fischer	QG9227 00	LEND Grad Research Assistant	TV012	21-MAY-17
Marie Fischer	US8434 00	Desk Worker	TV012	21-MAY-17
Mikaela Fischer	UW8517 01	Ath Work Study/Sports Medicine	TV012	05-MAY-17
Stephanie Fischer	UG8681 00	SFL GAA	TV012	21-MAY-17
Hannah Flanery	UG8610 00	Graduate Research Assistant	TV012	21-MAY-17
Aaron Fleischer	UW8048 02	Writing Center Tutor	TV012	05-MAY-17
Sydney Fleming	UG7405 01	Grad Assistant	TV012	21-MAY-17
Nicole Fluth	QG9173 00	LEND Grad Research Assistant	TV012	21-MAY-17
Timothy Flynn	US8479 00	SGA Business Manager	TV012	21-MAY-17
Timothy Flynn	UW7403 00	Tutor	TV012	05-MAY-17
Vinod Fnu	UG8573 00	Graduate Research Assistant	TV012	21-MAY-17
Abigail Fogg	US7939 00	Tutor	TV012	05-MAY-17
Dylan Folkens	US7385 03	Athletics/Dome Equipment Room	TV012	21-MAY-17
Dylan Folkens	US7385 04	Football Videographer/Ath	TV012	21-MAY-17
Ryan Fortney	UG8528 00	Graduate Teaching Assistant	TV012	21-MAY-17
Cheyenne Foster	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Jade Fostvedt	US8100 05	Chemistry Student Assistant	TV012	05-MAY-17
Dylan Fox	UW7403 00	Tutor	TV012	05-MAY-17
Madison Frain	UG7485 00	GAA - Athletics/Compliance	TV013	21-MAY-17
Pedro Frajdrach Chequetti da	RUS8082 04	Student Math Tutor II	TV012	05-MAY-17

Pedro Frajdrach Chequetti da	RUS8199 00	Tutor	TV012	21-MAY-17
Kaylene Franklin	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Seth Fraser	US8100 00	Chemistry Student Assistant	TV012	21-MAY-17
Zane Frederick	UG8568 00	Graduate Research Assistant	TV013	21-MAY-17
Nancy Fregoso	US8253 00	CPE Student Assistant	TV012	21-MAY-17
Hailey Freidick	US8416 01	Admissions - Tour Guide	TV012	21-MAY-17
Elisabeth Fricker	UG8826 00	Graduate Teaching Assistant	TV012	21-MAY-17
Derek Frieze	US8046 02	Writing Center Tutor	TV012	21-MAY-17
Austin Fritza	UW8102 00	Chemistry Fall/Spring WS	TV012	05-MAY-17
Rebecca Froehlich	US8461 00	Prevention Graphic Assistant	TV012	21-MAY-17
Imrann Gabriel	UW8517 00	Athletics Work Study/Football	TV012	05-MAY-17
Alixander Galinsky	UG8604 00	Graduate Research Assistant	TV012	21-MAY-17
Adam Gannon	US7385 00	Student Swim/Dive Assistant	TV012	21-MAY-17
Rathna Garigipati	UG8772 02	Grad Instructor of Record	TV012	21-MAY-17
Rathna Garigipati	UG8772 03	Graduate Research Assistant	TV012	21-MAY-17
Braeden Garrett	UW7985 02	Student Technical Assistant	TV012	05-MAY-17
Alexis Gartner	UG8618 00	Grad Admin Assist	TV012	21-MAY-17
Allyson Gartner	US7425 00	Resident Assistant-ACA	TV012	21-MAY-17
Allyson Gartner	US8434 00	Resident Assistant	TV012	21-MAY-17
Changkuoth Gatchay	UG8550 01	Graduate Research Assistant	TV012	21-MAY-17
Matthew Gaynor	US7402 00	Human Subjects Student Worker	TV012	05-MAY-17
Leah Geis	US7983 02	Student Technical Assistant	TV012	21-MAY-17
Dasashe Gelaw	US7425 00	Resident Assistant-ACA	TV012	21-MAY-17
Dasashe Gelaw	US8434 00	Resident Assistant	TV012	21-MAY-17
Adam Gerard	US7983 00	Student Technical Assistant	TV012	21-MAY-17
Brandi German	UW7399 00	Work Study	TV012	05-MAY-17
Andrew Gerodias	UG7853 00	Grad Admin Assistant	TV012	21-MAY-17
Ethan Gette	US8488 00	Marketing Student Videographer	TV012	21-MAY-17
Lauren Giandinoto	QW9479 00	BBS Work Study Office Asst	TV012	05-MAY-17
Sydney Giese	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-17
Lauren Gilliland	US8082 02	Student Math Tutor II	TV012	05-MAY-17
Johanna Girard	UW8012 00	Student Office Assistant III	TV012	05-MAY-17
Falmata Gishe	UW7403 00	Student Worker	TV012	05-MAY-17
Jamila Gishe	UW7403 00	ACPC Workstudy	TV012	05-MAY-17
Nikita Glukharev	UW8427 00	MUC Fall/Spring Work Study	TV012	05-MAY-17
Lori Goad	US8172 01	Law School Grad Stu Worker	TV012	21-MAY-17
Lauren Goetsch	US7425 01	Resident Assistant-ACA	TV012	21-MAY-17
Lauren Goetsch	US8309 00	Note Taker	TV012	21-MAY-17
Lauren Goetsch	US8434 01	Resident Assistant	TV012	21-MAY-17
Kaitlin Goff	US7385 00	Ath Facilities/Game Day	TV012	21-MAY-17
Michaela Goldammer	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Delia Gonzales	UW7985 00	Student Technical Assistant	TV012	05-MAY-17
Shanel Goranowski	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Eric Graack	QS9477 00	BBS Student Lab Asst	TV012	21-MAY-17
Megan Grafsgard	UG7905 01	Graduate Admin Assistant	TV013	21-MAY-17
Hannah Grantham	UG7587 00	Graduate Research Assistant	TV012	21-MAY-17
Jon Gray	QG9024 00	LEND Grad Research Assistant	TV012	21-MAY-17
Justin Gray	UG8778 00	Graduate Teaching Assistant	TV012	21-MAY-17
Tara Gray	US8434 04	Desk Worker	TV012	21-MAY-17
Chelsey Green	US8515 00	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Peyton Green	UW8201 00	Work Study	TV012	05-MAY-17
Robyn Green	QE8667 00	Standardized Patient	TV013	21-MAY-17
Tylar Greenleaf	QE9466 00	Temp Dental Assistant	TV013	21-MAY-17
Natalie Gronlund	UW8048 00	Work Study	TV012	05-MAY-17
Chelsey Groseclose	UG7464 00	Graduate Admin Assistant	TV012	21-MAY-17
Kallan Groseth	UW7404 02	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Emily Grove	UG8723 00	Graduate Admin Assistant-F.Aid	TV012	21-MAY-17
Marisa Grove	US7405 00	Tutor	TV012	05-MAY-17
Marisa Grove	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Marisa Grove	US8434 00	Resident Assistant	TV012	21-MAY-17
Lucia Guatney	UG8764 00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Taylor Gubbrud	US8046 00	Writing Center Tutor	TV012	21-MAY-17
Trenton Guenther	US7424 00	Resident Assistant-ACA	TV012	21-MAY-17
Trenton Guenther	US8434 00	Resident Assistant	TV012	21-MAY-17
Jason Gully	UG8838 00	Graduate Teaching Assistant	TV012	21-MAY-17
Jade Gunnarson	UW8201 00	Work Study	TV012	05-MAY-17
Monica Gutierrez	QW9461 00	Dental Hygiene Work Study	TV013	05-MAY-17
Austin Haack	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-17

Austin Haack	US7938 00	Tutor	TV012	05-MAY-17
Joshua Haaland	UG8715 00	WC Intramurals GAA	TV012	21-MAY-17
Christopher Haas	US7983 00	Student Technical Assistant	TV012	21-MAY-17
Christian Hagen	UW8481 03	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Austin Hahn	UG7500 06	Grad Instructor of Record	TV013	21-MAY-17
Jacob Haiar	QS9477 01	BBS Student Lab Asst	TV012	21-MAY-17
Ali Haines	QS9540 00	Student Driver	TV012	21-MAY-17
Kyli Haines	UG8553 00	GAA-Athletics/Sports Medicine	TV012	21-MAY-17
Logan Hale	UG8605 00	Graduate Teach Assistant Lab	TV012	21-MAY-17
Jenifer Hall	US7385 04	Ath Facilities/Game Day	TV012	21-MAY-17
Tanner Hall	US8109 00	Lab Assistant	TV012	21-MAY-17
Amber Hallberg	UW7430 00	Work Study	TV012	05-MAY-17
Brooke Hamilton	US7983 00	Student Technical Assistant	TV012	21-MAY-17
Michael Hammond	US7385 00	Athletics Sports Information	TV012	21-MAY-17
Duane Hancock	UW8445 00	Childcare Work Study	TV012	05-MAY-17
Paige Hanisch	US8082 01	Student Math Tutor II	TV012	05-MAY-17
Kory Hanlon	US7428 01	Resident Assistant-ACA	TV012	21-MAY-17
Kory Hanlon	US8434 01	Resident Assistant	TV012	21-MAY-17
Wyatt Hansen	UW7985 01	Scene Shop Carp	TV012	05-MAY-17
Alex Hanson	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-17
Cylie Hanson	UG8655 01	GTA	TV012	21-MAY-17
Jordan Hanson	US8479 00	SGA Office Manager	TV012	21-MAY-17
Tage Hanson	US8416 01	Admissions - Tour Guide	TV012	21-MAY-17
Tage Hanson	US8425 01	MUC Information Desk Worker	TV012	21-MAY-17
Wesley Hanson	US8434 02	Desk Worker	TV012	21-MAY-17
Sydney Hardin	US8416 01	Admissions Student Worker	TV012	21-MAY-17
Fadi Haroun	US7405 00	Tutor	TV012	21-MAY-17
Paige Harpenau	UW8102 00	Chemistry Fall/Spring WS	TV012	05-MAY-17
Jerrel Harris	UW8517 01	Ath Work Study/Facilities	TV012	05-MAY-17
Morgan Hartenstein	US8416 01	Admissions - Tour Guide	TV012	21-MAY-17
Andrea Hartman	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Andrea Hartman	US8434 02	Resident Assistant	TV012	21-MAY-17
Mahmudul Hasan	UG7408 03	Graduate Research Assistant	TV012	21-MAY-17
Mason Hatwan	UW8445 01	Reading Tutor	TV012	05-MAY-17
Tommy Hawk Eagle	UW7985 00	Scene Shop Assistant	TV012	05-MAY-17
Holly Hayden	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Holly Hayden	US8434 01	Resident Assistant	TV012	21-MAY-17
Joshua Hayes	UW7430 00	Work Study	TV012	05-MAY-17
Lindsey Hecker	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Laura Heeringa	UG8569 00	Graduate Research Assistant	TV013	21-MAY-17
Dustin Heiden	QW9479 00	BBS Work Study Lab Assistant	TV012	05-MAY-17
Sophia Heinemann	US7385 00	Athletics Sports Information	TV012	21-MAY-17
Justin Heinrichs	US8434 00	Desk Worker	TV012	21-MAY-17
Marisa Helm	US7428 00	Resident Assistant-ACA	TV012	21-MAY-17
Marisa Helm	US8434 00	Resident Assistant	TV012	21-MAY-17
Marisa Helm	US8479 00	TRIO SSS Tutor	TV012	21-MAY-17
Kellen Hempel	US8416 01	Admissions - Tour Guide	TV012	21-MAY-17
Jacqueline Hendry	UG8582 01	Graduate Teaching Assistant	TV012	21-MAY-17
Kelsey Hennig	UW8300 02	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Lauren Henning	UG8766 00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Brianna Henry	UG7554 03	Graduate Research Assistant	TV012	21-MAY-17
Calli Hensley	US8425 00	MUC Information Desk Worker	TV012	21-MAY-17
Cole Hensley	US8416 02	Admissions - Tour Guide	TV012	21-MAY-17
Gabrielle Hensrud	US8199 00	PFBA Student Assistant	TV012	21-MAY-17
KC Herman	US8416 03	Admissions Student Worker	TV012	21-MAY-17
Rebecca Herman	UW7403 02	Monitor Study Table	TV012	05-MAY-17
Kayla Hernandez	UG8741 01	Graduate Teaching Assistant	TV012	21-MAY-17
Makenzie Hesse	US7385 00	Volleyball Camp Counselor	TV012	21-MAY-17
Miyuraj Harishchandra Hikkadu	UG7424 00	Graduate Research Assistant	TV012	21-MAY-17
Jenna Hill	UW7381 00	Office Assistant	TV012	05-MAY-17
Nicholas Hinkley	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Nicholas Hinkley	US8434 00	Resident Assistant	TV012	21-MAY-17
Mackenzie Hiserote	UG8862 00	Grad Admin Assist	TV012	21-MAY-17
Meghan Hoben	US8199 00	Tutor	TV012	21-MAY-17
Meghan Hoben	US8416 02	Admissions - Tour Guide	TV012	21-MAY-17
Elise Hocking	UG8601 00	Graduate Research Assistant	TV012	21-MAY-17
Brittany Hodge	UW8445 00	Childcare Assistant	TV012	05-MAY-17
Laura Hodson	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17

Emily Hofer	QG8916	00	LEND Grad Research Assistant	TV012	21-MAY-17
Jade Hofer	QG9175	00	LEND Grad Research Assistant	TV012	21-MAY-17
Meghan Hofer	QW9362	00	Physician Assistant Work Study	TV013	05-MAY-17
Brigid Hoffman	US8172	00	Law Library Research Assistant	TV012	21-MAY-17
Chelsy Hoffman	UW7421	00	Student Curatorial Assistant	TV012	05-MAY-17
Katelyn Holbrook	QG9226	00	LEND Grad Research Assistant	TV012	21-MAY-17
Zachary Holbrook	QG9179	00	LEND Grad Research Assistant	TV012	21-MAY-17
Allie Holland	US7939	01	Tutor	TV012	05-MAY-17
Noah Holthaus	US7427	00	Resident Assistant-ACA	TV012	21-MAY-17
Noah Holthaus	US8434	00	Resident Assistant	TV012	21-MAY-17
McKenzie Holton	US8434	02	Desk Worker	TV012	21-MAY-17
Krista Honomichl	UW8300	00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Lauren Hosty	UG8645	00	Housing GAA	TV012	06-MAY-17
Elijah Houchens	UW8481	01	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Allison Howe	UW7985	01	Student Technical Assistant	TV012	05-MAY-17
Taylor Hrupek	US7424	00	Resident Assistant-ACA	TV012	21-MAY-17
Taylor Hrupek	US8434	00	Resident Assistant	TV012	21-MAY-17
Taylor Hrupek	US8434	01	Desk Worker	TV012	21-MAY-17
Morgan Huber	UW8517	01	Ath Work Study/Volleyball	TV012	05-MAY-17
Nevada Hughes	QS9540	00	ICM Student Driver	TV012	21-MAY-17
Samuel Hummel	UG8570	00	Graduate Research Assistant	TV012	21-MAY-17
William Hummel	UG7605	00	Grad Teach Assist - PDC	TV012	21-MAY-17
Paden Hunt	UW8418	02	Work-Study Admissions Asst.	TV012	05-MAY-17
Keith Hurly	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Jayce Huska	US7385	02	FB Student Videographer	TV012	21-MAY-17
Muhammad Hussain	UG7739	00	Graduate Research Assistant	TV012	21-MAY-17
Kevin Huynh	US8515	01	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Claudia Ibarra	US7428	00	Resident Assistant-ACA	TV012	21-MAY-17
Claudia Ibarra	US8434	00	Resident Assistant	TV012	21-MAY-17
Nadeesha Dilrukshi Illeperuma	UG7616	00	Grad Teaching Assistant-IOR	TV012	21-MAY-17
Lilia Iokhvidov	UG7888	01	Graduate Research Assistant	TV012	21-MAY-17
Khurram Iqbal	US8515	00	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Marcus Ireland	US7424	00	Resident Assistant-ACA	TV012	21-MAY-17
Marcus Ireland	US8434	00	Resident Assistant	TV012	21-MAY-17
MD Rabiul Islam	US7425	00	Resident Assistant-ACA	TV012	21-MAY-17
MD Rabiul Islam	US8434	00	Resident Assistant	TV012	21-MAY-17
Mominul Islam	UG8719	00	Graduate Administrative Assist	TV012	05-MAY-17
Matthew Iverson	US7385	01	Ath Facilities/Game Day	TV012	21-MAY-17
Connor Jallo	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Jessica Jandera	UW7403	00	Student Worker	TV012	05-MAY-17
Kayla Janke	UW8147	02	Work Study	TV012	05-MAY-17
Ashley Jansma	UW8427	01	MUC Fall/Spring Work Study	TV012	05-MAY-17
Amy Jazwinski	US7428	00	Resident Assistant-ACA	TV012	21-MAY-17
Amy Jazwinski	US8434	00	Resident Assistant	TV012	21-MAY-17
Taylor Jenks	UW8165	01	Law Library Student Worker	TV012	05-MAY-17
Ethan Jennings	UW8066	00	Work Study	TV012	05-MAY-17
Page Jensen	UW8427	00	MUC Fall/Spring Work Study	TV012	05-MAY-17
Lisa Jenssen	US7383	01	Test Administrator	TV012	21-MAY-17
Jong-Ihl Jeong	US8434	01	Desk Worker	TV012	21-MAY-17
Leah Jeseritz	US7424	00	Resident Assistant-ACA	TV012	21-MAY-17
Leah Jeseritz	US8434	00	Resident Assistant	TV012	21-MAY-17
Brittany Jessen	US7385	03	Volleyball Camp Counselor	TV012	21-MAY-17
Rachel Johannsen	UW8111	02	Research Assistant	TV012	05-MAY-17
Laurie Johns	UG8781	00	Graduate Teaching Assistant	TV012	21-MAY-17
Brent Johnson	UG7668	00	Housing GAA	TV012	06-MAY-17
Kailyn Johnson	US7428	00	Resident Assistant-ACA	TV012	21-MAY-17
Kailyn Johnson	US8434	01	Resident Assistant	TV012	21-MAY-17
Kelsey Johnson	UG8644	00	Graduate Admin Assistant	TV012	21-MAY-17
Kristen Johnson	UW8300	01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Kelvin Jones	UW8481	00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Michael Jones	UG8625	00	Graduate Teaching Assistant	TV012	21-MAY-17
Tess Jones	UW7985	00	Student Technical Assistant	TV012	05-MAY-17
Tiesha Jones	US7427	00	Resident Assistant-ACA	TV012	21-MAY-17
Tiesha Jones	US8434	00	Resident Assistant	TV012	21-MAY-17
Ryan Jorgenson	UG8692	03	GAA - Athletics/Sports Info	TV012	21-MAY-17
Kayla Josephson	UG7454	00	Grad Assistant	TV012	21-MAY-17
Kathleen Juffer	US8199	00	Peer Advisor	TV012	05-MAY-17
Brian Juran	UG7944	00	SVRC GAA	TV012	21-MAY-17

Hope Justesen	US8046 00	Writing Center Tutor	TV012	21-MAY-17
Birendra KC	QG9183 05	Grad Assistant - Research	TV012	21-MAY-17
Veeranjaneyulu Kale	US8037 01	Research Assistant	TV012	21-MAY-17
Tomas Kamenik	US8488 00	VP Mktg Budget Assistant	TV012	05-MAY-17
Casey Kampa	UW8201 00	Work Study	TV012	05-MAY-17
Breanne Kareha	UG7871 00	Graduate Administrative Assist	TV012	21-MAY-17
Brandon Karels	UG7904 00	EH&S Grad Admin Assist	TV012	05-MAY-17
Chandra Karki	US7402 00	EH&S Admin Assist	TV013	05-MAY-17
Mollee Karst	US8199 00	Peer Advisor	TV012	05-MAY-17
Joel Kaskinen	UG8678 00	SFL GAA	TV012	21-MAY-17
Megan Kassmeier	UG8665 01	Student Activities GAA	TV012	17-MAY-17
Chandler Kasuske	QS9540 00	Student Tutor	TV012	21-MAY-17
Madeline Kaufman	UW7413 02	Ath Work Study/Ticket Office	TV012	05-MAY-17
Emma Kays	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Abigail Kayser	UW8129 02	Work Study	TV012	05-MAY-17
Alycia Kayser	UW7403 00	Student Worker	TV012	05-MAY-17
Mariah Kayser	US8344 00	Ticket Writer	TV012	21-MAY-17
Mariah Kayser	US8344 01	Special Events	TV012	21-MAY-17
Nathaniel Keane	US7983 00	Student Technical Assistant	TV012	21-MAY-17
Jasmine Kearney	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-17
Jasmine Kearney	US7424 00	Resident Assistant-ACA	TV012	21-MAY-17
Jasmine Kearney	US8109 01	Research Assistant	TV012	21-MAY-17
Jasmine Kearney	US8434 00	Resident Assistant	TV012	21-MAY-17
Katherine Keitges	UW7403 00	Tutor	TV012	05-MAY-17
Morgan Kellen	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Katelyn Kendall	UW7403 00	Tutor	TV012	05-MAY-17
Taylor Kenney	US8425 00	MUC Information Desk Worker	TV012	21-MAY-17
Trenity Kenobbie	US8506 00	Front Desk Assistant	TV012	21-MAY-17
Trenity Kenobbie	UW8300 02	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Joseph Keppen	UG7497 03	Graduate Research Assistant	TV012	21-MAY-17
Meagan Kerns	US7385 01	Volleyball Camp Counselor	TV012	21-MAY-17
Delan Khalid	US7405 00	Tutor	TV012	21-MAY-17
Benjamin Kielhold	UW8481 01	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Shayla Kiertzner	UW8445 00	Reading Tutor	TV012	05-MAY-17
Evan King	US8434 01	Desk Worker	TV012	21-MAY-17
Megan Kingston	UG8704 00	GAA - Athletics/Administration	TV012	21-MAY-17
Sadie Kinslow	UW7421 00	Student Curatorial Assistant	TV012	05-MAY-17
Sage Kipfer	UW8264 00	Student Office Assistant	TV012	05-MAY-17
Alex Kirkvold	US7401 00	Research Assistant	TV012	21-MAY-17
Kourtney Kirsch	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Savannah Kirsch	UW7994 00	Student Office Assistant III	TV012	05-MAY-17
Landen Kiser	UG8677 00	SFL GAA	TV012	21-MAY-17
Shea Kister	US8425 00	MUC Info Desk Worker	TV012	21-MAY-17
Emily Klein	US8416 02	Admissions Student Worker	TV012	21-MAY-17
Shayla Klein	US8515 02	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Erin Kleiner	US7385 00	Ath/Student Production Staff	TV012	21-MAY-17
Trenton Klimper	US8163 00	Law Library Student Assist	TV012	21-MAY-17
Epiphany Knedler	UW8003 01	Art Assistant	TV012	05-MAY-17
Hope Knedler	UW7994 00	Student Office Assistant III	TV012	05-MAY-17
Danielle Knight	QW9470 00	ADS Workstudy	TV012	05-MAY-17
Joseph Knoer	UG7902 00	Grad Assistant	TV012	21-MAY-17
Allie Knofczynski	US8046 02	Writing Center Tutor	TV012	21-MAY-17
Kelly Knutson	UG7929 00	Grad Teach Assist - PDC	TV012	21-MAY-17
Kristin Knutson	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Andrew Koch	US7938 01	Native Services Tutor	TV012	05-MAY-17
Tyler Koch	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Tyler Koch	US8434 00	Resident Assistant	TV012	21-MAY-17
Kyle Koerner	US8199 01	Tutor	TV012	21-MAY-17
Brittany Kolbeck	UW7994 01	Student Office Assistant III	TV012	05-MAY-17
Eliza Kolbo	UW8300 02	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Katherine Kondratuk	QS9540 00	Student Tutor	TV013	21-MAY-17
Kyler Kooi	US7401 03	Undergraduate Research	TV012	21-MAY-17
Nicholas Koontz	US8172 00	Law School Student Worker	TV012	21-MAY-17
Shaniah Koops	US8416 01	Admissions - Tour Guide	TV012	21-MAY-17
Rachelle Kotnour	UG7559 00	Grad Assistant	TV012	21-MAY-17
Tyler Kotnour	UG8707 00	Student Counseling Center GCA	TV012	21-MAY-17
Bethany Kozak	US8046 00	Writing Center Tutor	TV012	21-MAY-17
Denis Kozhokar	UG8777 00	Graduate Research Assistant	TV012	21-MAY-17

Jessica Krager	US7983	01	Student Technical Assistant	TV012	21-MAY-17
Katey Krager	US7939	01	Tutor	TV012	05-MAY-17
Lauren Kratz	QS9477	00	BBS Student Lab Assistant	TV012	21-MAY-17
Lauren Kratz	US7424	00	Resident Assistant-ACA	TV012	21-MAY-17
Lauren Kratz	US8434	00	Resident Assistant	TV012	21-MAY-17
Taylor Kruisselbrink	US8109	01	Research Assistant	TV012	02-MAY-17
Taylor Kruisselbrink	US8416	01	Admissions - Tour Guide	TV012	21-MAY-17
Alyseka Krull	US7983	00	Student Technical Assistant	TV012	21-MAY-17
Jenna Kruntorad	US8416	02	Admissions Student Worker	TV012	21-MAY-17
Alexa Kruse	US8109	02	Lab Assistant	TV012	21-MAY-17
Elizabeth Kubal	US8416	01	Admissions - Tour Guide	TV012	21-MAY-17
Jeremy Kudrna	QS9540	00	Student Driver	TV012	21-MAY-17
Kathryn Kunkel	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Akasha Kurapati	US8434	00	Desk Worker	TV012	21-MAY-17
Anna Kuznik	UG8629	00	SRR GAA	TV012	21-MAY-17
Shannon Kymala	US7385	00	Ath Facilities/Game Day	TV012	21-MAY-17
Kody Kyriss	US8172	00	Law School Grad Stu Worker	TV013	21-MAY-17
Nicco La Mattina	UW8066	01	Work Study	TV012	05-MAY-17
Katie LaCroix	UW7985	00	Scene Shop Assistant	TV012	05-MAY-17
Jenna LaMee	US8434	03	Desk Worker	TV012	21-MAY-17
Tad Lacey	US8028	00	Student Labor	TV012	21-MAY-17
Tad Lacey	US8028	01	Student Labor	TV012	13-MAY-17
Taylor Ladenburger	US8199	00	Tutor	TV012	21-MAY-17
Kade Lamberty	UW8481	00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Megan Langley	UW7408	01	Fall/Spring Library WS	TV012	05-MAY-17
Joelle Langworthy	UG7909	00	Graduate Admin Assistant	TV013	21-MAY-17
Mikayla Lansink	US7428	00	Resident Assistant-ACA	TV012	21-MAY-17
Mikayla Lansink	US8434	00	Resident Assistant	TV012	21-MAY-17
Mackenzie Larson	US7385	00	Athletics Charlie Coyote	TV012	21-MAY-17
Mackenzie Larson	US8479	00	Charlie Coyote	TV012	21-MAY-17
Mariah Larson	UW8418	00	Work-Study Admissions Asst.	TV012	05-MAY-17
Courtney Lavallie	US8010	00	Gallery Assistant	TV012	21-MAY-17
Kelly Law	US7385	02	Volleyball Camp Counselor	TV012	21-MAY-17
Luke Laycock	UW7403	00	Tutor	TV012	05-MAY-17
Lisbeth Leagjeld	UG8640	01	Grad Teach Assist IOR	TV012	21-MAY-17
Chunghwan Lee	US8344	00	Special Events	TV012	21-MAY-17
Chunghwan Lee	US8425	00	MUC Info Desk Worker	TV012	21-MAY-17
Derek Lee	QS9540	00	Student Driver	TV012	21-MAY-17
Payton Lee	UW7404	00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
April Legatt	UG7867	00	Graduate Research Assistant	TV012	21-MAY-17
Breanna Lende	US8443	00	Teacher Assistant	TV012	21-MAY-17
John Lentsch	UW8111	00	Research Assistant	TV012	05-MAY-17
Samantha Lenz	UG8686	00	graduate administrative assist	TV012	21-MAY-17
Kalie Leonard	US8109	03	Research Assistant	TV012	21-MAY-17
Rhye Leonard	US8046	02	Writing Center Tutor	TV012	21-MAY-17
Nicholas Leotta	QG9184	00	LEND Grad Research Assistant	TV012	21-MAY-17
Hanna Leschisin	QS9477	00	BBS Student Lab Assistant	TV012	21-MAY-17
Hanna Leschisin	US8416	01	Admissions - Tour Guide	TV012	21-MAY-17
Shanleigh Letexier	UW8075	00	Work Study	TV012	05-MAY-17
Teivaskie Lewin	UG8693	00	GAA-Athletics/Track & Field	TV012	21-MAY-17
Alexa Lewis	QG9228	00	LEND Grad Research Assistant	TV012	21-MAY-17
Brittany Lewno	UG8856	00	Grad Admin Assistant	TV012	21-MAY-17
Jianchen Li	US7401	01	Undergraduate Research	TV012	21-MAY-17
Yangyang Li	US7401	05	Undergraduate Research	TV012	21-MAY-17
Yangyang Li	US8082	01	Student Math Tutor II	TV012	05-MAY-17
Anna Limoges	US8172	01	Law School Grad Stu Worker	TV012	21-MAY-17
Maria Limon	UW8481	01	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Caitlyn Lint	UW7397	00	ILL Fall/Spring Work Study	TV012	05-MAY-17
Clay Lippert	US7424	00	Resident Assistant-ACA	TV012	21-MAY-17
Clay Lippert	US7939	01	Tutor	TV012	05-MAY-17
Clay Lippert	US8434	00	Resident Assistant	TV012	21-MAY-17
John Litrenta	UG8699	00	GAA - Athletics/Football	TV012	21-MAY-17
Kristi Livermont	US8416	02	Admissions - Tour Guide	TV012	21-MAY-17
Tamee Livermont	QS9477	01	BBS Lab Asst - McFadden Lab	TV012	21-MAY-17
Taylor Lockwood	UG7564	00	Grad Admin Assistant	TV012	06-MAY-17
Shelby Loffelmacher	UW7408	00	Fall/Spring Library Workstudy	TV012	05-MAY-17
Francois Lokenye	UW7403	00	Tutor	TV012	05-MAY-17
Santina Lokonobei	UW8481	00	CDC Fall/Spring Workstudy	TV012	05-MAY-17

Jared Long	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Preston Long	UG8776 00	Graduate Teach Assistant	TV012	21-MAY-17
Xavier Loose	US7508 00	BME Student Worker	TV012	21-MAY-17
Elizabeth Loschen	US7385 00	Volleyball Camp Counselor	TV012	21-MAY-17
Aaron Loughheed	US8172 01	Law School Grad Stu Worker	TV012	21-MAY-17
Jackson Lounsbury	US7427 02	Resident Assistant-ACA	TV012	21-MAY-17
Jackson Lounsbury	US8434 02	Resident Assistant	TV012	21-MAY-17
Christopher Loutsch	UW8463 00	SCC Fall/Spring Workstudy	TV012	05-MAY-17
Jaci Lubberstedt	UW7403 01	Student Worker	TV012	05-MAY-17
Abby Lubeck	US7424 00	Resident Assistant-ACA	TV012	21-MAY-17
Abby Lubeck	US8434 00	Resident Assistant	TV012	21-MAY-17
Abby Lubeck	US8434 01	Desk Worker-Central Office	TV012	21-MAY-17
Levi Ludens	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Levi Ludens	US8434 01	Resident Assistant	TV012	21-MAY-17
Levi Ludens	US8434 02	Desk Worker	TV012	21-MAY-17
Jacob Luiken	UG8552 00	GAA-Athletics/Sports Medicine	TV013	21-MAY-17
Lucas Lund	US8046 00	Writing Center Tutor	TV012	21-MAY-17
Benjamin Lunn	UW7994 03	Student Office Assistant III	TV012	05-MAY-17
Montana Lunt	US8434 03	Desk Worker	TV012	21-MAY-17
Kriston Lynn	US7402 00	Sponsored Programs Stud Worker	TV013	21-MAY-17
Kriston Lynn	UW7958 01	Sponsored Programs Work Study	TV012	05-MAY-17
Brinkley Lyon	US7428 00	Resident Assistant-ACA	TV012	21-MAY-17
Brinkley Lyon	US8434 00	Resident Assistant	TV012	21-MAY-17
Shamly Mackey	US8479 01	CDC Student Assistant	TV012	21-MAY-17
Joseph Madison	UG8717 00	Graduate Research Assistant	TV012	21-MAY-17
Mason Madsen	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Lauren Maestas	UG7892 01	Graduate Research Assistant	TV012	21-MAY-17
Cheyenne Mallory	UW8481 00	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Emily Mammenga	QG9235 00	BBS Grad Asst - Research	TV012	21-MAY-17
Joseph Mammo	US7401 00	Undergraduate Research	TV012	21-MAY-17
Joseph Mammo	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Joseph Mammo	US8434 00	Resident Assistant	TV012	21-MAY-17
Neil Mancktelow	UG8695 00	GAA - Athletics/Soccer	TV012	21-MAY-17
Teri Mandel	UG7696 01	Graduate Teaching Assistant	TV012	21-MAY-17
Olivia Mann	US7426 00	Resident Assistant-ACA	TV012	21-MAY-17
Olivia Mann	US8073 10	Student Labor	TV012	21-MAY-17
Olivia Mann	US8073 12	Student Labor	TV012	21-MAY-17
Olivia Mann	US8434 01	Resident Assistant	TV012	21-MAY-17
Siyu Mao	UG7509 01	Graduate Teaching Assistant	TV012	21-MAY-17
Abby Maresh	UW8418 01	Work-Study Admissions Asst.	TV012	05-MAY-17
Phillip Mark	US8199 00	Tutor	TV012	21-MAY-17
Russell Marks	UG7903 00	Student Counseling Center GCA	TV012	21-MAY-17
Russell Marks	UG8865 00	Graduate Research Assistant	TV012	21-MAY-17
Diego Marquez Gomez	US8416 04	Admissions Student Worker	TV012	21-MAY-17
Kyra Martens	US7427 00	Resident Assistant-ACA	TV012	21-MAY-17
Kyra Martens	US8434 00	Resident Assistant	TV012	21-MAY-17
Sara Martin	UW8201 00	Work Study	TV012	05-MAY-17
Spencer Mathers	UG8853 00	Graduate Admin Assistant	TV012	21-MAY-17
Alexandra Mattern	US8425 02	MUC Information Desk Worker	TV012	21-MAY-17
Lauren Mattison	US7385 01	Volleyball Camp Counselor	TV012	21-MAY-17
Emily Maurice	UG7675 00	Board of Regents Grad Asst	TV012	21-MAY-17
Ellie Mausbach	UG7603 00	Graduate Teaching Assistant	TV012	21-MAY-17
Ellie Mausbach	UG7603 01	Grad Instructor of Record	TV013	21-MAY-17
Ellie Mausbach	UG7603 02	Graduate Teaching Assistant	TV012	21-MAY-17
Joshua Max	UW8481 01	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Kelly Maxwell	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17
Ofelia May	UG8839 00	Graduate Teaching Assistant	TV012	05-MAY-17
Michaela Mayer	US8479 00	Student Life Student Assistant	TV012	21-MAY-17
Michael Mayrose	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Stephanie McBeth	UG8634 00	Grad Admin Assistant	TV012	21-MAY-17
Robert McCauley	US8416 02	Admissions - Tour Guide	TV012	21-MAY-17
Madison McCleerey	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Michelle McClellan	UG8848 00	Graduate Admin Assistant	TV012	21-MAY-17
Dominick McClendon	UW7994 00	Student Office Assistant III	TV012	05-MAY-17
Michael McGraw	UW8517 00	Ath Work Study/Football	TV012	05-MAY-17
Kyle McKelvey	UG8836 01	Grad Teach Assist	TV012	21-MAY-17
Theodora McMahon	US8199 00	Peer Advisor	TV012	05-MAY-17
Theodora McMahon	UW8201 00	Work Study	TV012	05-MAY-17

Elizabeth McMillen	UW7985 01	Student Theatre Assistant	TV012	05-MAY-17
Teagan McNary	US8479 00	SGA President	TV012	21-MAY-17
Kimberly McNulty	US8172 01	Law School Grad Stu Worker	TV013	21-MAY-17
Myriam Medina	UW8201 01	Work Study	TV012	05-MAY-17
Hao Mei	UG7749 05	Grad Teaching Assistant IOR	TV012	21-MAY-17
Sarah Meirose	UG8653 00	Graduate Teaching Assistant	TV012	21-MAY-17
Kianna Menon	US8434 00	Desk Worker	TV012	21-MAY-17
Kierstin Mergens	UG8697 01	GAA-Athletics/Sports Medicine	TV012	21-MAY-17
Brandi Merritt	UW7403 00	Student Worker	TV012	05-MAY-17
Colin Mertlik	US7385 03	Football Videographer	TV012	21-MAY-17
Lindsey Mettler	QW9353 00	Occup Therapy WS Office Assist	TV013	05-MAY-17
Matthew Mettler	UG8834 01	Graduate Teaching Assistant	TV012	21-MAY-17
Lyn Metzger	US8515 00	Ath Ticket Office Student Asst	TV013	21-MAY-17
Abby Meyer	UG8526 00	Graduate Research Assistant	TV012	21-MAY-17
Alex Meyer	UG8827 01	GAA-Athletics/Sports Medicine	TV012	21-MAY-17
Taylor Meyer	QS9540 00	Student Tutor	TV013	21-MAY-17
Madison Michels	UW8418 01	Admissions Student Worker	TV012	05-MAY-17
Jennifer Michlitsch	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17
Skyler Mickelson	US8362 00	Temp Grounds Assist	TV012	21-MAY-17
Deborah Mika	UG8630 00	Grad Assistant	TV012	21-MAY-17
Erica Miller	UW7403 00	Tutor	TV012	05-MAY-17
Jacie Miller	US8434 01	Desk Worker	TV012	21-MAY-17
Kari Miller	UG8639 00	Grad Teach Assist	TV012	21-MAY-17
Madison Mills	UG8572 00	Graduate Research Assistant	TV012	21-MAY-17
Rush Milne	US8416 01	Admissions Student Worker	TV012	21-MAY-17
Kylie Minske	US7428 00	Resident Assistant-ACA	TV012	21-MAY-17
Kylie Minske	US8434 00	Resident Assistant	TV012	21-MAY-17
Dusan Mirkovic	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Afiwa Missoh	UW8165 1	Law Library Student Worker	TV012	05-MAY-17
Jordan Mitchell	UW7985 00	Student Technical Assistant	TV012	05-MAY-17
Mariah Mogck	UG8857 00	Grad Admin Assist	TV012	21-MAY-17
Kayla Moldan	QW9470 00	ADS Workstudy	TV012	05-MAY-17
Madeline Molseed	US8416 01	Admissions - Tour Guide	TV012	21-MAY-17
Madeline Molseed	US8425 00	MUC Info Desk Worker	TV012	21-MAY-17
Madeline Molseed	US8479 00	SGA External Comm Mgr	TV012	21-MAY-17
Bailey Monson	US8001 00	Student Model	TV012	21-MAY-17
Jordan Mooney	UG7467 00	WC Fitness GAA	TV012	21-MAY-17
Tyler Moore	US7425 00	Resident Assistant-ACA	TV012	21-MAY-17
Tyler Moore	US8434 00	Resident Assistant	TV012	21-MAY-17
Shekendra Morgan	UW7985 01	Student Technical Assistant	TV012	05-MAY-17
Erica Muchow	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Brianna Mudder	UW8039 00	Work Study	TV012	05-MAY-17
Reed Muehler	UG8571 00	Graduate Research Assistant	TV012	21-MAY-17
Taylor Muller	UW8508 01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Caleb Munce	US8073 00	Student Labor	TV012	21-MAY-17
Mijah Murden	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Cuinsey Murphy	UW7421 00	Student Curatorial Assistant	TV012	05-MAY-17
Elyse Murray	US8488 01	Marketing Student Writer II	TV012	21-MAY-17
Sadie Murtha	UW7403 00	Student Worker	TV012	05-MAY-17
Byeongmin Nam	UW7958 01	Research Fall/Spring WS	TV012	05-MAY-17
Charles Nearman	US8109 02	Research Assistant	TV012	21-MAY-17
Jeffrey Nelson	UG8666 00	SFL GAA	TV012	21-MAY-17
Halley Nettinga	US8434 00	Desk Worker	TV012	21-MAY-17
Gretchen Newberry	UG7610 00	Graduate Research Assistant	TV012	21-MAY-17
Alexandra Newcomb-Weiland	US7983 00	Student Technical Assistant	TV012	21-MAY-17
Rachel Newville	US7424 00	Resident Assistant-ACA	TV012	21-MAY-17
Rachel Newville	US8434 00	Resident Assistant	TV012	21-MAY-17
Ze Hui Ng	UG7540 00	Graduate Teaching Assistant	TV012	21-MAY-17
Lien Nguyen	US7389 00	Int'l Ofc Student Translator	TV012	05-MAY-17
Michael Nicholas	US7939 00	Tutor	TV012	05-MAY-17
Anna Nichols	UW8012 00	Student Office Assistant	TV012	05-MAY-17
Emily Niebrugge	UG8727 00	Graduate Teaching Assistant	TV012	21-MAY-17
Steven Nordberg	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Samantha Norlin	US8461 00	Safe Ride Monitor	TV012	21-MAY-17
Brendan Norris	US8434 01	Desk Worker	TV012	21-MAY-17
Brittany Norris	US8434 04	Desk Worker-Central Office	TV012	21-MAY-17
Krysta Novak	QE9466 00	Temp Dental Assistant	TV013	21-MAY-17
Krysta Novak	UW7403 00	Tutor	TV012	05-MAY-17

Jacob Novosad	UG8840	01	Graduate Teaching Assistant	TV012	21-MAY-17
Samanda Nunnery	US7983	03	Student Technical Assistant	TV012	21-MAY-17
Rachel Nurse	UW7430	00	Work Study	TV012	05-MAY-17
Zoey O'Brien	US7424	00	Resident Assistant-ACA	TV012	21-MAY-17
Zoey O'Brien	US8434	00	Resident Assistant	TV012	21-MAY-17
Paige Oboikovitz	UG8767	00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Tanya Ochsner	QG9199	00	LEND Grad Research Assistant	TV012	21-MAY-17
Morgan Ohm	UG8648	00	Grad Admin Assistant-Admsns	TV012	21-MAY-17
Tupendra Oli	UG7743	00	Graduate Research Assistant	TV012	21-MAY-17
Brent Olinger	UG8674	01	SFL GAA	TV012	21-MAY-17
Shane Olney	UW8048	00	Work Study	TV012	05-MAY-17
Kanon Olson	US7426	00	Resident Assistant-ACA	TV012	21-MAY-17
Kanon Olson	US8434	01	Resident Assistant	TV012	21-MAY-17
Kathryn Olson	UW8255	00	Student Office Research Assist	TV012	05-MAY-17
Maranda Olson	UW7976	01	Library Fall/Spring Work Study	TV012	05-MAY-17
Megan Olson	UW8300	01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Selena Olvera	UW8481	00	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Anthony Osborn	UW7403	00	ACPC Workstudy	TV012	05-MAY-17
Jayde Ostermyer	UG7576	00	Graduate Admin Assistant	TV013	21-MAY-17
Mollie Ostrihonsky	UG7604	00	Grad Teach Assist - PDC	TV012	21-MAY-17
Aaron Packard	UG8626	00	Graduate Teaching Assistant	TV012	21-MAY-17
Subharaj Pal	US7402	00	Temp Part Time lab	TV012	21-MAY-17
Brianna Palomaki	US8172	00	Law School Grad Stu Worker	TV012	21-MAY-17
Rajendra Panth	UG7742	00	Graduate Research Assistant	TV012	21-MAY-17
Krishna Pareek	UG7453	00	Grad Administrative Assistant	TV012	21-MAY-17
Karankumar Patel	US7385	03	Athletics Facilities/Game Day	TV012	21-MAY-17
Sunny Patel	UG8822	01	Graduate Teaching Assistant	TV012	21-MAY-17
MD Eashin Patwary	UG7912	00	Graduate Teaching Assistant	TV012	21-MAY-17
Kaleb Paulsen	US8172	00	Graduate Student Worker	TV012	21-MAY-17
Kami Pearson	QS9477	01	BBS Lab Assistant	TV012	21-MAY-17
Kami Pearson	US7397	00	U.Discover 2017	TV012	21-MAY-17
Rayna Pearson	UG7511	00	Graduate Admin Assistant	TV012	21-MAY-17
Anna Peasley	QG9205	00	LEND Grad Research Assistant	TV012	21-MAY-17
Elizabeth Pekas	US7992	08	Opera Pit	TV012	30-APR-17
Poni Peter	UW7403	00	Tutor	TV012	05-MAY-17
Ashley Peters	UG8846	00	Graduate Admin Assistant	TV012	21-MAY-17
Dylan Peters	UG8643	00	Graduate Administrative Assist	TV012	21-MAY-17
Megan Peters	US8434	00	Desk Worker	TV012	21-MAY-17
Megan Peters	US8434	01	Mail Clerk	TV012	21-MAY-17
Samantha Petersen	US8434	00	Desk Worker	TV012	21-MAY-17
April Peterson	US8434	03	B/M Desk Worker	TV012	21-MAY-17
April Peterson	US8434	04	Central Office Desk Worker	TV012	21-MAY-17
Brock Peterson	US8416	03	Admissions - Tour Guide	TV012	21-MAY-17
Mary Peterson	UW8427	00	MUC Fall/Spring Work Study	TV012	05-MAY-17
Katelyn Petry	US8488	00	Marketing Retail Clerk	TV012	21-MAY-17
Brad Pfeifle	UW8066	00	Work Study	TV012	05-MAY-17
Kevin Phillips	UG8802	01	Graduate Teaching Assistant	TV012	21-MAY-17
Andreea Picioroaga	UG8683	00	Grad Assistant	TV012	21-MAY-17
Madilyn Pickering	UW8481	00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Megan Pickert	UG8691	00	GAA - Athletics/Swim & Dive	TV012	21-MAY-17
Morgan Piehl	US8416	02	Admissions Student Worker	TV012	21-MAY-17
Lexy Pillatzki	UG8708	00	Graduate Clinical Assistant	TV012	21-MAY-17
Byron Pillow	UG7800	00	Graduate Research Assistant	TV012	21-MAY-17
Carolina Pineda	UG7674	00	Graduate Teaching Assistant	TV012	21-MAY-17
Kristopher Pitcher	UG8756	00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Jacob Plath	US8199	01	Tutor	TV012	21-MAY-17
Samuel Platt	UG8864	01	Grad Admin Assist	TV012	21-MAY-17
Curtis Plueger	UW8481	00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Gage Plueger	UW8075	00	Student Labor	TV012	05-MAY-17
Paige Podoll	UW7958	00	ARC Office Work Study	TV012	05-MAY-17
Christian Pollema	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Victoria Pollreis	US7385	02	Athletics/Dome Equipment Room	TV012	21-MAY-17
Ashley Pooker	UW8012	00	Student Office Assistant III	TV012	05-MAY-17
Hannah Poppens	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Morgan Porter	US7983	02	Student Technical Assistant	TV012	21-MAY-17
Danielle Portz	US7992	03	Opera Pit	TV012	30-APR-17
Danielle Portz	UW7994	03	Student Office Assistant III	TV012	05-MAY-17
Devajyothi Potnuru	UG7406	00	Graduate Research Assistant	TV012	21-MAY-17

Sudip Poudel	UG7740 03	Graduate Research Assist/IO	TV012	21-MAY-17
Logan Power	US8515 01	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Preston Pratt	US8416 01	Admissions - Tour Guide	TV012	21-MAY-17
Dawn Preheim	UG7932 00	Grad Teach Assist - PDC	TV012	21-MAY-17
Mekayla Preheim	UW7994 01	Student Office Assistant III	TV012	05-MAY-17
Hasitha Premathilake	UG8757 00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Jerry Prentice	US8046 13	Writing Center Tutor	TV012	21-MAY-17
Matthew Preszler	US7948 00	Honors Student Worker	TV012	28-APR-17
Jordan Preuss	UW8300 01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Kasey Prudhomme	UG8627 02	Graduate Teaching Assistant	TV012	21-MAY-17
Fangfang Qiao	QG9248 05	Grad Assist - Research	TV012	21-MAY-17
Bailey Quanbeck	US8046 01	Writing Center Tutor	TV013	21-MAY-17
Claire Raders	US7428 01	Resident Assistant-ACA	TV012	21-MAY-17
Claire Raders	US8434 04	Resident Assistant	TV012	21-MAY-17
Filip Radev	QW9479 02	BBS Work Study Lab Assistant	TV012	05-MAY-17
Filip Radev	US7939 00	Tutor	TV012	05-MAY-17
Angela Rahm	UG7916 00	Grad Teach Assist - PDC	TV012	21-MAY-17
Prakriti Rajbhandari	UG7901 01	Graduate Admin Asst-Int'l Ofc	TV012	21-MAY-17
Christen Ramsey	UW8093 01	Work Study	TV012	05-MAY-17
Abby Rank	UW7397 00	Fall/Spring Work Study	TV012	05-MAY-17
Anne Rasmussen	US7385 00	Volleyball Camp Counselor	TV012	21-MAY-17
Erin Rasmussen	UG8823 01	Graduate Teaching Assistant	TV012	21-MAY-17
Erin Rasmussen	UG8828 00	Grad Admin Assistant	TV012	21-MAY-17
Cody Raterman	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17
Nawarathna Rathnayake	UG8758 01	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Sudarshan Rayapalli	UG7899 00	Ctr Diversity & Community GAA	TV012	06-MAY-17
Lourdes Reaves	UG7534 00	Grad Teach Assist - PDC	TV012	21-MAY-17
Tyler Reck	US8344 00	Ticket Writer	TV012	21-MAY-17
Tyler Reck	US8344 01	Special Events	TV012	21-MAY-17
Ryan Redd	US8172 01	Law School Grad Stu Worker	TV012	21-MAY-17
Kristopher Reed	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17
Audrey Reeg	US7385 03	Volleyball Camp Counselor	TV012	21-MAY-17
Madison Reeser	US8434 00	Desk Worker	TV012	21-MAY-17
Madison Reeser	US8434 01	Mail Clerk	TV012	21-MAY-17
Larissa Reimann	QG9174 00	LEND Grad Research Assistant	TV012	21-MAY-17
Devin Reiners	UW8147 00	Work Study	TV012	05-MAY-17
Kaci Reiser	UW8264 00	Student Office Assistant	TV012	05-MAY-17
Sierra Reuter	UG8850 00	Graduate Admin Assistant	TV012	21-MAY-17
Gabriela Revolorio	UW7985 00	Scene Shop Assistant	TV012	05-MAY-17
Alexandra Reza	UW7430 00	Work Study	TV012	05-MAY-17
Michael Richter	UW7430 00	Work Study	TV012	05-MAY-17
Mathew Rico	US8479 02	Charlie Coyote	TV012	21-MAY-17
Grant Riedel	UG8810 01	Graduate Teaching Assistant	TV012	21-MAY-17
Emily Riedemann	UG7703 00	Coyote Card GAA	TV012	12-MAY-17
Samantha Riley	UW8003 00	Art Fall/Spring Work Study	TV012	05-MAY-17
Alexis Ritzman	US8082 01	Student Math Tutor II	TV012	05-MAY-17
Anna Robertson	US8001 00	Student Art Model	TV012	21-MAY-17
Anna Robertson	UW7985 00	Student Technical Assistant	TV012	05-MAY-17
Meggin Robertson	US8046 01	Writing Center Tutor	TV012	21-MAY-17
David Robinson	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Uver Rodriguez-Argueta	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-17
Austin Roemeling	US7428 01	Resident Assistant-ACA	TV012	21-MAY-17
Austin Roemeling	US8434 01	Resident Assistant	TV012	21-MAY-17
Mason Rogers	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Matthew Rohnner	UG8729 00	Graduate Teaching Assistant	TV012	21-MAY-17
Desiree Rohrbach	US7425 00	Resident Assistant-ACA	TV012	21-MAY-17
Desiree Rohrbach	US8434 00	Resident Assistant	TV012	21-MAY-17
Kelsey Rokahr	UW8445 00	Childcare Assistant	TV012	05-MAY-17
Spenser Rokahr	US7385 01	Athletics Charlie Coyote	TV012	21-MAY-17
Spenser Rokahr	US8479 00	Charlie Coyote	TV012	21-MAY-17
Logan Rolle	US8046 00	Writing Center Tutor	TV012	21-MAY-17
Paula Rombough	QE8726 00	Temp Dental Hygienist	TV013	21-MAY-17
Paula Rombough	QE9466 00	Temp Dental Assistant	TV013	21-MAY-17
Seth Rombough	UG7411 00	Graduate Research Assistant	TV012	21-MAY-17
Nicholas Rosenboom	US8344 00	Ticket Writer	TV012	21-MAY-17
Nicholas Rosenboom	US8344 01	Special Events	TV012	21-MAY-17
Katie Rosenstengel	UW7404 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Ellen Roufs	UW7403 00	Tutor	TV012	05-MAY-17

Rachael Ruba	UG8670 00	SFL GAA	TV012	21-MAY-17
M. Raisul Rubel	UW7399 00	Work Study	TV012	05-MAY-17
James Rucker	UG8755 00	Graduate Teaching Assistant	TV012	21-MAY-17
Joshua Rudnik	UG8784 00	Graduate Teaching Assistant	TV012	21-MAY-17
Jessica Ruiter	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Elizabeth Runge	QE8726 00	Temp Dental Hygienist	TV013	21-MAY-17
Elizabeth Runia	QG9209 00	LEND Grad Research Assistant	TV012	21-MAY-17
Thomas Rush	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Katherine Rust	UW8490 00	Marketing Work-Study Assistant	TV012	05-MAY-17
Jamie Rykhkus	US7424 01	Resident Assistant-ACA	TV012	21-MAY-17
Jamie Rykhkus	US8434 01	Resident Assistant	TV012	21-MAY-17
Leah Saiz	US8515 00	Ath Tkt Office Student Staff	TV012	21-MAY-17
A L M Salahuddin	US8434 00	Operations Crew	TV012	21-MAY-17
David Saldana-Rico	US7424 00	Resident Assistant-ACA	TV012	21-MAY-17
Maryam Salehi	QG8936 04	Grad Assist - Research	TV012	05-MAY-17
Vanesa Salgado Perez	UG8825 01	Graduate Teaching Assistant	TV012	21-MAY-17
Jacquelyn Salzano	QG9222 00	LEND Grad Research Assistant	TV012	21-MAY-17
Mitchell Sand	US7385 00	Athletics Facilities/Game Day	TV012	21-MAY-17
Eric Sandhurst	SG7723 00	Grad Teach Assist-Instructor	TV013	21-MAY-17
Dustin Santjer	US8199 03	Tutor	TV012	21-MAY-17
Richard Sauer	US7428 00	Resident Assistant-ACA	TV012	21-MAY-17
Richard Sauer	US8434 02	Resident Assistant	TV012	21-MAY-17
Sarah Sauer	UW8201 00	Work Study	TV012	05-MAY-17
Nathan Saunders	UW7403 00	Tutor	TV012	05-MAY-17
Eric Sazama	UG8760 00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Joe Schaeffer	UG8831 00	Graduate Teaching Assistant	TV012	21-MAY-17
Kiah Schaeffer	US7983 00	Student Technical Assistant	TV012	21-MAY-17
Samantha Schartz	UW8084 01	Student Math Tutor II	TV012	05-MAY-17
Merrissa Schlichte	UW8445 00	Reading Tutor	TV012	05-MAY-17
Alanna Schmeichel	UW8264 00	Student Office Assistant	TV012	05-MAY-17
Alexander Schmer	UW7994 01	Student Office Assistant III	TV012	05-MAY-17
Rachel Schmidt	US7385 02	Volleyball Camp Counselor	TV012	21-MAY-17
Joshua Schmitz	UG8696 00	GAA - Athletics Adm	TV012	21-MAY-17
Bailey Schneider	UW7413 00	Ath Work Study/Ticket Office	TV012	05-MAY-17
Staci Schoenfeld	UG8814 01	Graduate Teaching Assistant	TV012	21-MAY-17
Taylor Schoenfelder	US8416 02	Admissions Student Worker	TV012	21-MAY-17
Jay Schroeder	UG7697 00	Graduate Teaching Assistant	TV012	21-MAY-17
Molly Schroeder	UG8743 00	Graduate Teaching Assistant	TV012	21-MAY-17
Molly Schroeder	US7992 00	Opera Pit	TV012	30-APR-17
Paris Schroeder	UW7403 00	Tutor	TV012	05-MAY-17
Mckinley Schubert	UW8129 00	Work Study	TV012	05-MAY-17
Mallory Schulte	US8172 01	Law School Grad Stu Worker	TV012	21-MAY-17
Bodhi Schultz	UG8829 00	Grad Administrative Assistant	TV012	21-MAY-17
Katelyn Schultz	US8434 02	Desk Worker	TV012	07-MAY-17
Rebecca Schuster	US7983 02	Student Technical Assistant	TV012	21-MAY-17
Amanda Schwartz	UW7403 00	ACPC Workstudy	TV012	05-MAY-17
Megan Schwartz	UW8427 00	MUC Fall/Spring Work Study	TV012	05-MAY-17
Erin Scott	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17
Nicole Scotting	UW7985 00	Student Technical Assistant	TV012	05-MAY-17
Tyler Seidel	UW8111 00	Lab Assistant	TV012	05-MAY-17
Alexis Sejnoha	UW8418 00	Admsns Work-Study Caller	TV012	05-MAY-17
Ethan Semrad	UG8753 01	Graduate Teaching Assistant	TV012	21-MAY-17
Kaitlin Senn	UG8720 02	Scholar-Admsns Grad Admin Asst	TV012	21-MAY-17
Turner Serr	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Benjamin Severson	US8461 00	Student Prevention Assistant	TV012	21-MAY-17
Russell Shaffer	UG8817 01	Graduate Teaching Assistant	TV012	21-MAY-17
Basheerunnisa Shaik	UG8744 00	Graduate Teaching Assistant	TV012	21-MAY-17
Kasha Shear	QW9479 00	BBS Work Study Lab Assistant	TV012	05-MAY-17
Emily Short	UG8624 00	Graduate Research Assistant	TV012	21-MAY-17
Carmelita Shouldis	QW9479 01	BBS Work Study Student Asst	TV012	05-MAY-17
Jackson Shriver	QS9477 00	BBS Student Lab Asst	TV012	21-MAY-17
Jackson Shriver	US8416 02	Admissions - Tour Guide	TV012	21-MAY-17
Alexander Sieg	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17
Ganesh Sigdel	UG8830 00	Grad Teaching Assistant	TV012	21-MAY-17
Rebecca Sistad	UG8607 00	Graduate Research Assistant	TV012	21-MAY-17
Timothy Skog	US8046 02	Writing Center Tutor	TV012	21-MAY-17
Sydney Skogen	UW8517 01	Ath Work Study/Football	TV012	05-MAY-17
Adam Slyter	US8073 24	Student Labor	TV012	21-MAY-17

Hunter Smith	UG8832 00	Graduate Research Assistant	TV012	21-MAY-17
Jordan Smith	UW7976 00	Library Fall/Spring Work Study	TV012	05-MAY-17
Spencer Smith	US7992 05	Accompanist for USD Opera	TV012	21-MAY-17
Tyler Smith	UW8517 02	Ath Work Study/Strength & Cond	TV012	05-MAY-17
Alexis Soldatke	US8515 01	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Eva Soluk	UG8768 00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Sara Sommers	UG7423 00	Graduate Admin Assistant	TV012	21-MAY-17
Ashley Soukup	US8425 03	MUC Information Desk Worker	TV012	21-MAY-17
Bradley Sowell	UG8742 01	Graduate Teaching Assistant	TV012	21-MAY-17
Olivia Sowinski	UG8619 00	Grad Admin Assist	TV012	21-MAY-17
Brittany Spader	US8416 02	Admissions - Tour Guide	TV012	21-MAY-17
Brianna Sparks	UW8201 00	Work Study	TV012	05-MAY-17
Rain Spotted Elk	UW8012 00	Gallery Assistant	TV012	05-MAY-17
Marguerite Squyer	US8109 02	Research Assistant	TV012	21-MAY-17
Lauren Stacks	US7983 00	Student Technical Assistant	TV012	21-MAY-17
Scott Stallmann	US8046 01	Writing Center Tutor	TV013	21-MAY-17
Ehrin Stanley	UW7985 02	Student Technical Assistant	TV012	05-MAY-17
Craig Stanton	US8461 01	Safe Ride Monitor	TV012	21-MAY-17
Craig Stanton	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Dillon Starnier	US7992 00	Opera Pit	TV012	30-APR-17
Clarissa Staton	UG8765 00	Grad Teaching Assistant - IOR	TV012	21-MAY-17
Payton Steele	US8434 01	Desk Worker	TV012	21-MAY-17
Lily Steffen	QW9380 00	Physical Therapy Workstudy	TV012	05-MAY-17
Skyler Steffey	US7992 00	Opera Pit	TV012	30-APR-17
Ashley Stegall	UG8669 01	SFL GAA	TV012	21-MAY-17
Lacy Steiger	UW7380 00	Work Study	TV012	05-MAY-17
Tanner Steineke	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Nathaniel Steinlicht	US8046 01	Writing Center Tutor	TV012	21-MAY-17
Lindsay Stephens	UG8818 01	Graduate Teaching Assistant	TV012	21-MAY-17
Jennifer Stephenson	UW8481 00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Elizabeth Sterling	UG8602 01	Graduate Teaching Assistant	TV012	21-MAY-17
Carly Sternhagen	US8479 00	TRIO SSS Tutor	TV012	21-MAY-17
Michaela Sterrett	UW8300 01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Sawyer Stevens	US8416 00	Admissions - Tour Guide	TV012	21-MAY-17
Shandra Stillion	US7389 00	Student Worker Airport Pickup	TV012	21-MAY-17
Nathan Stockfleth	UW8481 01	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Blake Story	US8425 00	MUC Information Desk Worker	TV012	21-MAY-17
Agelia Stout	UG8725 01	Graduate Admin Assistant	TV012	21-MAY-17
Eunice Straight Head	US8416 00	Admissions Telecounselor	TV012	05-MAY-17
Adam Stratmeyer	US7402 00	Human Subjects Student Worker	TV012	05-MAY-17
Rachel Struve	US8425 00	MUC Information Desk Worker	TV012	21-MAY-17
James Stueckrath	UW7994 01	Student Office Assistant III	TV012	05-MAY-17
Michelle Stumpff	UG8698 00	GAA-Athletics/Volleyball	TV012	21-MAY-17
Desiree Su	US7425 01	Resident Assistant-ACA	TV012	21-MAY-17
Desiree Su	US8434 01	Resident Assistant	TV012	21-MAY-17
Lane Suing	UW8418 01	Admissions - Tour Guide	TV012	05-MAY-17
Britni Summers	US8172 00	Law School Grad Stu Worker	TV012	21-MAY-17
Zuchen Sun	UG8735 01	Graduate Teaching Assistant	TV012	21-MAY-17
Chao Suo	QC9195 01	Grad Assist - Research	TV012	28-APR-17
Muhammad Ali Suria	US8046 02	Writing Center Tutor	TV012	21-MAY-17
Zbynek Surovec	US8488 00	Videographer Student WorkerI	TV012	21-MAY-17
Zbynek Surovec	US8515 00	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Kristina Susak	US7385 01	Volleyball Camp Counselor	TV012	21-MAY-17
Jonathan Susemihl	US8046 02	Writing Center Tutor	TV012	21-MAY-17
Arial Swallow	UW8300 01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Megan Swets	US8046 00	Writing Center Tutor	TV012	21-MAY-17
Miranda Swift	US7385 00	Soccer Camp Counselor	TV012	22-APR-17
Allison Syman	UG8790 00	Graduate Teaching Assistant	TV012	21-MAY-17
Adrianna Taft	UW7403 00	Student Worker	TV012	05-MAY-17
Dakotah Taylor	QC9225 00	LEND Grad Research Assistant	TV012	21-MAY-17
Kali Teasley	US7425 00	Resident Assistant-ACA	TV012	21-MAY-17
Kali Teasley	US8434 00	Resident Assistant	TV012	21-MAY-17
Kali Teasley	US8434 01	Mail Clerk	TV012	21-MAY-17
Taylor Telford	UW8300 00	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Chase Testa	US7385 00	Ath Facilities/Game Day Staff	TV012	21-MAY-17
Robel Tewelde	UW8517 00	Athletics Student Production	TV012	05-MAY-17
Brice Tewes	US7385 00	Athletics Game Day Prod Staff	TV012	21-MAY-17
Madelyn Thein	US8416 02	Admissions - Tour Guide	TV012	21-MAY-17

Madelyn Thein	US8515 02	Ath Tkt Office/Game Day Staff	TV012	21-MAY-17
Paige Thieman	UW8201 00	Work Study	TV012	05-MAY-17
Paige Thoeleke	US8434 01	Desk Worker	TV012	21-MAY-17
Austin Thompson	US8344 03	Special Events	TV012	21-MAY-17
Jack Thony	UW7413 01	Ath Work Study/Ticket Office	TV012	05-MAY-17
Jasmine Thorson	UW8490 01	Graphics Designer Student III	TV012	05-MAY-17
Ashok Tiwari	UG7409 03	Graduate Reserach Assistant	TV012	21-MAY-17
Julia Torgersen	UG8855 00	Graduate Research Assist	TV012	21-MAY-17
Andrea Tostado	UW7985 01	Student Technical Assistant	TV012	05-MAY-17
Alexandria Triplett	US8461 01	Safe Ride Monitor	TV012	21-MAY-17
Katrina Tsosie	UW8481 01	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Kastuv Tuladhar	US8037 00	Research Assistant	TV012	21-MAY-17
Tristan Tupy	UW8012 01	Student Office Assistant	TV012	05-MAY-17
Alexis Tuttle	UG8721 00	Admsns Recruit Grad Admin Asst	TV012	21-MAY-17
Derek Tuttle	UG8658 00	Housing GAA	TV012	06-MAY-17
Kerstin Tuttle	UG8793 00	Graduate Teaching Assistant	TV012	21-MAY-17
Brittany Two Elk	UW8481 00	NSS Fall/Spring Workstudy	TV012	05-MAY-17
Michael Ugrich	UG8575 00	Graduate Research Assistant	TV012	21-MAY-17
Haley Unzen	UW8264 00	Student Office Assistant	TV012	05-MAY-17
Rebecca Vaca	UW8048 00	Work Study	TV012	05-MAY-17
Menno Van Diermen	UG7683 00	Graduate Research Assistant	TV012	21-MAY-17
Audra Van Ekeren	US8046 01	Writing Center Tutor	TV012	21-MAY-17
Audra Van Ekeren	US8109 01	Research Assistant	TV012	21-MAY-17
Kurtis Van Gent	UG8661 00	Graduate Research Assistant	TV012	21-MAY-17
Brooke Van Gerpen	US8434 00	Desk Worker	TV012	21-MAY-17
Taylor Van Wyhe	US8010 00	Gallery Assistant	TV012	21-MAY-17
Taylor Van Wyhe	UW8012 00	Gallery Assistant	TV012	05-MAY-17
Makenzie Vander Molen	QW9353 00	Occup Therapy WS Office Assist	TV013	05-MAY-17
Chelsea Vang	US8299 01	Student Lab Consultant	TV012	21-MAY-17
Chelsea Vang	UW8301 00	ITS Fall/Spring Work Study	TV012	05-MAY-17
Madeline Vang	US8299 01	Student Lab Consultant	TV012	21-MAY-17
Madeline Vang	UW8301 00	ITS Fall/Spring Work Study	TV012	05-MAY-17
Mohanraj Varatharaj	US7508 02	BME Student Research	TV012	21-MAY-17
Taylor Vavra	UG7461 01	MUC GAA	TV012	21-MAY-17
Denis Verbovskiy	UW7380 00	Work Study	TV012	05-MAY-17
Allison Verry	US7983 02	Student Technical Assistant	TV012	21-MAY-17
Austin Vetter	US7983 01	Student Technical Assistant	TV012	21-MAY-17
Mark Vickrey	US7508 01	BME Student Research	TV012	21-MAY-17
Emily Vidler	US8046 01	Writing Center Tutor	TV012	21-MAY-17
Luis Villamizar Rangel	US7508 00	BME Student Research	TV012	21-MAY-17
Ethan Villeneuve	UG8617 00	Grad Admin Assistant	TV012	21-MAY-17
Dana Visser	QW9353 00	Occup Therapy WS Office Assist	TV012	02-MAY-17
Tyler Vogel	US7402 00	Student Assistant, IP	TV012	05-MAY-17
Alison Vogelsang	UG8769 00	Graduate Teaching Assistant	TV012	21-MAY-17
Johnathan Vogl	UG8608 01	Graduate Research Assistant	TV012	21-MAY-17
Brennan Vote	UW8201 00	Work Study	TV012	05-MAY-17
Hannah Voudry	UW8409 00	Financial Aid Work-Study	TV012	05-MAY-17
Kiera Vroegop	US8425 00	MUC Information Desk Worker	TV012	21-MAY-17
Tanner Waddell	UW8517 00	Athletics Work Study/Football	TV012	05-MAY-17
Amanda Wagemann	US8416 03	Admissions - Tour Guide	TV012	21-MAY-17
Mitchell Wagner	UG7751 03	Graduate Research Assist/IOIR	TV012	21-MAY-17
Jazmin Waite	US8479 00	Peer Mentor	TV012	21-MAY-17
Gwyneth Walker	UW8003 00	Art Assistant	TV012	05-MAY-17
Spencer Walker	UG8532 00	Graduate Research Assistant	TV012	21-MAY-17
Landon Walter	UW8300 01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Savannah Walter	US8434 00	Desk Worker	TV012	21-MAY-17
Kyle Walters	UG8611 00	Graduate Research Assistant	TV012	21-MAY-17
Sheng Wang	US7992 00	Opera Pit	TV012	30-APR-17
Xuan Wang	UG7549 00	Graduate Research Assistant	TV012	21-MAY-17
Erica Wankum	UW7421 03	Student Curatorial Assistant	TV012	05-MAY-17
Blake Warner	UW8463 01	SCC Fall/Spring Workstudy	TV012	05-MAY-17
Adam Warrix	UG8761 01	Graduate Research Assisatant	TV012	21-MAY-17
Christian Wasley	UW8409 02	Financial Aid Work-Study Asst.	TV012	05-MAY-17
Dalton Waterman	US8317 00	Car Washer	TV013	21-MAY-17
Thayme Watson	US8046 02	Writing Center Tutor	TV012	21-MAY-17
Patrick Waugh	UG8606 00	Graduate Teaching Assistant	TV012	21-MAY-17
Shannon Weber	US7939 01	Tutor	TV012	05-MAY-17
Abigail Wegehaupt	QS9540 02	Student Tutor	TV013	21-MAY-17

Megan Wegher	QS9450	01	Graduate Student Worker	TV012	21-MAY-17
Brianna Wegner	UW7403	00	ACPC Workstudy	TV012	05-MAY-17
Wenzhao Wei	UG7748	04	Graduate Research Assistant	TV012	21-MAY-17
Amy Weichler	QS9477	01	BBS Student Lab Assistant	TV012	21-MAY-17
Megan Weidner	UG8527	00	Graduate Research Assistant	TV012	21-MAY-17
Dakota Weisbecker	US8416	00	Admissions - Tour Guide	TV012	21-MAY-17
Austin Weisenbach	UW8481	00	SVRC Fall/Spring Workstudy	TV012	05-MAY-17
Laura Weiss	US8416	00	Admissions Student Worker	TV012	19-MAY-17
Laura Weiss	UW8418	00	Admissions Student Worker	TV012	05-MAY-17
Caleb Wenz	US8434	03	Desk Worker-Central Office	TV012	21-MAY-17
Quincy Wert	UW8165	01	Law Library Student Worker	TV012	25-APR-17
Quincy Wert	UW8165	01	Law Library Student Worker	TV012	05-MAY-17
Raquel West	US7385	00	Volleyball Camp Counselor	TV012	21-MAY-17
Isaac Westergaard	UW7994	00	Student Office Assistant III	TV012	05-MAY-17
Kallan Westergaard	US8046	00	Writing Center Tutor	TV012	21-MAY-17
Erin Wetzstein	UW8111	01	Research Assistant	TV012	05-MAY-17
Michelle While	UG7747	06	Graduate Research Assistant	TV012	21-MAY-17
James Whitcher	UG7945	00	SVRC GAA	TV012	21-MAY-17
Kiera White	UG8632	00	Housing GAA	TV012	06-MAY-17
Samuel White	UG7729	03	TREML Fellowship Rept.	TV012	21-MAY-17
Hannah Whitlock	UW8517	01	Ath Work Study/Track & Field	TV012	05-MAY-17
Stephanie Whitlow	UG8861	00	Graduate Teaching Assistant	TV012	21-MAY-17
Abigail Wiebers	UW8264	00	Student Office Assistant	TV012	05-MAY-17
Derek Wiebers	US8362	00	Temp Grounds Student Assist	TV012	21-MAY-17
Jonathan Wieger	UG7504	00	Graduate Teaching Assistant	TV012	21-MAY-17
Monae Williams	US8434	03	B/M Deskworker	TV012	21-MAY-17
Rachel Willson	UG7503	00	Graduate Research Assistant	TV012	21-MAY-17
Janette Wilsey	QS9223	01	LEND Grad Research Assistant	TV012	21-MAY-17
Patrick Wilson	QS9477	00	BBS Student Lab Assistant	TV012	21-MAY-17
Tanner Wilson	UG8733	00	Graduate Teaching Assistant	TV012	21-MAY-17
Kennedy Winterringer	UW8517	01	Athletics Fall/Spring WS	TV012	05-MAY-17
Laura Wolf	US8479	00	Charlie Coyote	TV012	21-MAY-17
Whitney Wolf	US8001	00	Student Art Model	TV012	21-MAY-17
Shelby Wollmuth	UW7994	02	Student Office Assistant III	TV012	05-MAY-17
Macenzie Wood	UW8418	00	Admissions - Tour Guide	TV012	05-MAY-17
Nicholas Wood	QS9477	03	BBS Student Lab Assistant	TV012	21-MAY-17
Tatum Wren	UW7399	00	Work Study	TV012	05-MAY-17
Alafia Wright	US8172	00	Law School Grad Stu Worker	TV012	21-MAY-17
Xavier Wright	US8434	02	Desk Worker	TV012	21-MAY-17
Xavier Wright	US8434	03	R/O Deskworker	TV012	21-MAY-17
Jason Wyenberg	UG7744	00	Graduate Reserach Assist/IO	TV012	21-MAY-17
Jazmine Yaeger	UG7752	01	Graduate Research Assistant	TV012	21-MAY-17
Sonia Yanez Gonzalez	UG8858	03	Graduate Teaching Assistant	TV012	21-MAY-17
John Yeary	UG8809	03	Graduate Teaching Assistant	TV012	21-MAY-17
John Yeary	US7401	00	Research Assistant	TV012	21-MAY-17
Andrew Yevugah	US7425	00	Resident Assistant-ACA	TV012	21-MAY-17
Andrew Yevugah	US8434	00	Resident Assistant	TV012	21-MAY-17
Griffin York	US7402	00	Compliance Student Worker	TV012	21-MAY-17
Anastasia Zabel	US8010	00	Student Gallery Assistant	TV012	21-MAY-17
Stanton Zaczek	US7425	00	Resident Assistant-ACA	TV012	21-MAY-17
Stanton Zaczek	US8434	00	Resident Assistant	TV012	21-MAY-17
Brock Zeller	UW8508	01	Wellness Center Fall/Spring WS	TV012	05-MAY-17
Alexander Zephier	US8452	03	Upward Bound Field Advisor	TV012	21-MAY-17
Bailey Zimmerman	US7428	00	Resident Assistant-ACA	TV012	21-MAY-17
Bailey Zimmerman	US8434	00	Resident Assistant	TV012	21-MAY-17
Brad Zwart	QS9477	03	BBS Student Lab Assistant	TV012	21-MAY-17

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jonell Bly	QE9753	04	Instructor	Hire Temp Appointment	891.84	22-APR-17
Kyle Brouwer	UE7381	14	CTL CDF	Supplemental Appointment	250.00	22-APR-17
Kathleen Brown	UE9187	17	Associate Professor	Supplemental Appointment	2000.00	22-APR-17
Tyler Custis	UE9184	03	Beacom Sampler Presenter	Hire Temp Appointment	250.00	22-APR-17
Matthew Fox	UE9478	01	Beacom Sampler Presenter	Hire Temp Appointment	250.00	22-APR-17
Susan Gray	UE9175	31	Commencement Organist	Supplemental Appointment	50.00	22-APR-17

Gregory Huckabee	UE9168	20	Beacom Sampler Presenter	Hire Temp Appointment	250.00	22-APR-17
Marni Johnson Martin	UE9506	04	Tremere Service Award Rcpt.	Hire Temp Appointment	1000.00	22-APR-17
Beverly Kennedy	QE9822	39	Senior Lecturer	Overload for Teaching	700.00	22-APR-17
Karen Kindle	UE9970	00	Division Chair, Curr & Instruc	Appointment	34787.86	22-APR-17
John Korkow	QE9740	46	Adjunct Professor	Hire Temp Appointment	1736.50	22-APR-17
John Korkow	QE9740	47	Assistant Professor	Continuing Education/Extension	3000.00	22-APR-17
Leon Korte	UE8869	10	Director, Rural Banking	Supplemental Appointment	6260.00	22-APR-17
Kadarkaraisamy Mariappan	UE9239	18	Outstanding Instructor Rcpt.	Hire Temp Appointment	1000.00	22-APR-17
Kelly McKay-Semmler	UE9534	02	Doyle Teaching Award Rcpt.	Hire Temp Appointment	500.00	22-APR-17
Molly Molencamp	QE9845	01	Lecturer	Hire Temp Appointment	810.72	22-APR-17
Erik Mutterer	QE9846	05	Professor	Hire Temp Appointment	700.00	22-APR-17
Erik Mutterer	QE9846	06	Professor	Hire Temp Appointment	1056.72	22-APR-17
Marti Pollard	QE9773	18	Senior Lecturer	Hire Temp Appointment	1094.40	22-APR-17
Carissa Regnerus	QE9734	22	Instructor	Continuing Education/Extension	3000.00	22-APR-17
Carissa Regnerus	QE9734	23	Instructor	Hire Temp Appointment	917.28	22-APR-17
Deborah Ripperda	QE8910	01	SW Field Director	Hire Temp Appointment	3611.00	22-APR-17
Samer Sarofim	UE8900	01	Beacom Sampler Presenter	Hire Temp Appointment	250.00	22-APR-17
Timothy Schorn	FE9974	17	OLLI Instructor	Overload for Teaching	140.00	22-APR-17
Shane Semmler	UE9588	06	Commencement Reader	Supplemental Appointment	250.00	22-APR-17
Amy Smith	QE9754	24	Lecturer	Hire Temp Appointment	1013.00	22-APR-17
John Smith	QE9816	25	Dentist	Hire Temp Appointment	1050.00	22-APR-17
John Smith	QE9816	26	Dentist	Hire Temp Appointment	2799.68	22-APR-17
Martha Steil	QE9046	19	Instructor	Hire Temp Appointment	1050.00	22-APR-17
Holly Straub	FE9974	04	OLLI Instructor	Overload for Teaching	70.00	22-APR-17
Holly Straub	UE9131	25	Fitness Instructor	Hire Temp Appointment	181.25	22-APR-17
Mark Sweeney	UE9044	12	Cutler Award Rcpt.	Hire Temp Appointment	4000.00	22-APR-17
Daniel Tracy	UE9024	32	Beacom Sampler Presenter	Hire Temp Appointment	250.00	22-APR-17
Laura Vidler	UE8913	01	Cutler Award Rcpt.	Hire Temp Appointment	4000.00	22-APR-17
Luis Viquez Cordoba	UE9014	02	Spring Opera Orchestra conduct	Hire Temp Appointment	750.00	22-APR-17
Luis Viquez Cordoba	UE9014	03	INS Salary Increase	Hire Temp Appointment	340.00	22-APR-17
Katie Williams	QE9039	20	Lecturer	Hire Temp Appointment	837.12	22-APR-17
Mark Yockey	UE9406	39	Beacom Sampler Presenter	Hire Temp Appointment	400.00	22-APR-17

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Musheera Abdellatif	QE8765	02	Assistant Professor	TV013	21-MAY-17
Alan Aldrich	UE9543	01	Alma/Primo Migration	TV013	21-MAY-17
Chet Barney	UE9501	16	Assistant Professor	TV013	21-MAY-17
Teresa Bellis	UE9196	06	LEND Discipline Head	TV013	21-MAY-17
Kathryn Birkeland	UE9016	24	Assistant Professor	TV013	21-MAY-17
Jonell Bly	QE9753	04	Instructor	TV013	21-MAY-17
Barbara Brockevelt	QE9830	34	LEND Discipline Head	TV013	21-MAY-17
Kyle Brouwer	UE7381	14	CTL CDF	TV013	21-MAY-17
Kathleen Brown	UE9187	17	Associate Professor	TV013	21-MAY-17
David Burrow	UE9048	06	Acting Chair-Hist-Phil-NS	TV013	21-MAY-17
Tyler Custis	UE9184	03	Beacom Sampler Presenter	TV013	21-MAY-17
Ali Dag	UE6763	01	Assistant Professor	TV013	21-MAY-17
Danielle Dejager-Loftus	BE9478	00	Adj Inst LIBM 222	TV013	21-MAY-17
Steven Feimer	UE8871	00	Associate Professor	TR001	21-MAY-17
Darlene Fett	UE9182	00	Associate Professor	TR001	21-MAY-17
Matthew Fox	UE9478	01	Beacom Sampler Presenter	TV013	21-MAY-17
Stephanie Fuller	UE8468	04	SCC Student Supervisor	TV013	21-MAY-17
Carol Geu	UE7352	37	Instructor	TV013	21-MAY-17
Susan Gray	UE9175	31	Commencement Organist	TV013	21-MAY-17
Kurt Hackemer	UE9964	02	Interim Dean College of A&S	TV013	21-MAY-17
Elizabeth Hanson	UE9517	13	LEND Discipline Head	TV013	21-MAY-17
Timothy Heaton	UE9050	00	Professor	TR001	21-MAY-17
Timothy Heaton	UE9955	00	Chair, Earth Science & Physics	TR001	21-MAY-17
Thomas Horton	UE9128	14	Professor	TV013	21-MAY-17
Joshua Houy	UE6801	10	Lecturer	TV013	21-MAY-17
Gregory Huckabee	UE9168	20	Beacom Sampler Presenter	TV013	21-MAY-17
Gerard Jacobs	UE9045	00	Professor/Director, DMHI	TR001	21-MAY-17
Marni Johnson Martin	UE9506	03	LEND Discipline Head	TV013	21-MAY-17
Marni Johnson Martin	UE9506	04	Tremere Service Award Rcpt.	TV013	21-MAY-17

Beverly Kennedy	QE9822 00	Sr. Lecturer	TR001	21-MAY-17
Beverly Kennedy	QE9822 39	Senior Lecturer	TV013	21-MAY-17
John Korkow	QE9740 46	Adjunct Professor	TV013	21-MAY-17
John Korkow	QE9740 47	Assistant Professor	TV013	21-MAY-17
Shannon Kortan	UE7281 14	Instructor	TV013	21-MAY-17
Leon Korte	UE8869 10	Director, Rural Banking	TV013	21-MAY-17
Eric Kurtz	UE8250 00	Instructor	TV013	21-MAY-17
Paul Lombardi	UE9088 18	Assistant Professor	TV013	21-MAY-17
Paul Lombardi	UE9088 19	Assistant Professor	TV013	21-MAY-17
Ryan Los	UE7297 02	Education Tech Integrationist	TV013	21-MAY-17
Whitney Lucas Molitor	QE8680 01	Instructor	TV013	21-MAY-17
Angela MacCabe	QE9828 01	Assistant Professor	TV013	21-MAY-17
Kadarkaraisamy Mariappan	UE9239 18	Outstanding Instructor Rcpt.	TV013	21-MAY-17
Kristen Maxon	UE7593 38	Instructor	TV013	21-MAY-17
Kelly McKay-Semmler	UE9534 02	Doyle Teaching Award Rcpt.	TV013	21-MAY-17
J Memmott	QE9815 16	Associate Professor	TV013	21-MAY-17
Molly Molencamp	QE9845 01	Lecturer	TV013	21-MAY-17
David Moskowitz	UE9158 33	Professor	TV013	21-MAY-17
Erik Mutterer	QE9846 05	Professor	TV013	21-MAY-17
Erik Mutterer	QE9846 06	Professor	TV013	21-MAY-17
Chad Newswander	UE7626 24	Associate Professor	TV013	21-MAY-17
Erin Nielsen Ogdahl	QE8903 39	Instructor	TV013	21-MAY-17
Marti Pollard	QE9773 18	Senior Lecturer	TV013	21-MAY-17
Srinivasan Ragothaman	UE9022 22	Professor	TV013	21-MAY-17
Katherine Rasmussen	UE9560 22	Instructor	TV013	21-MAY-17
Carissa Regnerus	QE9734 22	Instructor	TV013	21-MAY-17
Carissa Regnerus	QE9734 23	Instructor	TV013	21-MAY-17
Deborah Ripperda	QE8910 01	SW Field Director	TV013	21-MAY-17
Timothy Schorn	FE9974 17	OLLI Instructor	TV013	21-MAY-17
William Schweinle III	QE8955 01	IRB Chair	TV013	21-MAY-17
Shane Semmler	UE9588 06	Commencement Reader	TV013	21-MAY-17
Gemma Skillman	UE6813 15	Lecturer	TV013	21-MAY-17
Amy Smith	QE9754 24	Lecturer	TV013	21-MAY-17
John Smith	QE9816 25	Dentist	TV013	21-MAY-17
John Smith	QE9816 26	Dentist	TV013	21-MAY-17
Martha Steil	QE9046 19	Instructor	TV013	21-MAY-17
Holly Straub	FE9974 04	OLLI Instructor	TV013	21-MAY-17
Holly Straub	UE9131 25	Fitness Instructor	TV013	21-MAY-17
Lana Svien	QE9814 10	LEND Discipline Head	TV013	21-MAY-17
Mark Sweeney	UE9044 12	Cutler Award Rcpt.	TV013	21-MAY-17
Thomas Tiaht	UE9156 06	Assistant Professor	TV013	21-MAY-17
Daniel Tracy	UE9024 32	Beacom Sampler Presenter	TV013	21-MAY-17
Laura Vidler	UE8913 01	Cutler Award Rcpt.	TV013	21-MAY-17
Luis Viquez Cordoba	UE9014 02	Spring Opera Orchestra conduct	TV013	21-MAY-17
Gabriela Walker	UE7588 04	LEND Discipline Head	TV013	21-MAY-17
Rand Wergin	UE9441 22	Associate Professor	TV013	21-MAY-17
Katie Williams	QE9039 20	Lecturer	TV013	21-MAY-17
Carole Winter	UE9193 06	Assistant Professor	TV013	21-MAY-17
Sarah Wollersheim Shervey	UE9035 04	LEND Discipline Head	TV013	21-MAY-17
Mark Yockey	UE9406 38	Associate Professor	TV013	21-MAY-17
Mark Yockey	UE9406 39	Beacom Sampler Presenter	TV013	21-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jane Carlson	UE8268	00	Student Teacher Supervisor	Hire Temp Appointment	500.00	22-APR-17
Marilyn Jensen	UE8268	00	Student Teacher Supervisor	Hire Temp Appointment	1000.00	22-APR-17
Debra Limoges	UE8268	00	Student Teacher Supervisor	Hire Temp Appointment	750.00	22-APR-17
Frank Main	UE8268	00	Group Counseling Supervisor	Hire Temp Appointment	1000.00	22-APR-17
Elizabeth Simons	FE9974	21	OLLI Instructor	Overload for Teaching	420.00	22-APR-17
Kenneth Tusha	QE9054	00	Temp Dentist	Hire Temp Appointment	750.00	22-APR-17
Keith Venhuizen	QE9465	00	Temp Dentist	Hire Temp Appointment	9600.00	22-APR-17

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Basil Aboul-Enein	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
Frederick Aderhold	UE7053	00	Adjunct Instructor	TV013	21-MAY-17
Melissa Allen	QE8664	02	Adjunct Instructor	TV013	21-MAY-17
Michael Amolins	UE8250	00	Adjunct Instructor	TV013	21-MAY-17
Dawn Anderson	UE7120	04	Adjunct Instructor	TV013	21-MAY-17
Mark Baas	UE7053	00	Adjunct Instructor	TV013	21-MAY-17
Rebecca Bailey	UE7989	00	Theatre Adjunct	TV013	21-MAY-17
Ashley Baker	UE7053	03	Adjunct Instructor	TV013	21-MAY-17
Kimberly Bartling	UE7054	01	Adjunct Instructor	TV013	21-MAY-17
Bradley Beauvais	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
Andrew Beck	UG7731	05	TREML Fellowship Rcpt	TV012	21-MAY-17
Michael Berhow	UE7056	01	Adjunct Instructor	TV013	21-MAY-17
Gregory Bertsch	UE7055	01	Adjunct Instructor	TV013	21-MAY-17
Alison Boughn	UE8007	01	Adjunct Instructor	TV013	21-MAY-17
Michael Burgeson	UE8079	00	Adjunct Instructor	TV013	21-MAY-17
Terryl Cadwell	UE7056	01	Adjunct Instructor	TV013	21-MAY-17
Jill Cahill	QE9393	04	BSN Clinical Faculty - SF	TV013	21-MAY-17
Jane Carlson	UE8268	00	Student Teacher Supervisor	TV013	21-MAY-17
James Castleberry	UE7475	09	Adjunct Instructor	TV013	21-MAY-17
Nichole Christensen	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Candice Climer	UE7053	01	Adjunct Instructor	TV013	21-MAY-17
Shannon Cole	UE8052	01	Adjunct Instructor	TV013	21-MAY-17
William Cooper	UE7056	02	Adjunct Instructor	TV013	21-MAY-17
Lucien Costley	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
Rachel Cox	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Terry Crandall	UE8259	00	Adjunct Instructor	TV013	21-MAY-17
Iris Craver	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
Asli Dag	UE7055	00	Adjunct Instructor	TV013	21-MAY-17
Marshall Damgaard	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Marshall Damgaard	UE8079	11	Adjunct Instructor	TV012	21-MAY-17
Jeff Danielson	UE7053	00	Adjunct Instructor	TV013	21-MAY-17
Tracie Erdmann	UE8259	00	Adjunct Instructor	TV013	21-MAY-17
David Erickson	UE7056	03	Adjunct Instructor	TV013	21-MAY-17
Beth Etler-Thornton	UE7475	00	Adjunct Instructor	TV013	21-MAY-17
Henry Evans	UE8178	01	Adjunct Professor	TV013	21-MAY-17
Jenny Ferguson	UE7056	02	Adjunct Instructors	TV013	21-MAY-17
Jeff Fisher	UE7054	01	Adjunct Instructor	TV013	21-MAY-17
Scott Fleming	UE7053	02	Adjunct Instructor	TV013	21-MAY-17
Mary Ann Francis	UE7056	02	Adjunct Instructor	TV013	21-MAY-17
Julie Fuelberth	QE9393	08	BSN Clinical Faculty - Verm	TV013	21-MAY-17
Rachel Gangle	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
Steven Garelik	UE8124	00	Adjunct Instructor	TV013	21-MAY-17
Shelly Grinde	UE8142	04	Adjunct Instructor	TV013	21-MAY-17
John Hegg	UE7053	01	Adjunct Instructor	TV013	21-MAY-17
Marci Heine	QE8664	00	Adjunct Instructor	TV013	21-MAY-17
Jeffrey Henry	QE8663	01	Adjunct Instructor	TV013	21-MAY-17
Michael Hilson	UE7998	27	Adjunct Guitar Lessons	TV013	21-MAY-17
Jonelle Hook	QE8664	00	Adjunct Instructor	TV013	21-MAY-17
Nicholas Hruby	UE7054	02	Adjunct Instructor	TV013	21-MAY-17
Nicholas Hruby	UE8007	01	Art Adjunct	TV013	21-MAY-17
Nicholas Hruby	UE8007	02	Art Adjunct	TV013	21-MAY-17
Joshua Hughes	QE8664	00	Adjunct Instructor	TV013	21-MAY-17
Lynne Hunter	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
Ann Huss Mollman	QE8664	00	Adjunct Instructor	TV013	21-MAY-17
Megan Ibach	QE9393	02	BSN Clinical Faculty - SF	TV013	21-MAY-17
Linda Jackson	QE9393	05	BSN Clinical Faculty - Verm	TV013	21-MAY-17
Sachin Jain	UE7053	01	Adjunct Instructor	TV013	21-MAY-17
Karen Jensen	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
Marilyn Jensen	UE7475	05	Adjunct Instructor	TV013	21-MAY-17
Marilyn Jensen	UE8268	00	Student Teacher Supervisor	TV013	21-MAY-17
Robert Joyce	UE7054	01	Adjunct Instructor	TV013	21-MAY-17
Jennifer Kassing	UE7053	02	Adjunct Instructor	TV013	21-MAY-17
Lori Kober	UE8142	03	Adjunct Instructor	TV013	21-MAY-17

Stephanie Kocher	UE7998	32	Adjunct Flute Lessons	TV013	21-MAY-17
Laura Kruger	UE7053	02	Adjunct Instructor	TV013	21-MAY-17
Laura Kruger	UE8223	00	Adjunct Instructor	TV013	21-MAY-17
Audrey Larsen	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Christopher Larson	UE7989	03	Theatre Accompanist	TV013	21-MAY-17
Michelle Laughlin	UE7055	02	Adjunct Instructor	TV013	21-MAY-17
Tamara Lee	UE8178	00	Visiting Lecturer	TV013	21-MAY-17
Kristi Leisinger	QE8664	02	Adjunct Instructor	TV013	21-MAY-17
David Levine	UE8052	01	Adjunct Instructor	TV013	21-MAY-17
Debra Limoges	UE8268	00	Student Teacher Supervisor	TV013	21-MAY-17
Mark Lindell	UE7475	01	Adjunct Instructor	TV013	21-MAY-17
Heidi Linnngren	UE7056	01	Adjunct Instructor	TV013	21-MAY-17
Sara Madden	QE9393	03	BSN Clinical Faculty - RC	TV013	21-MAY-17
Frank Main	UE8268	00	Group Counseling Supervisor	TV013	21-MAY-17
John Manahan	UE7475	00	Adjunct Instructor	TV013	21-MAY-17
Cheyenne Marco	UG8813	03	Graduate Teaching Assistant	TV012	21-MAY-17
Aaron Mayer	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Nathalie Meyer	UE7475	10	Adjunct Instructor	TV013	21-MAY-17
John Michels	UE7475	08	Adjunct Instructor	TV013	21-MAY-17
Lisa Millen	UE7056	02	Adjunct Instructor	TV013	21-MAY-17
Stephen Miller	UE8097	12	Adjunct Instructor	TV013	21-MAY-17
David Moen	UE8205	00	Adjunct	TV013	21-MAY-17
Sarah Molina	UE7056	02	Adjunct Instructor	TV013	21-MAY-17
Sandra Mollman	UE7054	05	Adjunct Instructor	TV013	21-MAY-17
Sandra Mollman	UE7054	07	Adjunct Instructor	TV013	21-MAY-17
Brian Molyneaux	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Richard Muller	UE7055	02	Adjunct Instructor	TV013	21-MAY-17
Connie Nelsen	UE7056	03	Adjunct Instructor	TV013	21-MAY-17
Kendra Neugebauer	UE8142	01	Adjunct Instructor	TV013	21-MAY-17
Julie Ohl	UE7055	01	Adjunct Instructor	TV013	21-MAY-17
Kristi Oskar-Groen	UE8250	00	Adjunct Instructor	TV013	21-MAY-17
Cynthia Ostrom	UE7056	01	Adjunct Instructor	TV013	21-MAY-17
Xavier Pastrano	UE7475	01	Adjunct Instructor	TV013	21-MAY-17
Thomas Penisten	UE8205	05	Adjunct	TV013	21-MAY-17
Joleen Pietrzak	UE7056	05	Adjunct Instructor	TV013	21-MAY-17
Joleen Pietrzak	UE8070	02	Adjunct Instructor	TV013	21-MAY-17
Amy Pokela-Hinrichs	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Michael Powers	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Tanya Rasmussen	UE7053	01	Adjunct Instructor	TV013	21-MAY-17
Amanda Reed	UE8124	00	Adjunct Instructor	TV013	21-MAY-17
Michelle Resene	UE7056	00	Adjunct Instructor	TV013	21-MAY-17
Mary Rogers	QE8664	02	Adjunct Instructor	TV013	21-MAY-17
Richard Rognstad	UE7998	01	Adjunct Double Bass Lessons	TV013	21-MAY-17
Matthew Rumsey	UE8142	03	Adjunct Instructor	TV013	21-MAY-17
Stacy Schepel	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
Bo Schoenwald	UE7056	01	Adjunct Instructor	TV013	21-MAY-17
Molly Scott	UE7998	01	Adjunct Oboe Lessons	TV013	21-MAY-17
John Seabolt	QE8664	01	Adjunct Instructor	TV013	21-MAY-17
John Seabolt	QE8773	00	Instructor	TV013	21-MAY-17
Spencer Seager	UE7056	02	Adjunct Instructor	TV013	21-MAY-17
Aimee Shea	UE7053	06	Adjunct Instructor	TV013	21-MAY-17
Aimee Shea	UE7053	07	Adjunct Instructor	TV013	21-MAY-17
Heather Siebert	UE7056	02	Adjunct Instructor	TV013	21-MAY-17
Elizabeth Simons	FE9974	21	OLLI Instructor	TV013	21-MAY-17
Mark Skaff	UE7056	01	Adjunct Instructor	TV013	21-MAY-17
Michael Slabaugh	UE7056	02	Adjunct Instructor	TV013	21-MAY-17
Michael Slabaugh	UE7056	02	Adjunct Instructor	TV013	21-MAY-17
John Stavick	UE7055	03	Adjunct Instructor	TV013	21-MAY-17
John Stoddard	QE8664	03	Adjunct Instructor	TV013	21-MAY-17
William Stoos	UE8178	02	Adjunct Faculty	TV013	21-MAY-17
Daniela Syed	UE7053	01	Adjunct Instructor	TV013	21-MAY-17
Loretta Thomas	UE7998	26	Adjunct Bassoon Lessons	TV013	21-MAY-17
Tyra Thomas-Moore	UE7056	01	Adjunct Instructor	TV013	21-MAY-17
Tyra Thomas-Moore	US8461	00	SCC Counselor	TV012	21-MAY-17
Tyler Tigges	UE8178	01	Adjunct Professor	TV013	21-MAY-17
Tyler Tigges	UE8178	02	Adjunct Professor	TV013	21-MAY-17
Keri Tisher	UE8250	00	Adjunct Instructor	TV013	21-MAY-17
Marilyn Trefz	UE8178	01	Adjunct Professor	TV013	21-MAY-17

Kenneth Tusha	QE9054 00	Temp Dentist	TV013	21-MAY-17
Richard Van Lente	UE7056 04	Adjunct Instructor	TV013	21-MAY-17
Margaret Vandemore Gillespie	UE8178 01	Adjunct Professor	TV013	21-MAY-17
Anna Vorhes Sandberg	UE7054 01	Adjunct Instructor	TV013	21-MAY-17
Margaret Walker	QE8664 01	Adjunct Instructor	TV013	21-MAY-17
Heidi Waters	QE9393 02	BSN Clinical Faculty - Verm	TV013	21-MAY-17
Robert Welch	UE7831 00	Adjunct Faculty	TV013	21-MAY-17
Katie Westra	UE7056 01	Adjunct Instructor	TV013	21-MAY-17
Steven Wise	UE7056 01	Adjunct Instructor	TV013	21-MAY-17
Adam Zellmer	UE7053 02	Adjunct Instructor	TV013	21-MAY-17
Heather Zweifel	UE7056 01	Adjunct Instructor	TV013	21-MAY-17
Travis Letellier	UE9584 04	Assistant Professor	TV013	21-MAY-17

ECLS 45 Volunteers		Department	Institution
Banner ID	Name		
A00147444	Craig Price	Center for Acad & Global Engagement	USD
A00209508	Steve Winter	Center for Acad & Global Engagement	USD
A00213836	Goodluck Chanyika	Center for Disabilities	USD
A00158759	Thorn Dramstad	Chemistry	USD
A00179738	Benard Onserio	Chemistry	USD
A00202227	Riley Arnold	Child Care Services	USD
A00154410	Ashley Athmann	Child Care Services	USD
A00179433	Natalie Buelte	Child Care Services	USD
A00214284	Kelly Christner	Child Care Services	USD
A00202318	Angela Kaiser	Child Care Services	USD
A00214119	Diane Marene	Child Care Services	USD
A00214004	Elise Hadley	Dean of the Med - Basic Biomed Sc	USD
A00214224	Lauriann Fuhrman	Head start	USD
A00086417	Lisa Park	Head start	USD
A00213989	Paul Berger	Internal Medicine	USD
A00004897	Jeffrey Heier	Internal Medicine	USD
A00213996	Ebima Okundaye	Internal Medicine	USD
A00213997	Mahmoud Sharaf	Internal Medicine	USD
A00213998	Andrew Soye	Internal Medicine	USD
A00214003	Donovan Williams	Internal Medicine	USD
A00213986	Cameo Anders	Neurosciences	USD
A00213991	Terry Engelman	Obstetrics-Gynecology	USD
A00214001	Erin Vande Lune	Obstetrics-Gynecology	USD
A00213990	Didier Decamps	Pediatrics	USD
A00213994	Sudhir Finch	Pediatrics	USD
A00213995	Gisella Nano	Pediatrics	USD
A00214000	Ovictor Tesoro	Pediatrics	USD
A00214002	Michael Vanden Bosch	Surgery	USD

PZRNJOB South Dakota Board of Regents
BOR Routine 06/07/2017 16:47:48
Date Range : 22-APR-17 thru 21-MAY-17
For :SDSD

Ver: 072011.28a

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

PZRNJOB South Dakota Board of Regents
BOR Routine 06/07/2017 16:48:54
Date Range : 22-APR-17 thru 21-MAY-17
For :SDSBVI

Ver: 072011.28a

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Daniel Lown	NW8309	00	W/S Off Campus - SDSBVI	TV012	05-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Mackenzie Moore	VE9946	00	Sub - Labor	Hire Temp Appointment	4587.84	22-APR-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Katelyn Howard	NW8309	01	W/S Off campus - SDSBVI	TV012	05-MAY-17
Angela Sieh	NW8309	01	W/S Off Campus SDSBVI	TV012	05-MAY-17

ECLS 45 Volunteers
Banner ID Name Department Institution
A00136130 Troy Mildenberger Principal SDSBVI

P2RNJOB

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

06/08/2017 08:13:13

Ver: 072011.28a

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Tasha Dannenbring	RE9915	00	Director of Inst. Research	Appointment	80000.00	22-APR-17

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	Executive Assistant	Hire Temp Appointment	37439.28	22-APR-17
Joann Pomplun	RE9908	00	Temp IT Consultant	Hire Temp Appointment	6244.10	04-MAY-17
Ben Schaap	RE9902	00	SDBOR Intern	Hire Temp Appointment	6239.88	08-MAY-17

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Janice Minder	SE6757	01	Temporary Instructor	TV013	21-MAY-17
Ben Schaap	UG8613	00	Grad Admin Assist	TV012	04-MAY-17

South Dakota School of Mines & Technology									
Name	Posn	Title	Eff. date	Job Change Reason	Rate	Salary	Prior Rate	Prior Salary	% Increase
Diana O'Toole	ME9353	Asst Registrar (Rgistrtn Offr)	1-May-17	Temporary Additional Duties	\$20.71	\$43,075.97	\$18.83	\$39,165.65	9.1
South Dakota State University									
Name	Posn	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prior Rate	Prior Salary	% Increase
Barbara Hobbs	SE8195	Assistant Dean/Assoc Professor	22-Apr-17	Change Salary Rate/Pay Grade	\$63.62	\$132,337.00	\$60.31	\$125,437.00	5.2
Shari Landmark	SE9879	Director-Health & Fitness Prog	22-Apr-17	Reclassification	\$34.67	\$72,110.00	\$28.01	\$58,264.00	19.2
University of South Dakota									
Name	Posn	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prior Rate	Prior Salary	% Increase
Linda Anderson	UE9396	Advisor	22-Apr-17	Sal Adj-Unusual Circumstance	\$16.31	\$28,262.54	\$14.82	\$25,693.22	9.1
Becki Rosane	UE9229	Advisor	22-Apr-17	Sal Adj-Unusual Circumstance	\$16.38	\$28,390.06	\$14.76	\$25,576.63	9.9
Jennifer Schelske	FE9995	Manager, Student Services	22-Apr-17	Reclassification	\$26.44	\$55,000.00	\$24.15	\$50,238.93	8.7
Dana Southerland	UE7128	SOE Advisor	22-Apr-17	Sal Adj-Unusual Circumstance	\$19.71	\$41,000.00	\$15.63	\$32,500.00	20.7

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

**REVISED
AGENDA ITEMS: 1**

DATE: June 27-29, 2017

SUBJECT: FY19 Informal Budget Hearings

Per direction from the May Board meeting, each institution has been provided time to present their FY19 budget priorities. The schedule of the hearings is provided below. The allotted times allow each campus to discuss their priorities and answer any questions the Board may have regarding their request.

The six public universities and two special schools were asked to submit their priorities for FY19, focusing on their top five items. A detailed narrative justifying their request was also required. The institution's budget priorities and narratives are included in the attached budget briefing document.

There has been additional time set aside at the end of the hearings for Board deliberation and direction. This will give the Board an opportunity to discuss priorities and give direction on the development of the proposal for the FY19 budget request that will be approved at the August Board Meeting.

FY19 Informal Budget Hearings	Tuesday, June 27, 2017
Introductions	2:45 – 3:00 pm
SDSU/Extension/AES	3:00 – 4:00 pm
USD/SSOM	4:00 – 5:00 pm
	Wednesday, June 28, 2017
SDSBVI & SDSD	8:30 – 9:15 am
SDSM&T	9:15 – 10:00 am
DSU	10:00 – 10:45 am
Break	10:45 – 11:00 am
NSU	11:00 – 11:45 am
BHSU	11:45 – 12:30 pm
Lunch	12:30 – 1:00 pm
Dr. Rush/Board Deliberations	1:00 – 2:00 pm

INFORMATIONAL ITEM

Provide guidance on priorities for the FY19 Budget Request for final approval at the August Board meeting.



FY19 Informal Budget Hearings

June 2017

FY19 Informal Budget Hearings

Table of Contents

BOR Budget History	1
FY19 Campus Budget Priorities	
South Dakota State University	7
▪ SDSU Extension	19
▪ Agricultural Experiment Station	21
University of South Dakota and School of Medicine.....	23
South Dakota School of Mines & Technology	35
Dakota State University	51
Northern State University	60
Black Hills State University	65
FY19 System Budget Priorities	76

HISTORICAL SUMMARY OF GENERAL FUND APPROPRIATIONS

Fiscal Year	General Fund Base	General Fund Salary Policy	General Fund Regental Investment	New General Fund Base	Percent Increase in Base Funding (including Salary Policy)
FY18	\$212,097,277	\$0	(\$3,675,960)	\$208,421,317	-1.73%
FY17	\$201,383,266	\$4,187,795	\$9,430,906	\$215,001,967	6.76%
FY16	\$194,029,591	\$3,695,035	\$3,658,640	\$201,383,266	3.79%
FY15	\$180,483,344	\$7,128,787	\$6,417,460	\$194,029,591	7.51%
FY14	\$167,851,167	\$6,115,866	\$6,516,311	\$180,483,344	7.53%
FY13	\$150,748,788	\$4,527,364	\$12,575,015	\$167,851,167	11.34%
FY12	\$167,302,956	\$0	(\$16,554,168)	\$150,748,788	-9.89%
FY11	\$170,902,101	\$705,297	(\$4,304,442)	\$167,302,956	-2.11%
FY10	\$185,218,896	\$0	(\$14,316,795)	\$170,902,101	-7.73%
FY09	\$174,429,288	\$5,186,796	\$5,602,812	\$185,218,896	6.19%

** The FY17 General Fund Regental Investment includes funds that were redirected to the tuition freeze as a result of the early payoff of BOR Bonds

HISTORICAL SUMMARY OF SALARY POLICY INCREASES

Fiscal Year	State Salary Policy	Salary Competiveness Enhancement	Total Salary Policy
FY18	0.00%	0.00%	0.00%
FY17	2.70%	0.50%	3.20%
FY16	2.00%	1.00%	3.00%
FY15	3.00%	0.00%	3.00%
FY14	3.00%	0.00%	3.00%
FY13	3.00%	1.00%	4.00%
FY12	0.00%	0.00%	0.00%
FY11	0.41%	0.00%	0.41%
FY10	0.00%	0.00%	0.00%
FY09	3.00%	1.00%	4.00%

HISTORICAL SUMMARY OF TUITION & FEES

Fiscal Year	Average Undergraduate Resident Tuition & Fees**	Dollar Change	Percentage Change
FY18	\$8,811.25	\$307.50	3.62%
FY17	\$8,503.75	\$28.75	0.34%
FY16	\$8,475.00	\$436.50	5.43%
FY15	\$8,038.50	\$0.00	0.00%
FY14	\$8,038.50	\$362.88	4.73%
FY13	\$7,675.62	(\$45.43)	-0.59%
FY12	\$7,721.05	\$503.78	6.98%
FY11	\$7,217.27	\$313.19	4.54%
FY10	\$6,904.08	\$429.75	6.64%
FY09	\$6,474.33	\$522.78	8.78%
FY08	\$5,951.55	\$370.88	6.60%
** Simple Average			

South Dakota Board of Regents
FY18 Board of Regents Budget Request and Legislative Approved

		General	FTE
	FY17 Base	\$212,097,277	5,140.4
	Requested		
	Priorities	Base Funding	One-Time
	Student Affordability	\$9,232,903	8.00
	Innovation and Institutional Initiatives		
	University College, Helping Students Graduate	\$580,500	9.00
	Support for Autism Spectrum Students	\$77,672	1.00
	American Indian Circle Program	\$164,600	\$30,000 2.00
	SD Mathematics for Engineering Institute	\$303,500	3.50
	Math Success Initiative	\$245,434	2.50
	School of Law	\$600,000	
	SDSBVI/SDSD	\$146,493	
	Technology Security Investments	\$662,827	\$3,000,000 7.00
	Research Initiatives		
	Dakota Lakes Research Farm	\$120,286	\$75,000 0.75
	SDSU Extension STEM Outreach	\$282,882	
	Precision Agriculture	\$87,303	1.00
	Shared Responsibility Student Aid Model (Year 1)	\$3,504,243	
	FTE - NSU and SDSD		14.00
	South Dakota Opportunity Scholarship	\$360,000	
	Postsecondary Scholarship		
	M&R Funding		
	Utilities	(\$2,589,441)	
	Base Budget Cuts		
	Authority Reductions		
	Lease Adjustment	(\$3,502)	
	Capital Projects		
	Cyberinfrastructure Security R&D Labs (MADLABS)		\$18,000,000
	SD Materials and Manufacturing Institute		\$20,000,000
	Discovery District GEAR Expansion		\$14,000,000
	Animal Disease Research & Diagnostic Laboratory		\$68,800,000
	Subtotal		\$120,800,000
	Base Funding Change without Salary Policy	\$13,775,700	\$244,705,000 48.75
	Percent Base Change	6.5%	0.9%
	Health Insurance Increase		
	Base Funding Change including Health Insurance Increase		
	Percent Base Change Including Health Insurance		
	FY18 Base Funding	General \$225,872,977	FTE 5,189.2
	FY18 One-Time Funding and Specials		\$244,705,000
	Strong Support for Following State Initiatives		
	Research - GOED	\$3,670,000	

General	Federal	Other	FTE
\$212,097,277	\$130,261,819	\$529,199,377	5,140.4
Appropriated			
Base Funding			
\$146,493			
\$0			
\$120,286			0.8
\$0			
\$0			
\$0			
\$412,798			14.0
\$145,383			
(\$907,302)			
(\$2,589,441)			
(\$1,000,675)			
	(\$46,559,351)	(\$51,210,475)	
(\$3,502)			
\$0			
\$0			
(\$3,675,960)	(\$46,559,351)	(\$51,210,475)	14.8
-1.7%	-35.7%	-9.7%	0.3%
\$163,492	\$28,539	\$201,544	
(\$3,512,468)	(\$46,530,812)	(\$51,008,931)	14.8
-1.7%	-35.7%	-9.6%	0.3%
General	Federal	Other	FTE
\$208,421,317	\$83,702,468	\$477,988,902	5,155.2

**South Dakota Board of Regents
FY17 Board of Regents Budget Request and Legislative Approved
By Fund Source**

		General	Federal	Other	FTE	General	Federal	Other	FTE
	FY16 Base	\$201,383,266	\$154,826,147	\$469,224,215	5,162.4	\$201,383,266	\$154,826,147	\$469,224,215	5,162.4
Board's Requests						Appropriated			
Base Priorities									
1	State HEFF Match - Year 4 of 4	\$2,428,335				\$3,274,464			
2	Utility Increase	\$89,272				(\$2,019)			
3	SD Opportunity Scholarship Funding	\$350,000				\$434,369			
4	Affordability - Tuition Freeze for Resident Students	\$4,256,019				\$324,020			
	Redirected funds from early payment of BOR Bonds					\$2,904,690			
5	Need Based Scholarship Funding	\$3,000,000				\$126,707			
6	Student Preparation in Math Initiative	\$2,000,000			15.0				
7	National Guard & State Employee Tuition Support	\$390,054				\$390,054			
	Transfer from DOM - previously received as a reimbursement					\$230,098			
8	American Indian Education and Outreach	\$75,332			1.0				
9	Support for Commercialization Activities	\$600,000							
10	Center for the Prevention of Child Maltreatment	\$210,725			1.0	\$210,725			1.0
11	Small School Initiative	\$534,025							
	Midwest Education Compact					\$95,000			
	Research Park Funding					\$200,000			
	REED Network Equipment Replacement					\$250,920			
	NSU E-Learning					\$1,000,000			
	Lease Payment Adjustments					(\$8,122)			
16	Federal and Other Fund Authority		(\$2,000,000)		20.0		(\$20,350,000)	(\$4,750,000)	-23.0
	Base Funding Change	\$13,933,762	(\$2,000,000)	\$0	37.0	\$9,430,906	(\$20,350,000)	(\$4,750,000)	-22.0
	Percent Base Change	6.9%	-1.3%	0.0%	0.7%	4.7%	-13.1%	-1.0%	-0.4%
	Employee Compensation Package					\$4,187,795	\$785,672	\$5,228,358	
	Base Funding Change					\$13,618,701	-\$19,564,328	\$478,358	1
	Percent Base Change					6.8%	-12.6%	0.1%	0.0%
	FY16 New Base Funding	\$215,317,028	\$152,826,147	\$469,224,215	5,199.4	General	Federal	Other	FTE
						\$215,001,967	\$135,261,819	\$469,702,573	5,140.4
One-Time Priorities									
12	REED Network Equipment Replacement	\$1,254,600							
13	Research Equipment Fund	\$2,000,000							
14	Industry Sponsored Research Fund	\$1,000,000							
15	Capital Project Matching Fund	\$10,000,000							
	One-Time Funding	\$14,254,600	\$0	\$0	0.00	\$0	\$0	\$0	0.00
	FY16 One-Time Funding and Specials	\$14,254,600	\$0	\$0	0.0	General	Federal	Other	FTE
						\$0	\$0	\$0	0.0

**South Dakota Board of Regents
FY16 Board of Regents Budget Request and Legislative Approved
By Fund Source**

		General	Federal	Other	FTE		General	Federal	Other	FTE
	FY15 Base	\$194,029,591	\$171,444,374	\$452,797,519	5,142.4		\$194,029,591	\$171,444,374	\$452,797,519	5,142.4
	Board's Requests						Appropriated			
	Base Priorities									
1	Affordability - Tuition Buy-Down for Resident Students	\$5,145,112					\$2,055,512			
2	State HEFF Match - Year Three of Four	\$1,729,301								
3	SDSBVI - Outreach Vision Consultants/Summer Program	\$400,000			2.0			(\$200,000)	\$200,000	
4	SDSD - Speech Pathologist	\$85,000			1.0					
5	Student Success Initiatives	\$2,000,000								
6	Director of Student Preparation	\$73,622								
7	SD Opportunity Scholarship Funding	\$252,599					\$265,401			
8	Growing SD Opportunity Scholarship Funding	\$1,862,031								
9	SDSU - Doctors of Nursing Practice Preceptors	\$80,000					\$80,800			
10	Utilities	\$1,224,581					\$1,230,803			
11	Lease Adjustments	(\$7,665)					(\$7,665)			
	Bureau Billings						\$112		\$17,347	
12	Federal, Other, and FTE Authority Adjustments		(\$10,000,000)	\$1,150,875	20.0			(\$10,000,000)	\$1,150,875	20.0
	Property Captive Premium						\$192,797			
13	Property Insurance Reduction						(\$159,120)			
	Base Funding Change	\$12,844,581	(\$10,000,000)	\$1,150,875	23.0		\$3,658,640	(\$10,200,000)	\$1,368,222	20.0
	Percent Base Change	6.6%	-5.8%	0.3%	0.4%		1.9%	-5.9%	0.3%	0.4%
	Employee Compensation Package						\$3,695,035	\$733,048	\$4,323,032	
	Base Funding Change						\$7,353,675	-\$9,466,952	\$5,691,254	20
	Percent Base Change						3.8%	-5.5%	1.3%	0.4%
	FY16 New Base Funding	\$206,874,172	\$161,444,374	\$453,948,394	5,165.4		General	Federal	Other	FTE
							\$201,383,266	\$161,977,422	\$458,488,773	5,162.4
	One-Time Priorities									
1	NSU Confucius Institute	\$408,200			1.0					
2	STEM/Research Equipment Fund	\$3,000,000								
3	Scholarship Program Expansion	\$400,000								
4	GEAR Center/Biomedical Engineering/Good Manufacturing Practices	\$7,000,000								
5	Industry Sponsored Research Fund	\$1,000,000								
6	Capital Project Matching Fund	\$10,000,000								
	One-Time Funding	\$21,808,200	\$0	\$0	1.00		\$0	\$0	\$0	0.00
	FY16 One-Time Funding and Specials	\$21,808,200	\$0	\$0	1.0		General	Federal	Other	FTE
							\$0	\$0	\$0	0.0



SOUTH DAKOTA STATE UNIVERSITY

FY19 Informal Budget Request Narrative

South Dakota State University
South Dakota Board of Regents
June 16, 2017

The submission for the FY19 Informal Budget discussion includes five priorities: affordability, access, workforce development, student success, collaborative partnerships and includes Agricultural Experiment Station and SDSU Extension.



AFFORDABILITY | Salary Policy and Associated Benefits | Priority #1

Base General Funds	\$ 3,505,527
University	\$ 2,787,318
SDSU Extension	\$ 339,693
South Dakota Agricultural Experiment Station (AES)	\$ 378,516

This request is for General Fund appropriation for a 4-percent salary policy for faculty and staff, along with associated variable benefits. This proposal would enable a resident tuition and mandatory fee buy-down, assuring greater general affordability for South Dakota students. The General Funds would buy down the tuition and mandatory fees that otherwise would be paid by increases in tuition to assure competitive salaries and benefits.

The 4-percent salary policy will assist SDSU in maintaining its current competitiveness in the market for faculty. Currently, average salaries at the full professor level are 74 percent of the national average using the Oklahoma Salary Survey. At the associate professor level, average salaries at SDSU are 85 percent of the national average and at the assistant professor level, SDSU's salaries rank 93 percent of the national average. With the proposed 4-percent salary policy, the gap between SDSU and the Oklahoma Survey averages is estimated to remain relatively unchanged. A more aggressive salary policy than a 4-percent increase over a number of years would be needed to close the gap, particularly at the full professor rank.

ACCESS | Need-Based Grants | Priority #2

Base General Funds	\$ 360,000
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Need-Based Financial Aid Grant Program. To improve the affordability of higher education for low-income South Dakota residents, a Needs-Based Grant Program (NBGP) is proposed again for FY19. The paired strategic goals of “affordability” and “access” remain priorities for both the Board of Regents and SDSU. Toward that end, a pilot low-income program was established in the summer of 2014 at SDSU to study the impact of providing enrollment incentives to students from this target demographic. The experiences of students in the pilot program are incorporated into this continuing request of \$2,000 grants from General Fund appropriations to Pell-eligible, low-income students.

The budget proposal based on the pilot program is to provide an enrollment incentive in the form of a \$2,000 grant from the General Fund. This NBGP award, plus a full Pell grant of \$5,920, would total \$7,920 and comprise approximately 90 percent of tuition, mandatory fees and other college expenses for a student enrolled in 30 credit hours per academic year. The request, based on enrollments noted in Table 1 below and cost details listed in Table 2, is \$360,000 in General Funds for fall 2018. A projected total of \$1,338,000 in General Fund appropriations would fund the need-based award for a typical four-year undergraduate career.

\$360,000	FY19	awards to 180 incoming students
\$680,000	FY20	awards to 205 incoming students and 135 continuing students (340 total)
\$ 1,006,000	FY21	awards to 230 incoming students and 273 continuing students (503 total)
\$ 1,338,000	FY22	awards to 255 incoming students and 414 continuing students (669 total)

The General Fund request by SDSU is based on actual FAFSA enrollment data averaged over five years. With the proposed NBGP in place, it is forecast that 100 additional economically disadvantaged freshmen students would enroll, 25 more per year across the first four-year cycle of the program. Table 3 provides the projected aggregate in enrollments from fall 2018 through fall 2021.



Table 1: Enrollment Impact of South Dakota Needs-based Grant Program fall 2018 through fall 2021

COHORTS	Fall 2018	Fall 2019	Fall 2020	Fall 2021
2018 freshmen cohort	180			
2018 freshmen cohort retained to sophomore year		135		
2019 freshmen cohort		205		
2018 freshmen cohort retained to junior year			119	
2019 freshmen cohort retained to sophomore year			154	
2020 freshmen cohort			230	
2018 freshmen cohort retained to senior year				105
2019 freshmen cohort retained to junior year				136
2020 freshmen cohort retained to sophomore year				173
2021 freshmen cohort				255
Total Number of Students Served	180	340	503	669

NOTE: The university's persistence rate of 88 percent between sophomore to junior and junior to senior years was applied to all cohorts.

The base funding request forecast over four years to fund the \$2,000 per student award is \$1,338,000 for low-income South Dakota residents enrolled at SDSU. The program, in its first year, would serve 180 students requiring \$360,000; 340 students in fall 2019 requiring total base funding of \$680,000; 503 students in fall 2020 requiring total base funding of \$1,006,000; and 669 students in fall 2021 and every fall thereafter requiring total base funding of \$1,338,000 in General Fund appropriations.

The forecast of Number of Students, Average Pell Grant Award, Average Cost of Tuition and Fees, Housing and Dining Costs, Total Cost of Attendance, Student Contribution, and percent of Cost of Attendance paid for by a student are presented in Table 2. In fall 2018, a student would cover 49.7 percent of the cost of attendance from sources of funds other than the Pell Grant and the \$2,000 award. In fall 2021, this percent is 55.3 percent. Table 2 assumes annual increases of 0 percent for Pell Grants and 3 percent for tuition, fees, housing rates and dining plans.

Table 2: Need-based Student Award Program FY17 Estimated Costs at South Dakota State University fall 2017 (baseline) through fall 2021

Student Cohorts	Number of Students Served	Average Pell Grant award	South Dakota Needs Based Grant	Tuition and Mandatory Fees (30 cr./year)	Housing and Dining Costs	Total Cost of Attendance	Student Contribution	Student amount as % of total cost
Baseline (fall 2017)		\$5,920	\$2,000	\$8,441	\$7,307	\$15,747	\$7,827	49.7
Fall 2018	180	\$5,920	\$2,000	\$8,694	\$7,526	\$16,220	\$8,300	51.2
Fall 2019	340	\$5,920	\$2,000	\$8,955	\$7,752	\$16,706	\$8,786	52.6
Fall 2020	503	\$5,920	\$2,000	\$9,223	\$7,984	\$17,208	\$9,288	54.0
Fall 2021	669	\$5,920	\$2,000	\$9,500	\$8,224	\$17,724	\$9,804	55.3

NOTE: Tuition and mandatory fees are based on actual fall 2017 rates for tuition (\$239.70) and GAF (\$41.65) adding to \$281.35 per credit hour. Housing and food costs are based on the students selecting mid-range cost options specifically the Silver Flex meal plan and Binnewies/Young residence hall rates. All costs were increased 3 percent annually, while Pell awards were increased by 0 percent each year.



WORKFORCE DEVELOPMENT | Priority #3

Capital Funding

\$ 31,000,000

Precision Agriculture Initiative

Precision Agriculture Initiative and Precision Agriculture Capital Project

Precision agriculture is the practice of using technology and data to manage agricultural production at a finely granular level in order to optimize the profitability of production across a highly variable landscape. In the face of a globally increasing trend of population growth and demand for agricultural production, South Dakota is poised to strengthen its position as a domestic and global supplier of agricultural commodities and products. Evolving precision agriculture technologies and practices will enable South Dakota agriculture industries to most profitably optimize production per acre consistently across its highly variable arable lands and to derive economic value therefrom.

South Dakota State University's College of Agriculture and Biological Sciences and Jerome J. Lohr College of Engineering are partnering in a precision agriculture initiative. The Precision Agriculture Initiative meets needs for research, education and university extension that will enable South Dakota industries to be adoption leaders and users of precision data and positions SDSU graduates to be leading innovators domestically and globally. The partnership of the two colleges comprises active collaborations between the Department of Agriculture and Biosystems Engineering, the Agronomy, Horticulture and Plant Science Department, the Electrical Engineering and Computer Science Department, the Mathematics and Statistics Department and the Mechanical Engineering Department. A particularly close and intense collaboration is needed between the faculty in the Agronomy, Horticulture and Plant Sciences Department and the Agriculture and Biosystems Engineering Department in order to achieve leading-edge innovations. These faculty are widely separated from one another, and the aged status of the building in which Agriculture and Biosystems Engineering is housed undermine the ability to conduct the modern research and education required to support leadership in precision agriculture research, education and outreach.

A preliminary facility statement for a precision agriculture building dated July 7, 2015, was filed and approved by the Board. A building committee was formed, an architect and engineering team recruited and planning meetings commenced in February 2016. Architectural planning of the schematic design is expected to be completed in early fall 2017.

Funding: total project cost is capped at \$55 million.

- In 2016, the South Dakota Corn Utilization Council committed a total of \$6.6 million to the Precision Agriculture Building capital project.
- In 2016, the Board allocated \$7.5 million of HEFF funds to the Precision Agriculture Building capital project.
- Philanthropic fundraising is underway; \$10 million of corporate commitments are sought by fall 2017.
- We propose to bring a request of \$31 million in state funding to the 2018 legislature.



STUDENT SUCCESS | Priority #4

Base General Funds	\$ 426,326 2.0 FTE
Mathematics Success Initiative	\$ 254,574
Teaching and Learning STEM Innovation Lab	\$ 171,752
One-Time Funds	
Teaching and Learning STEM Innovation Lab	\$ 450,000

Student success priority #4 is comprised of two separate segments: Mathematics Success Initiative and Teaching and Learning STEM Innovation Lab.

Mathematics Success Initiative (MSI)

Current levels of mathematics competency among incoming college students are unacceptably low, and the number of students who struggle or fail in math once they enroll is unacceptably high. This is a function not only of weak mathematics background, but also of inadequate study habits and skills. This phenomenon is particularly damaging in the mathematics-intensive STEM disciplines, where the results are to be seen in reduced retention and graduation rates.

For example, the freshman-to-sophomore retention rate for students in the Jerome J. Lohr College of Engineering who start in College Algebra is significantly lower than those who start in Calculus I (71 percent vs 87 percent), while graduation rates for students in the Lohr College of Engineering who enter unprepared in math (i.e., students testing into an initial math class below calculus) are lower (53 percent vs 74 percent) than those who were placed in calculus. Further, among freshmen who place into common first-semester mathematics classes such as MATH 102 College Algebra, MATH 115 Precalculus or MATH 123 Calculus I, inadequate study habits and skills result in inflated DFW rates that contribute to low retention and graduation rates. In Figure 1 below, based on cumulative spring 2012 through spring 2016 data, grade distributions in every course are characteristic of well-taught courses in which more than 40 percent of students readily obtain grades of A and B, while the group of students failing or withdrawing is 20 percent to 25 percent larger than would be predicted based on the typical “bell curve” distribution of abilities depicted by the blue curve. Members of the latter group typically exhibit inadequate study habits and skills in addition to weak mathematical backgrounds. Simply addressing their weak mathematical background relative to the course in which they are enrolled in their first semester may help them succeed in that course, but will do little to prepare them to persist and succeed beyond that course and graduate with a STEM degree.

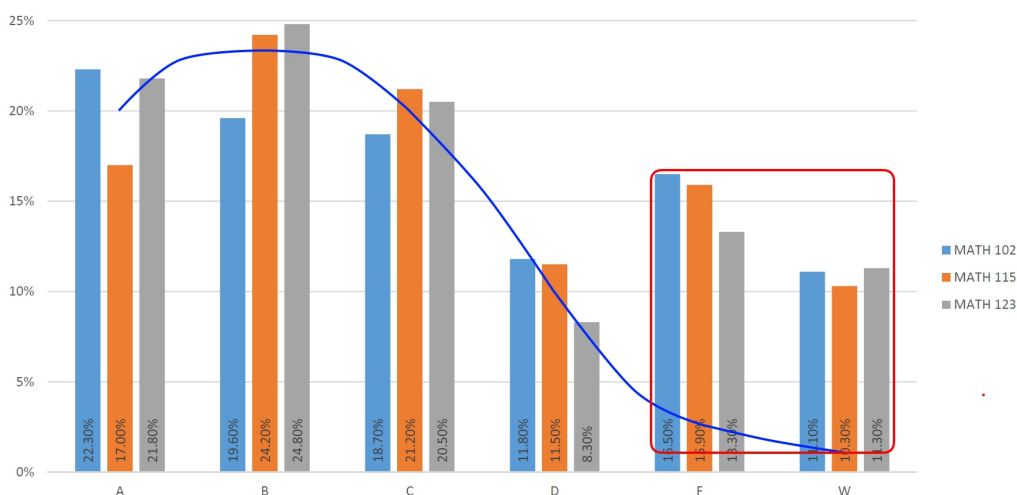


Figure 1: Spring 2012 through spring 2016 Cumulative Grade Distributions

The SDSU Department of Mathematics and Statistics proposes a Mathematics Success Initiative (MSI) that will address both causes of poor student outcomes, weak mathematics background and inadequate study habits and skills. The MSI will improve student mathematics success, increase the number of graduates from STEM disciplines, and ensure that those graduates have the independent learning skills needed to be lifelong learners prepared for continued post-graduation professional progression and success.



MSI PRINCIPLES AND COMPONENTS

Intensive study skills coaching

The fundamental principle underlying the design of MSI is that effective and efficient study skills are essential to ensuring continued progression and success in a STEM major program of study. MSI will utilize intensive, high-contact coaching by math mentors to help MSI participants develop a personalized study program that they can use throughout their academic and professional careers. Math mentors will use the same proven techniques used by professional health and weight-loss coaches where a high degree of coach/participant interaction is known to be an important contributor to participant success. Math mentors will coach MSI participants in the use of scientifically validated and easily implemented study techniques known to promote deep understanding and knowledge retention. Intensive study skills coaching will be incorporated into every component of MSI.

Because the study skills components of the program are not unique to STEM and pre-STEM mathematics courses, the MSI is readily extendable to students enrolled in other mathematics courses such as MATH 102 College Algebra. It is SDSU's intent to extend the MSI in this way after its first year. The potential impact on retention and graduation rates is significant.

Summer program for incoming STEM freshmen

A key component of MSI will be a summer program for incoming freshmen enrolling in STEM and pre-STEM mathematics courses that will develop both the mathematics content mastery and mathematics study skills of participants. Participants will be supported by distance math mentors throughout the majority of the summer, then will convene oncampus for an intensive week of activity immediately before the beginning of the academic year supported by these same math mentors. The support available in the summer program for incoming freshmen will continue into the freshman year.

Academic year program for STEM freshmen

As with all incoming freshmen college students, MSI participants will face a daunting array of challenges and opportunities when they begin their first semester of college. To ensure that the mathematical and study skills developed during the summer persist into the academic year where they can become imbedded as lifelong skills, the same high-contact math mentor coaching provided during the summer will continue into the academic year. Math mentors will provide assistance and support with both mathematics content and with the continued use of newly developed study skills.

Programming for high school dual credit students

The support MSI provides to incoming freshmen will also be made available to K-12 students who are dual enrolled in the same mathematics courses. In addition to improving mathematical content and study skills preparation, these courses will begin acclimation of high school students to university-level mathematics course performance expectations and workloads while still allowing these students to work in a well-supported environment that will ease their transition from high school courses.

Analytics and outreach

The department's academic analytics team will provide analytics support to ensure that MSI programs, procedures and decisions are data driven. An MSI coordinator will lead planning and implementation of all programming. Outreach and public education efforts will emphasize raising awareness among K-12 students, parents and teachers of the level of mathematical preparation needed to succeed in STEM degree programs, and raising awareness among these audiences and the general public of the professional and societal value of STEM degrees.

By addressing both underlying causes of poor student outcomes in STEM-related mathematics courses, MSI will benefit the state and its citizens by increasing the number of graduates of high-value STEM degree programs. The planned expansion of MSI components to other mathematics courses after the first year of MSI implementation will have a similar positive impact on retention and graduation rates in other quantitatively oriented degree programs.

Budget for SDSU Mathematics Success Initiative, FY19 (to start summer 2018)		
Category	Comments	SubTotals
Summer program for incoming freshmen	Lecturer, Grad/Undergrad Math Mentors	\$47,154
Summer program for dual credit students	Lecturer, Grad/Undergrad Math Mentors	\$15,979
Academic year program for incoming freshmen	Lecturer, Grad/Undergrad Math Mentors	\$92,276
Academic year program for dual credit students	Lecturer, Grad Math Mentor	\$38,608
Administration, outreach and public education	Coordinator, Analytics, Outreach	\$50,557
Travel		\$5,000
Supplies		\$5,000
Total		\$254,574



Teaching and Learning STEM Innovation Lab

What is the Goal?

South Dakota State University is partnering with local K-12 school districts and industry leaders to disrupt and transform the K-16 learning system through implementing a model of teacher preparation and teacher professional development that better prepares students for career, college and life readiness.

Teaching and Learning STEM Innovation Lab

The Teaching and Learning STEM Innovation Lab represents a project between SDSU, the Brookings Economic Development Corporation, several industry partners, the Brookings and surrounding area school districts, and community members. The Teaching and Learning STEM Innovation Lab will provide a space to experiment with new models of preservice and in-service teacher development that involve transdisciplinary problem-based learning, hybrid instruction and inquiry learning in conjunction with community members and industry partners. The Teaching and Learning STEM Innovation Lab is not intended to be a school but rather a **research** and **design** hub that empowers groups to work together creatively finding new ways to provide all students access to rigorous and relevant education for rural communities and industries, while modeling for new and existing teacher delivery systems that engage students. The local school district will continue to offer all high school credits that may be earned through courses taught in the lab.

Education does not occur in isolation. It is a dynamic system that both influences and is influenced by the many contexts in which it occurs. Regardless of where we take a snapshot in the system, it is easy to see the reciprocal influence that elements have on one another. For example, when universities prepare strong and innovative teacher education graduates, these future teachers successfully prepare the next generation of students who want to become teachers or engineers or health-care providers. Viewed from another angle, if high schools are able to prepare their graduates for success at the postsecondary level, schools and colleges can simply help advance this development to further prepare these students for success in the workforce. Unfortunately, current statistics indicate upwards of 30 percent of freshmen in South Dakota institutions of higher education require remediation in math and/or English. This is where higher education and K-12 can work together to disrupt this trend. It should also be noted that regardless of what occurs at the secondary or postsecondary levels, schools exist in communities and students live in families, all of which contribute in myriad ways to the education students receive. Industry is already making impacts on the education system based on workforce needs and market demand. By including industry in our partnership, we can better prepare high school and college/tech school graduates to be successful and contributing members of the workforce and their communities. In other words, we are collaborating to help develop life readiness.

The proposed project involves the establishment of an Teaching and Learning STEM Innovation Lab that will better align the career education/training process and outcomes with industry needs. We are developing an educational research lab focused on preparing students to select careers and lead change in the areas of manufacturing, health care, clean technologies, sustainable agriculture and other industry-driven areas. The Teaching and Learning STEM Innovation Lab concept engages industry, educators and the community to support student education in learning labs that stress problem solving and the identification, design and construction of innovation-driven solutions. This education process provides students with transferable skills that can be applied across multiple industries and occupations. It also provides enormous potential for research not only related to industry needs and problems, but to educational preparation and practices.

Why Is This Important to Higher Education and the State of South Dakota?

A survey released in 2013 by Junior Achievement USA and the ING U.S. Foundation found a 15 percent decline over a one-year period in the number of teens interested in pursuing a career in STEM or medical-related fields. The Labor Department projects STEM employment opportunities to increase by 17 percent through 2018. We are thus facing a time when demand for STEM-educated students and employees will far outpace supply. A similar release from the U.S. Department of Education indicates that only 16 percent of high school students are interested in a STEM career and have proven proficiency in math. (LiveScience, February 2014).

The requested funds will support the creation of a STEM-based learning lab where high school-aged students, teachers and university faculty will engage with industry partners to develop innovative, problem-based curriculum that directly addresses workforce and industry needs and prepares students for successful pathways into postsecondary careers or college pursuits, particularly those with a STEM focus. When fully implemented, this model of educational research and development will have far-reaching impacts across the entire educational and workforce systems in South Dakota. High school graduates will have strong preparation for work and/or postsecondary education, teacher education students from the university will be better equipped to teach in tomorrow's classrooms, and industry partners will have direct input into the design and assessment of educational experiences that will greatly enhance students' career and technical expertise.



The Teaching and Learning STEM Innovation Lab will provide a hub for the 23 content areas across SDSU in which secondary education students are certified and will facilitate direct collaboration between K-12 teachers and university faculty. The lab will be a training space for teacher education candidates to learn and implement Transdisciplinary Problem-Based Learning (TPBL) strategies. In other words, they will learn how to integrate and teach core subjects such as math, science, and English through studying real industry-provided problems and applying critical thinking and problem-solving skills. Students in grades 9-12 throughout the area may choose to attend the Teaching and Learning STEM Innovation Lab for part of their high school experience and earn credits toward high school graduation and/or college credit. Students will continue to meet all learning outcomes associated with each subject but will do so through personalized learning experiences and completion of collaborative projects.

Much attention is currently focused on customized or personalized learning. The Bush Foundation named The Power and Possibility of Individualized Learning as their key education initiative. Districts throughout South Dakota (and across the nation) are experimenting with implementation of various customized learning initiatives, and some are partnering with industry to provide internships and apprentice experiences. What makes our proposal even more innovative is university involvement from preservice through professional development. Current projects, including those showcased by the Bush Foundation, appear to lack a **true partnership between higher education, K-12 and industry**. Our project will target systemic change at multiple levels. By incorporating this method into preservice training, we will graduate teacher candidates with experience and practice in implementing learning models of the future. By partnering with school districts and practicing teachers, we can provide ongoing professional development and education for teachers at all levels. And, by infusing our delivery with problem-based learning, we can truly be responsive to industry need.

In the Teaching and Learning STEM Innovation Lab, SDSU and local school districts will share clinical faculty who are master's prepared, certified teachers trained in both pedagogy and content who will deliver programming to high school students and act as co-teachers and mentors to teacher-education students. Under the umbrella of the Teaching and Learning STEM Innovation Lab, we will provide regular training and professional development across the state through summer institutes.

What is the Financial Structure of this Future Budget Item?

The budget request includes one-time funds for helping to renovate an appropriate space for the Teaching and Learning STEM Innovation Lab, ongoing funds for clinical faculty who are trained and certified to instruct at the high school level and provide mentoring and supervision of college-level, teacher-education students, partial salary for a lab director, and funds to provide professional development summer institutes across the state for practicing teachers.





COLLABORATIVE PARTNERSHIPS | Priority #5

Base General Funds	\$ 99,440
	1.0 FTE
Partnership with Tech Institutes and Tribal Colleges in South Dakota	\$ 99,440
One-Time Funds	\$ 300,000
	2.0 FTE
Collaborative 2+2 DVM Program	\$ 300,000

Collaborative partnerships priority #5 is comprised of two separate segments: Collaborative 2+2 DVM Program and Partnership with Tech Institutes and Tribal Colleges.

SDSU Collaborative 2+2 Doctor of Veterinary Medicine Program

Funds are requested to develop the capacity of SDSU's Department of Veterinary and Biomedical Sciences to deliver the first two years' coursework toward a doctor of veterinary medicine degree program. Coursework in years three and four would be completed at the University of Minnesota College of Veterinary Medicine (UMN-CVM) in St. Paul, Minn.

Food animal veterinarians are a critical component to an adequate food supply and continued economic growth in animal agriculture in South Dakota and the United States. Over the past several years, most segments of the food animal industry have grown in South Dakota, including the beef, dairy, swine and poultry sectors. This trend is predicted to continue, and the South Dakota Department of Agriculture is proactively recruiting animal agriculture to the state. Adequate availability of veterinary services is pivotal to maintaining animal and public health. South Dakota has critical economic interest in ensuring a supply of highly skilled and locally knowledgeable veterinary expertise.

South Dakota State University has the capacity to leverage its position as a leading educator of students in the agricultural sciences to help fulfill South Dakota's food animal veterinary professional workforce needs. By partnering with UMN-CVM, SDSU can provide the first two years of veterinary education with the final two years of education delivered at UMN-CVM, a so-called 2+2 veterinary program. The SDSU College of Agriculture and Biological Sciences has a large and sustainable number of students in several majors desiring to add value to their SDSU education with veterinary studies. Currently, about 180 SDSU students are in a "pre-veterinary" course of study.

Several land-grant universities have created 2+2 veterinary medicine programs, successfully meeting their stated missions, and serve as effective resources for comparative analysis of a similar program at SDSU. Members of an SDSU task force initiated discussions and made several on-site visits with faculty, students and administrators at UMN-CVM to assess needs, as well as visiting the 2+2 programs at the University of Nebraska-Lincoln/Iowa State University College of Veterinary Medicine (CVM), Utah State University/Washington State University CVM and the University of Alaska-Fairbanks/Colorado State University CVM.

The veterinary medical curriculum for the first two years at SDSU would meet the same student-learning objectives as that offered at UMN-CVM and meet accreditation standards established by the American Veterinary Association. The core instruction would be done at SDSU, although some specialized clinical or orientation courses could be taught by UMN-CVM through distance delivery.

Historically, six to 12 South Dakota students are newly enrolled each year in one of 30 professional veterinary medicine colleges across the country. Currently, 24 (six students/year X four years) South Dakota students attend the Iowa State University College of Veterinary Medicine and receive funding from the State of South Dakota that reimburses the difference between in-state and out-of-state tuition (total expenditure approximately \$150,000/class or \$600,000 total investment/year). Tax revenues from the sale of animal endoparasiticides and ectoparasiticides currently fund the ISU tuition buy-down. We propose that these funds instead be invested in the SDSU 2+2 veterinary program, covering approximately one-third of the total yearly cost of the program. Doing so would require revision of the legislation that enables the support of South Dakota students at ISU College of Veterinary Medicine (SDCL 13-49-20.14, SDCL 13-49 -20.15 and related provisions).

The financial pro forma forecasts 20 students per cohort. Annual expenses are estimated at approximately \$1.85 million, including \$1.66 million for operating costs (\$1.245 million in faculty and support personnel and \$416,191 for operating expenses) and \$191,722 for scholarship funding to ensure that at least six S.D. residents per class would pay no more over four years than they do under the current Iowa State University arrangement. Once two cohorts of students are in place (FY2023), an estimated annual revenue of \$1,163,456 from student tuition/fees, supplemented by \$600,000-\$690,000 (FY2025) of reinvestment support from the state parasiticide tax is assumed. State support will be needed during the transition for startup costs and to account for the phase-out of supplemental tuition currently being paid for South Dakota residents at Iowa State University.

This request is for three years of one-time funding for a Program Director (\$184,500), program support staff (\$65,000) and operating expenses for the program (\$50,000). This request is for \$300,000 of one-time general funds for each of the next three fiscal years (FY19, FY20 and FY21). Following this initial investment, these costs will be covered by the tuition and fees of the program.

The proposed 2+2 program would provide well-educated food animal veterinarians with stronger ties to South Dakota and be an asset to the food animal industries of the state. Further, it would decrease overall time to degree completion and thus decrease total costs for many students.



Partnerships with Technical Institutes and Tribal Colleges in South Dakota

The South Dakota Board of Regents' 2014-2020 Strategic Plan and SDSU's Impact 2018 Strategic Plan identify goals related to increasing the number of degrees as well as providing opportunities for South Dakota's population to be more highly educated. By building on existing partnerships with the South Dakota technical institutes and tribal colleges in the state, SDSU will provide additional pathways to degrees. In collaboration with technical institutes and tribal colleges, SDSU will develop associates to baccalaureate articulation agreements, which focus on stackable and workforce ready programs in fields such as agriculture, construction and operations management, human services and others as identified. Such agreements will guarantee the transfer of credits for all students who complete the associate-level programs that are aligned with the stackable bachelor's-level majors.

In addition and to help ensure high-quality academic programs, SDSU will continue to provide opportunities for tribal college and technical institute faculty to build their academic credentials so as to meet the Higher Learning Commission requirements for determining qualified faculty. Faculty may elect to complete courses to meet the required 18-credit discipline-specific requirement and/or work toward a master's or doctoral degree. As faculty develop their content knowledge, skills and expertise in the discipline, students will be better equipped to be successful as they transition from the associate to the bachelor's degree.

Current and potential partner institutions include:

Tribal Colleges

- Oglala Lakota College, Kyle, South Dakota
- Sinte Gleska University, Mission, South Dakota
- Lower Brule Community College, Lower Brule, South Dakota
- Sitting Bull College, Fort Yates, North Dakota
- Sisseton Wahpeton Community College, Agency Village, South Dakota

Technical Institutes

- Lake Area Technical Institute, Watertown, South Dakota
- Southeast Technical Institute, Sioux Falls, South Dakota
- Mitchell Technical Institute, Mitchell, South Dakota
- Western Dakota Technical Institute, Rapid City, South Dakota

Development of the agreements will first require identification of existing associate-level degrees at the partner institutions in addition to the identification of bachelor's-level programs which can be aligned so as to ensure more seamless credit transfer and workforce readiness. SDSU department heads and faculty will need to be informed and asked to participate. Visits to partner institutions will take place to build current and new relationships, identify key individuals to help develop and market the agreements, and craft the written agreements. It will also be important to develop materials for academic advisors, admissions officers, students and families so as to clearly identify the opportunities and the mechanics of them. Once agreements are developed and signed by all partners, the agreements will need to be reviewed and approved by the South Dakota Board of Regents and tribal college and technical institute governance bodies.

When the agreements are in place, we will need to inform students and work to identify those who would be good candidates for the stackable degrees. It works best if students are identified as early as possible to avoid unnecessary courses and shorten the time to a degree. SDSU representatives will need to have a presence on the campuses of the partner institutions and visits to SDSU for partner institutions' representatives and students will be planned as well.

While the agreements are being developed, the delivery of advanced coursework and graduate-level programs will continue so as to meet the needs of the tribal college and technical institute faculty.

One full-time (1.0 FTE) position is requested to support travel time to partner institutions as well as the development/update of course-by-course equivalency guides and identified written articulation agreements. This position would also be responsible for working with collaborators to identify marketing and student success strategies for students electing to pursue such programs. The individual will also work to continue the plan as outlined in the American Indian Graduate Initiative. This position would work collaboratively with the AVPAA in the Office of Academic Affairs at SDSU.

FY19 Informal Budget Hearings

Budget Priorities

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Affordability - Salary Policy University	\$2,438,598	\$348,720					\$2,787,318	
Affordability - Salary Policy SDSU Extension	\$297,194	\$42,499					\$339,693	
Affordability - Salary Policy AES	\$331,160	\$47,356					\$378,516	
Access Need-based Scholarships				\$360,000			\$360,000	
Mathematics Success Initiative	\$227,727	\$16,847	\$5,000		\$5,000		\$254,574	
Teaching and Learning STEM Innovation Lab	\$125,416	\$46,336					\$171,752	2.0
Program Collaboration Coordinator	\$70,000	\$18,440	\$8,000	\$1,500	\$1,500		\$99,440	1.0
Total	\$3,490,095	\$520,198	\$13,000	\$361,500	\$6,500	\$0	\$4,391,293	3.0
Total Base Funding Request	\$3,490,095	\$520,198	\$13,000	\$361,500	\$6,500	\$0	\$4,391,293	3.0

One-Time Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Teaching and Learning STEM Innovation Lab						\$450,000	\$450,000	
Collaborative 2+2 DVM Program	\$184,500	\$65,000			\$50,500		\$300,000	2.0
Total	\$184,500	\$65,000	\$0	\$0	\$50,500	\$450,000	\$750,000	2.0
Total One-Time Funding Request	\$184,500	\$65,000	\$0	\$0	\$50,500	\$450,000	\$750,000	2.0

FY19 Informal Budget Hearings
Budget Priorities

Capital Funding								
Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Precision Agriculture Capital Project						\$31,000,000	\$31,000,000	
Total	\$0	\$0	\$0	\$0	\$0	\$31,000,000	\$31,000,000	0.0
Total Capital Project Funding Request	\$0	\$0	\$0	\$0	\$0	\$31,000,000	\$31,000,000	0.0



SDSU EXTENSION

Base General Funds		\$ 385,890
Precision Agriculture	\$ 86,330	
Urban Youth Outreach	\$299,560	
One-Time Funds		
iGrow Mobile		\$ 200,000

SDSU Extension request is comprised of Precision Agriculture, Urban Youth Outreach and iGrow Mobile.

Precision Agriculture

With the base funds requested, SDSU Extension will deliver transformative outreach in precision agriculture that enables commodity producers to evaluate the return on investment (ROI) of precision technologies. With this capacity, SDSU Extension will drive precision-agriculture innovation and technology application to its full potential in collaboration with research from the South Dakota Agricultural Experiment Station and the SDSU initiative in precision agriculture. The request is for \$86,330 in ongoing general fund appropriation to hire one master's-degree prepared economics field specialist, who will be housed in the Pierre Regional Center and will work with the team at Dakota Lakes Field Station in translating and transferring information to farmers across the state of South Dakota.

There is an acute need for economic analysis tools that help growers assess ROI of precision-agriculture technologies, data-management tools and services and methods that they might adopt. Stakeholders and faculty engaged in the SDSU Precision Agriculture Initiative have been clear that there are gaps and that the marketplace does not provide for effective and cost-efficient decision making on technology adoption by commodity producers. The critical question asked repeatedly is "At what point does precision-agriculture measurement technology, data availability, data interpretation and presentation make it worthwhile to the producer in terms of ROI?" Stakeholders articulate that manufacturers and distributors of these technologies admit to not having a handle on these economic questions. This is the type of question that SDSU Extension must be well positioned to address, but the trained personnel is lacking. This is an opportunity for SDSU to lead the way in helping farmers analyze optimal precision-agriculture technologies and tools to achieve maximum profitability.

Urban Youth Outreach

A total of \$299,560 is requested to hire four youth development field specialists to work specifically with underserved, minority and immigrant audiences. The positions will be based at the regional centers in Sioux Falls and Rapid City. The field specialists will prioritize programs in STEM, workforce development and personal development/mentorship.

These youth audiences often lack some of the personal skills needed to smoothly integrate into the community and/or American society, both as citizens and employees. The youth development field specialists will use coaching and mentorship strategies to teach personal-development skills focused on positive group interaction, social integration and public speaking delivered through STEM and workforce-development programs. As a result, youth will become positive contributors to the economic activities of their community due to their improved personal, social and workforce skills.

iGrow Mobile Responsiveness Format Update

iGrow.org is the virtual-learning platform used by SDSU Extension for educational and information outreach. iGrow.org has become the trusted source of information for more than 500 farm publications, newspapers and television/radio stations. Content is viewed in 208 countries around the world and 46.13 percent of content is viewed from mobile devices.

The iGrow.org platform has shown continual growth since it was launched in 2011.

	2011-12	2012-13	2013-14	2014-15	2015-16
Page Views	278,439	563,864	926,014	971,786	1,094,936
Visitors	63,767	228,115	593,559	643,072	758,462

In 2015-2016, the 1 million pageview mark was surpassed, with 758,462 users accumulating 1,094,936 pageviews. The update to the virtual platform is required to support the demand for improved mobile accessibility by stakeholders who rely on iGrow.org for the education and technical assistance that contributes to increased economic outcomes for their home, farm and ranch operations.

A total of \$200,000 in one-time funds is requested to update the iGrow.org platform to a mobile responsive framework. The iGrow.org platform has not been updated since launched in 2011. Stakeholder feedback has identified the need to update the web platform with this technology in order for it to be more responsive to mobile searches that are functional and user friendly.

SDSU Extension

FY19 Informal Budget Hearings Budget Priorities

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Precision Agriculture Field Specialist	\$65,000	\$17,830	\$2,500		\$1,000		\$86,330	
Youth Development Field Specialists	\$220,000	\$65,560	\$10,000		\$4,000		\$299,560	
Total	\$285,000	\$83,390	\$12,500	\$0	\$5,000	\$0	\$385,890	0.0
Total Base Funding Request	\$285,000	\$83,390	\$12,500	\$0	\$5,000	\$0	\$385,890	0.0

One-Time Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
iGrow Mobile Responsiveness Format Update				\$200,000			\$200,000	
Total	\$0	\$0	\$0	\$200,000	\$0	\$0	\$200,000	
Total One-Time Funding Request	\$0	\$0	\$0	\$200,000	\$0	\$0	\$200,000	



SOUTH DAKOTA AGRICULTURAL EXPERIMENT STATION

Base General Funds	\$ 150,000
One-Time Funds	\$ 100,000

Integrated Livestock/Crop Scientist at Southeast Research Farm

Agriculture drives one-fifth of South Dakota's gross state product and continues to be a sector targeted for economic development in The South Dakota Science and Innovation Strategy. Research and outreach activities conducted by the South Dakota Agricultural Experiment Station (SDAES) have provided significant economic benefits to the state through development of value-added agriculture and agribusiness. Recent work by SDAES has focused on developing and implementing practices to improve soil health, thereby enhancing sustainable and profitable agriculture. Minimum and no-till practices, along with diverse crop-rotation strategies, underpin "healthy soil" agriculture. Expanding use of cover crops provides further improvements in soil carbon, water holding capacity, and a robust soil microbiome.

The next element in this agricultural transformation is to re-integrate livestock production into this system to transform crop residues and cover crops into value-added livestock products, while returning manure directly to the land as fertilizer. This will reverse a decades-long trend of agricultural specialization to just a few crops that has resulted in less diverse farming operations that are highly susceptible to negative impacts from market and climate fluctuations. Therefore, SDAES requests recurring base funds (\$91,700) for a research position to work in the area of integrating livestock production into crop/cover crop systems to improve sustainable and profitable agriculture. We also request recurring base funds (\$58,300) for a research associate I position who will work with the scientist to provide farmers with tools and strategies to integrate livestock production into crop-focused farm businesses. The scientist and technician will be members of the Animal Science Department at SDSU and will conduct field research based principally at the Southeast Research Farm and the Dakota Lakes Research Farm. Results of this research will help producers expand the diversity of income sources in their operations, while improving environmental sustainability. The research will add value to South Dakota agribusiness by delivering high return on investment (ROI) and sustainable solutions for optimal farm productivity.

One-time funds of \$100,000 are requested for research startup support. This capacity is needed to provide tools and resources needed to efficiently conduct the necessary research and outreach activities. The innovation and technology development created through this work will enable progressive producers to optimize total crop and livestock revenue in a sustainable manner using diversified conservation methods.

SDSU Agricultural Experiment Station

FY19 Informal Budget Hearings Budget Priorities

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Integrated Livestock/Crop Scientist	\$72,754	\$18,946					\$91,700	
Integrated Livestock/Crop Technician	\$43,550	\$14,750					\$58,300	
Total	\$116,304	\$33,696	\$0	\$0	\$0	\$0	\$150,000	
Total Base Funding Request	\$116,304	\$33,696	\$0	\$0	\$0	\$0	\$150,000	

One-Time Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Start up funding			\$5,000	\$5,000	\$70,000	\$20,000	\$100,000	
Total	\$0	\$0	\$5,000	\$5,000	\$70,000	\$20,000	\$100,000	0.0
Total One-Time Funding Request	\$0	\$0	\$5,000	\$5,000	\$70,000	\$20,000	\$100,000	0.0



UNIVERSITY OF
SOUTH DAKOTA

FY2019 INFORMAL BUDGET HEARINGS SUMMARY



School of Law

Protect the integrity of South Dakota's only law school.

The University of South Dakota School of Law provides the backbone for the legal profession and judicial system in the state. Unfortunately, the school is being squeezed by national trends. Fewer students are seeking law degrees. At the same time, accreditation standards demand additional electronic library resources, experiential learning and higher learning outcomes.

School of Law (cont.)



In the face of these trends, USD is opting for quality over quantity. The School of Law wishes to raise admission standards to accept only students whose GPA and/or LSAT scores indicate successful board passage, thus reducing class size by about 25 percent. Unfortunately this means fewer tuition dollars at the very time costs to meet national standards are increasing.

The university has increased fundraising efforts to provide more scholarships and support high-quality students in an increasingly competitive market. Scholarship funds will also be directed toward expanding diversity, assuring adequate representation of all South Dakotans.



Additional state funds are requested to fund basic costs and provide a margin of excellence in experiential learning and individualized instruction for evolving areas of law. Additional money also is needed to formally prepare students for the bar exam, a curriculum provided by most other law schools but now expected by students.

Budget Request: \$564,733 ongoing



Student Veterans Resource Center



USD is committed to serving military connected students and their families. In the fall of 2012, the USD Student Veterans Resource Center (SVRC) was opened with one-time funding from the South Dakota Department of Military and Veterans Affairs. When these grant funds were exhausted, the University Budget Committee provided funding to create a hybrid counselor/SVRC coordinator position and a limited operational budget for center programming.

Since its founding, the services and usage of the SVRC have expanded exponentially. In fall 2015, 445 visits were recorded to the SVRC. These visits were largely to utilize the lounge, studying, tutoring or using the center's printer. With enhanced program offerings and dedicated leadership, 1,403 visits were recorded during fall 2016 semester. Additionally, more than 50 individuals sought or were referred counseling assistance at the SVRC.

USD requests ongoing funding for a counselor for the Student Veterans Resource Center. Due to increased need for services, the counselor position will meet the unique counseling needs of veterans, specializing in areas of prolonged exposure therapy, cognitive processing therapy and cognitive behavioral therapy for insomnia.

Budget Request: \$74,290

Counseling Center



The University of South Dakota Student Counseling Center provides prevention services in a confidential setting where students may explore concerns and challenges. Last year USD had a 33 percent increase in students requesting services from the counseling center, and the mental health concerns continue to be more severe. Research shows that this is an ongoing, national trend.

Additionally, the university is required to expand its prevention and training efforts in order to comply with Title IX. Significant efforts will be required to implement training for all students, faculty and staff.

USD requests funds to hire an additional counselor to meet the increasing requests and severity of student needs and to ensure compliance with Title IX requirements.

Budget Request: \$81,125

Rethinking the Delivery of Developmental Mathematics at USD



Student success continues to be the number one priority of the Board of Regents, and success in the first college-level math course is essential to help the state meet the goal of 65 percent of the adult population with a post-secondary credential. Many students who enter South Dakota universities are underprepared for college-level math and struggle with math coursework.

The success rate in developmental math at USD has not met expectations and significant changes are necessary to help students progress towards graduation. The emporium model has been shown to be effective at a number of universities, but changes are needed in the implementation at USD. Over the past four years minor innovations have been made, but pass rates remain below expectations. The proposed plan is expected to significantly increase the number of students who complete the required math sequence at USD leading to degree completion.

Mathematics (cont.)



The proposed plan includes:

- Reducing class size for Math 095 from 45 to 20 students to make maximum use of the room configuration
- Moving to five-day per week scheduled instruction
- Using of James Lang's *Small Teaching* research-based principles to promote long-term retention
- Decreasing response time during class time by increasing the number of tutors
- Increase the number of tutors available for individualized instruction
- Implement more detailed analytics to better track where individual students are having difficulties and to help direct targeted and individualized instruction
- Provide first day access to the emporium software to assure financial limitations do not preclude access to course material for any student

Budget Request: 2.0 FTE faculty: \$112,700

Tutors: Additional 1,200 hours per semester: \$27,600

Pearson Analytics Maximal Touch Tutoring: \$25,000

Total: \$165,300



Technology

Research, Education and Economic Development Network (REED) Equipment for 100G on campus

Improved ability to connect to research networks is critical to USD research activities. A one-time request of \$215,000 will connect USD to the Research, Education & Economic Development Network (REED) after it is upgraded to 100Gbps. An additional \$200,000 will be required in future years to upgrade USD's campus backbone from 10Gbps to 100Gbps and to connect four research buildings to the backbone.

Budget Request: \$415,000 one time



BOR System Wide Central Archival Storage

USD is seeking grant opportunities and collaboration within the state to create a statewide archive for research data to be located at the University Center in Sioux Falls. Funding for matching dollars would make a joint proposal from SDBOR institutions more likely to receive grant money. BOR institutions have an unmet need for an archive to store data from previous research in a way that will satisfy federal requirements. Many labs have turned to consumer-grade solutions such as hard drives and optical media, but those are not cost-effective and would reflect poorly on the university in the event of a federal audit. A centralized archive would provide several benefits:

- Tools to conduct research in the era of Big Data
- Compliance with federal requirements for data management
- Increased competitiveness for future grant proposals
- Lower per-unit cost compared with traditional storage

Budget Request: \$500,000

Gear Center and USD Discovery District

 UNIVERSITY OF SOUTH DAKOTA
DISCOVERY DISTRICT

The GEAR Center and USD Discovery District play a critical role in the expanding biotech and bioscience industries in Sioux Falls. USD biomedical engineering, headquartered in the GEAR Center, has placed many master's and doctoral graduates into the workforce at Sanford Research, South Dakota Innovation Partners, Alumend, Immutrix and others. Greg Bertsch, a current doctoral student in biomedical engineering, founded Antimicrobial Materials Inc. using USD-owned intellectual property.

The GEAR Center is home to USD's recently-completed aseptic current Good Manufacturing Practices Production and Training Center, which helps companies manufacture products for FDA-approved clinical trials. Several companies are using the facility now and talks have begun with others, verifying the need for more space. These companies also need employees at all educational levels.

USD is offering a new certificate in laboratory science that will provide a foundation in practices such as manufacturing, laboratory, clinical, etc. (cGXP) as well as a certificate in regulatory affairs, which provides

Gear Center and USD Discovery District (cont.)

training in taking a biotech or bioscience product to market. The courses in the certificate programs are designed to translate seamlessly into an associate degree, which in turn can be stacked into a bachelor's degree.

To support these activities, USD is requesting \$178,000 in annual operating costs for the GEAR Center and \$328,000 in operating costs to expand the Department of Biomedical Engineering by three faculty to accommodate growing work force needs. Additionally, USD is requesting \$14 million for a 22,000 square-foot expansion of the GEAR Center that will include more space for biomedical engineering, incubator space for more companies and expanded cGMP facilities.

Additionally, a key complement to the GEAR and BME functions resides in the USD Discovery District. During the 2016 South Dakota Legislative Session, the Legislature

approved \$100,000 of USD's \$300,000 funding request for ongoing operating funding to support the following:

- Professional services for building projects
- Developing, operating and maintaining the physical park
- Marketing to attract additional companies
- Staffing for these activities

The Discovery District is a partnership between USD, the Board of Regents, Forward Sioux Falls and the City of Sioux Falls. Forward Sioux Falls and the City of Sioux Falls are each providing \$150,000 annually for the above activities. USD is seeking the remaining \$200,000 from its previous \$300,000 request from the state to match the local investment.

Budget Request: \$706,000 ongoing, \$14 million one-time



Campus Facilities



Facilities Management

The 2011 BOR study of space quality and building conditions across the system identified the most urgent need for repair or replacement. Five USD Facilities Management buildings were in the top 50 worst buildings, including buildings ranked No. 1, No. 3 and No. 11.

USD proposes consolidation of all Facilities Management needs in one location, vacating the inadequate and inefficient structures currently in use. The new location would have appropriate spaces for the various kinds of work that are required and would improve safety for workers. The single location would increase collaboration and allow the staff to provide better service. The new facility would be located close to campus for ease of access with an appropriate amount of land for grounds plantings, equipment and material.

**Budget Request: \$9.8 million (\$7.5 million HEFF,
\$2.3 million one-time state appropriation)**

Campus Facilities (cont.)

Health Sciences Building

USD's School of Health Sciences requests a capital expenditure of \$15 million (\$10 million general funds and \$5 million private gifts and other funds) for a 45,000 square-foot health sciences building. The school is a national leader in inter-professional health sciences education and is home to the International Survey of Children's Well-Being and the Center for the Prevention of Child Maltreatment. As the state's comprehensive School of Health Sciences it enrolls 2,500 students each year in associate, bachelor, certificate, master and doctoral degree programs, graduating 650 new health care professionals annually in the following professions:

- Addiction Studies: B.S., Certificate, M.A.
- Dental Hygiene: B.S., Certificate
- Health Sciences: B.S., Ph.D.
- Medial Laboratory Science: B.S.
- Nursing: A.S.N., B.S.N.

- Physician Assistant Studies, M.S.
- Physical Therapy: DPT
- Occupational Therapy: OTD
- Public Health, M.P.H.
- Social Work: B.S.S.W., M.S.W.

Occupational therapy and physical therapy have found a new home in the Sanford Coyote Sports Center. But the other eight programs are scattered across campus in an array of older buildings which seriously limits capacity to keep pace with changes in health care. To further advance health care in the state and region, we propose a modern building with contemporary classrooms, laboratories and clinical facilities for health sciences. We also propose bringing in the Communication Sciences & Disorders Department (B.A., B.S., M.A., Au.D.) of the College of Arts & Sciences.

Budget Request: \$15 million (\$10 million one-time state appropriation, \$5 million private gifts and other funds)

FY19 Informal Budget Hearings Budget Priorities

Base Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
USD School of Law	\$433,000	\$94,233	\$9,000	\$21,000	\$7,500		\$564,733	
Student Success-Veteran's Resource Coordinator	\$49,000	\$15,290			\$10,000		\$74,290	1.0
Student Success-Counseling Center	\$55,000	\$16,125			\$10,000		\$81,125	1.0
Student Success-Mathematics at USD	\$109,060	\$31,240		\$25,000			\$165,300	2.0
BOR Wide Central Archival Storage	\$80,000	\$19,605				\$400,395	\$500,000	1.0
USD Discovery District				\$200,000			\$200,000	
GEAR Facility Expansion and Annual Operating Costs				\$178,000			\$178,000	
GEAR/BME Program Expansion Annual Operating Costs	\$265,500	\$62,500					\$328,000	3.0
Total	\$991,560	\$238,993	\$9,000	\$424,000	\$27,500	\$400,395	\$2,091,448	8.0
Total Base Funding Request	\$991,560	\$238,993	\$9,000	\$424,000	\$27,500	\$400,395	\$2,091,448	8.0

One-Tme Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
Technology Support (REED)						\$415,000	\$415,000	
Total	\$0	\$0	\$0	\$0	\$0	\$415,000	\$415,000	0.0
Total One-Time Funding Request	\$0	\$0	\$0	\$0	\$0	\$415,000	\$415,000	0.0

Math at Mines Initiative
\$303,500 Base Funding
3.5 FTE

BACKGROUND

The math initiative was selected for continued funding for FY18, but was not added to the base budget. This request is to add the \$250,000 that funds the math initiative to the base funding along extending this effort by strengthening engagement for mathematics at the middle school level with a program that would cost \$53,500.

South Dakota School of Mines and Technology (SD Mines) continues to see a compelling need to raise student achievement in and preparation for college mathematics. Young South Dakotans aspiring to STEM careers enter Regental institutions with unacceptably low levels of preparation and struggle or fail at rates that are unacceptably high.

This initiative raises expectations for and the preparation of college-bound high school students, improves processes for providing enrolled students with targeted interventions, revisits and improves pedagogical practices in key foundational college courses, and studies the impact of revisions in order to continue improving. The benefits to the state include meeting exploding demand for professionals well prepared in math, bridging the resource gaps amongst school districts in offering advanced math, and reducing the human cost of underachievement and failure.

Raising expectations involves ensuring access to rigorous dual-enrollment math classes, reducing the D/W/F (i.e., “mid-term deficiency, withdrawal, and failure”) rates in math and time to degree completion, and increasing the number of STEM graduates in South Dakota. The mathematics initiative employs a variety of tools and strategies to enhance student success in mathematics:

Online Preparation Program: All entering students are given access to free online materials that assess their preparation level and it includes study plans to assist in reviewing prerequisite content.

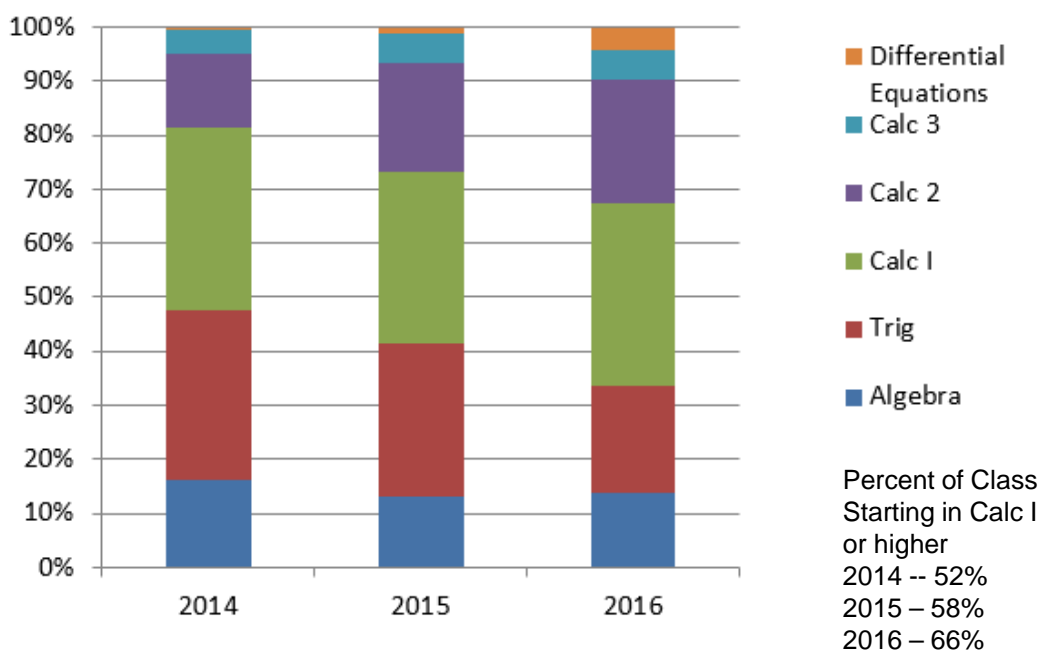
Enhanced Study Skills: All entering students have access to learning modules that cover study skills and time management. The initiative also funds the development and delivery of recitations that provide additional faculty contact hours to assist students with developing mastery of content and strengthening study skills.

Faculty Training and Professional Development: Instructors used access to workshops at regional conferences along with software and materials to develop innovative teaching methods. Instructors are trained in best practices in mathematics instruction and emerging pedagogical innovations proven by research to be effective.

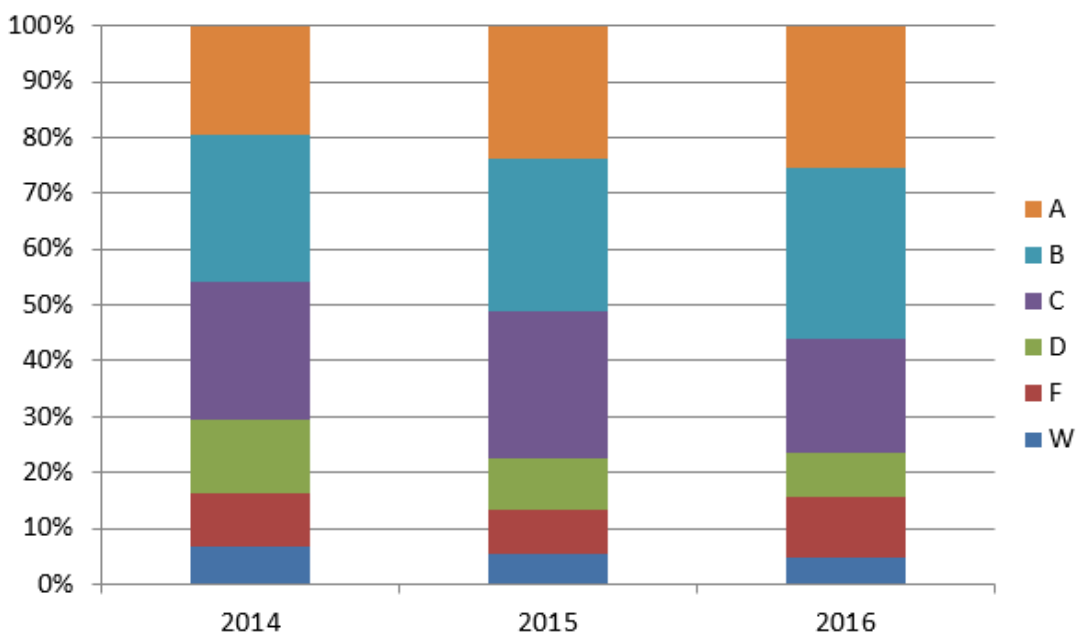
Continuous Quality Improvement: Expertise in data analysis and data mining is being employed to investigate longitudinal patterns in student success. Results have also been presented at regional conferences and reviewed in publications.

The South Dakota School of Mines and Technology does not offer any remedial courses in mathematics and so the entire mathematics initiative is structured to enhance student success in collegiate level classes. One pattern of success is that the members of freshmen cohort are starting their college career in mathematics classes at a higher level. Furthermore, the grades for the members of the freshmen cohort are also on the rise, as given in the figure below.

First Time Freshmen Placement in Fall Mathematics Classes



Grades for First Time Freshmen in Fall Mathematics Class



In 2016, 54% of all South Dakota students taking the ACT expressed interest in a STEM career, but only 29% satisfied all the benchmarks that ACT has identified for a STEM major. The substantial mathematics requirement is often identified as a major factor for students not selecting a STEM major and the difficulty completing the mathematics requirement is often cited as a primary reason for students dropping out of a STEM major. National studies clearly advocate preparation and inspiration in mathematics for students in K-12 education. Furthermore, middle school is a particularly crucial time for students to develop academic skills and assume a positive attitude towards a discipline of study. The spark for student success in mathematics must start at an earlier age.

SD Mines will work closely with local middle schools, local school districts, the State Department of Education, and other stakeholders to intensify middle school math engagement. Much of this activity is centered on co-curricular activities. The elements of the program include:

- Helping to develop the local efforts and promote participation in MATHCOUNTS, which is a national competition for students in middle school. The local MATHCOUNTS contest has traditionally been supported by the local chapter of the South Dakota Engineering Society.
- Enhancing the development and delivery of the West River Math Contest, which is a contest that traditionally attracts over 350 students in middle school and high school every year.
- Developing workshops and providing additional participation opportunities in the American Mathematics Competitions.
- Forming a Math Circle that is focused on engaging middle school students in mathematics <http://www.mathcircles.org/>.

Research has shown that these types of co-curricular activities can help elevate performance and increase the level of engagement and stronger engagement in middle school will provide more opportunities to continue with interests in STEM that carries into high school and post-secondary studies.

Math at Mines Component		
Cost	Description	FTE
\$151,492	Math Mentors/Lecturers - includes math labs, academic year and summer	3.5
\$54,950	Math Mentors/Graduate Students - includes math labs, academic year and summer	
\$12,403	Outreach and marketing	
\$21,155	Assessment and Analysis tools	
\$10,000	Faculty Development	
\$250,000	Total cost for Math at Mines Component	

Middle School Math Component		
Cost	Description	FTE
\$15,000	College faculty release time during academic year and summer support	
\$12,000	Middle-school teacher summer support	
\$6,000	Software, supplies, etc.	
\$14,500	Travel to national boot camps and training workshops to train staff to deliver local boot camps and workshops in South Dakota	
\$3,500	Media and advertising	
\$2,500	Evaluation and assessment of the program	
\$53,500	Total cost for Middle School Math component	

\$303,500	Grand Total	
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South Dakota Advanced Materials and Manufacturing Institute (SDMI)

\$150,000 One-Time Funding FY19

\$20,000,000 Capital Funding FY20

\$1,200,000 Base Funding FY21

4.0 FTE FY21

EXECUTIVE SUMMARY

In order to prepare South Dakota for the high tech economy of the future and to diversify the state's economic base, we propose the establishment of a nationally recognized materials and manufacturing institute, headquartered at the South Dakota School of Mines and Technology (SD Mines). The institute will build on the research successes of the past fifteen years and become a powerful engine for economic development in South Dakota. SD Mines research has been the core nucleating factor for numerous small business startups in Rapid City, SD. The economic impact of advanced materials and manufacturing research and development conducted at SD Mines continues to grow and exceeded \$15M in 2016, with the creation and sustainment of more than 100 high paying jobs locally. In order to continue this trend and to accelerate economic development, it is essential to establish a focused and coordinated materials and manufacturing institute in South Dakota, headquartered at SD Mines, in a new 80,000+ square foot research building and small business accelerator. Initial estimates for the funds required to build the research building and establish the institute are \$20M, with an annual operating support budget of \$1.2M. The request for FY19 is one-time funding of \$150,000 for building planning.

BACKGROUND

Over the past few decades, manufacturing has evolved from a labor-intensive set of mechanical processes (traditional manufacturing) to a sophisticated set of information-technology-based processes (advanced manufacturing). Advanced manufacturing is driven by science and engineering activities that migrate from university, government, or industrial laboratories through close collaboration, licensing, or start-ups to factory floors.

Research success in advanced materials and manufacturing over the past 15 years at SD Mines has been significant. The conducted research has resulted in a significant increase in economic activity in the materials and manufacturing area connected with SD Mines. In the past 3 years alone, SD Mines has licensed 8 patented technologies to industry, and has submitted over 30 new patent applications. In the past 4 years, 9 companies in the materials and manufacturing area have spun out of the University. SD Mines has grown its engagement with entrepreneurs through an Entrepreneur-in-Residence program that currently has 26 participants. Several of these entrepreneurs have become CEOs of start-ups involving SD Mines technologies. In the last four years, SD Mines start-ups have won first place in the Governor's Giant Vision Competition three times and came in second once. SD Mines students have also had great success, winning first place in the student division the last two years running.

South Dakota has over twelve hundred manufacturers and the state is well-positioned to take advantage of these economic opportunities in advanced manufacturing to support current and future SD companies. Over the past 15 years, SD Mines has made enormous progress in developing capabilities in R&D and characterization of advanced materials and composites, additive manufacturing, materials processing technologies, and robotics. A number of new centers have been funded by the State and established at SD Mines:

- Composite and Nanocomposite Advanced Manufacturing (CNAM);
- Advanced Manufacturing Process Technology Transition and Training (AMPTECH);
- Repair, Refurbish, and Return to Service Applied Research Center (R3S);
- Security Printing and Anti-Counterfeiting Technology (SPACT);
- Center for Friction Stir Processing (CFSP);
- Biochemical Spatiotemporal NeTwork Resource (BioSNTR);
- Surface Engineering Research Center (SERC); and
- Recently awarded, Center for Bio-Composites.

BACKGROUND CONTINUED

Numerous multi-million dollar grants and contracts have been awarded by the State, Department of Defense, National Science Foundation, Department of Energy, National Aeronautics and Space Administration, and industry to support materials and manufacturing research and development at the university, to create intellectual property, and to transition new technologies to industry partners. Several successful high-tech companies were established by graduates or employees from SD Mines, such as:

- RPM & Associates;
- VRC Metal Systems; Nanopareil, LLC;
- Innovative Materials and Processes, LLC;
- HF Webster;
- Flexible Robotic Environment, LLC;
- CALXAQUA, LLC;
- Black Hills Manufacturing Services;
- DarCEO;
- Nanocoatings, Inc.; and
- Endlas, LLC.

These companies provide opportunities for graduates from SD Mines to find high-tech jobs with high salaries in the Black Hills area. As the result of the reputation of SD Mines, Caterpillar opened a design center in Rapid City, which currently employs over ninety engineers and technicians. In addition, the centers located at SD Mines have attracted numerous global multi-million dollars companies, such as: Kaneka; Johns Manville; Mitsubishi; Continental Structural Plastics; PolyOne Corp.; SGL Group; Teijin Co.; Stratasys; Steelcase; MOOG; United Technologies; Lockheed Martin; Nordson-Xaloy; Boeing; American Axle; and Daktronics.

In order to further stimulate economic development by enabling the creation of new high-tech companies and creation of a large number of high-paying jobs in the state, especially in the Black Hills area, there is a need for the formation of integrated R&D facilities. These facilities would stimulate the growth and attract companies to expand their manufacturing capabilities into our state. The proposed South Dakota Advanced Materials and Manufacturing Institute (SDMI) would serve as the catalyst and technology enabler for local, state and national manufacturing companies. By increasing ties to industry, we plan to enhance the competitiveness of our partners, and bring industrial practices here, to prepare students for employment and even establishing their own firms. The Institute will consist of the following facilities:

- Composite and Polymer Engineering;
- Advanced Materials Processing;
- Additive Manufacturing;
- Direct Write;
- 3-D Printing;
- Surface Engineering;
- Corrosion Prevention;
- Energetic Materials;
- Robotics and Automation;
- Organization of Manufacturing Processes;
- Computational Mechanics and Modeling;
- Characterization and Testing; and
- Specialized Machine and Electrical Shops.

BACKGROUND CONTINUED

While all of this research and economic activity associated with manufacturing and materials bodes well, ***the most significant barrier to continued research growth is lack of space.*** Mines has accommodated research growth in advanced materials and manufacturing research through use of very low quality surplus space owned by the School of Mines Foundation, by leasing space, and by overcrowding research equipment. ***In our nationally recognized composites research facility, we have stopped accepting any research awards that require more equipment space, even if the equipment is donated.*** SD Mines can only continue to expand research in this high value area with sufficient and appropriate space to do the work. In addition, the research activities in the various centers at Mines relating to materials and manufacturing are now significant enough to build on synergies between them with the addition of right people.

SD Mines proposes that a South Dakota Institute for Advanced Materials and Manufacturing be established at the School of Mines to support and expand national caliber research and economic development associated with advanced materials and manufacturing.

Governor's Research Centers, combined with numerous multi-million dollar federal grants and contracts from the Department of Defense, the National Science Foundation, the Department of Energy, NASA, and industry have developed an impressive core of facilities and capabilities that are having an economic impact in South Dakota. We propose to consolidate the operations and capabilities of these laboratories, currently scattered on and off the Mines campus, and create room for research expansion.

The estimated required capital investment needed to build the Institute's facility meeting all Export Control/ITAR/industrial-security requirements is \$20M for a research building between 40,000 and 50,000 square feet. The operating costs are estimated to be \$1.2M per year when fully operational. The operating costs include labor cost for technicians, engineering supporting staff, the institute director, an office of development and entrepreneurship, and utilities.

The goals for success and expected return include:

- Assistance to 1,200 materials and manufacturing companies in South Dakota.
- Creation of 250 new jobs by 2025, which will contribute to the Tech 1K Rapid City initiative to add 1000 high-tech jobs in Rapid City;
- Doubling the current expenditure of existing R&D centers and materials related projects to more than \$15M per year;
- Doubling the current enrollment of graduate students in PhD programs related to materials and manufacturing;
- Creation of at least five new start-up companies in the first 5 years of operation; and
- Local business growth due to the Institute's activities.

BUDGET DETAILS

DATES	TASK	ESTIMATED COST
FY19	Building planning stage	\$150,000
FY20	Construction (40,000 – 50,000 sq. ft.)	\$20,000,000
FY21 and beyond	Operation and maintenance: <ul style="list-style-type: none"> • Utilities and basic building maintenance • Electrical and mechanical technicians (2 positions) • Institute director • Marketing specialist • Administrative assistant • Director of the Office of Development and Entrepreneurship • Major R&D equipment maintenance • Contingences 	\$200,000 \$150,000 \$180,000 \$75,000 \$50,000 \$150,000 \$300,000 \$95,000

**Addition to the Surbeck Center
(includes Student Success Center)**
\$1,000,000 One-time Funding

BACKGROUND

SD Mines is undergoing strategically planned growth and transformation with continued dedication and emphasis on student retention and success. This requires an expansion to the Surbeck Center to include a comprehensive Student Success Center.

The Surbeck Center was constructed in 1961 with an addition to the west side of the building in 1971 to include student health services and the Rocker Shop (bookstore). In 2004, the south side of the Surbeck Center was renovated to adjoin with the newly constructed Peterson Residence Hall. Renovated space included functional student study and lounge spaces, cashiers, Surbeck Scheduling and Residence Life Offices and the Career and Professional Development Center. In 2009, a major renovation was also done on the kitchen and dining service area. Meeting rooms were reconfigured and the Counseling and ADA Offices were incorporated with the Dean of Students. The bowling alley was replaced by the Student Activities and Student Association Office, Ivanhoe International Center, and Multicultural Affairs; Grubby's Game Room was relocated. The Veteran's Resource Center was later created. No additional space has been added to the Surbeck Center since the 1971 addition.

The Student Success Center initiative to help students achieve their academic and professional goals in strategic alignment with long-term needs of the campus was refined in 2015. Transitioning to college life is not always easy, particularly at SD Mines where emphasis remains on high academic standards. The first to second year retention rate in the last several years ranges from 75% to 78%; SD Mines goal is 83%. This increase will be the foundation for increasing six-year graduation rates from 47% to 65%, an increase of approximately 70 students each year. The premise is that qualified, dedicated staff will augment faculty advisors by assisting students with targeted academic support, testing, and tutoring as well as referrals for other intervention and support services. Training for faculty and staff to stay current with Board of Regents academic policy changes and awareness of advising best practices will also be provided through this center. The long-term vision guiding this student centered project is to have effective processes staff and faculty follow to identify students needing services and a lean but effective array of academic and non-academic support services students utilize with positive results.

Despite the fact that it is far smaller than the all-encompassing one-stop center we envision creating when resources become available, an initial center was launched in the fall of 2016 in reallocated space in the Surbeck Center. Currently the Center is staffed by a Director, a freshman/sophomore student success advisor, and a pre-health advisor.

- Student Success Center Director--this leadership position is responsible for refining and executing a strategic student advising program, including training and assessment with support from faculty and campus leadership. This person supervises the Coordinator of the Tutoring and Testing Center, the Academic and Pre-Health Advisors, and the Director of the Women in Science and Engineering (WiSE) Program. The Director will work with the academic departments in the coordination of the Peer Mentors.
- Freshman/Sophomore Student Success Advisor—this person helps identify at-risk undergraduates early in the semester and assist them in utilizing and connecting with the appropriate resources on campus. The students who demonstrate competence with their academic plan will then be referred to an advisor in their academic major.
- Pre-health Advisor—in order to increase the demand for more health professionals, this position is vital to increasing the number of students and retaining them in related academic programs. This will include the development of work related experiences for these students.

In order to fully benefit from the Student Success Center to propel student retention and success, the expansion to the Surbeck Center is needed. We are working on designing, refining and executing strategies and processes for effective interventions and student support services. Our intention is to capitalize on the Success Center space already allocated and be ready to incorporate the current services with WiSE, tutoring, testing, and other resources into the newly constructed space without a lapse in services or a loss of integration during transition time. This location allows for efficient referrals to the many services—dean of students, career and professional development, international students, multicultural affairs, veterans, mental health counselors, ADA accommodations, student association and cashiers—already located in the building.

The planned addition to the Surbeck Center includes:

- Additional dining space to accommodate at least 360 additional seats (students on meal plans has doubled due to the addition of a new residence hall (2015) and new campus apartments (2013 and 2014)
- Additional freezer/cooler space and additional storage space for dining
- Additional meeting space to accommodate larger campus events such as Career Fairs, Mines Family Weekend, cultural activities, new student orientations, and K-12 outreach such as the annual Women in Science conference
- Comprehensive Student Success Center

Preliminary Designs have been developed for the Surbeck Center Addition with an anticipated cost of \$5,000,000. Fundraising efforts are underway and \$1.5 million has been secured. This request is for \$1 million to be allocated to the development of the Student Success Center.

Mineral and Energy Industries Center of Excellence
\$13,000,000 Capital Funding

BACKGROUND

South Dakota School of Mines and Technology (SD Mines) is one of only five US universities offering ABET accredited undergraduate majors in geology and geological engineering, mining engineering, and metallurgical engineering. All of these SD Mines majors are strong and growing programs, with enrollments in each department exceeding 100 undergraduate students. Graduate programs in these disciplines include Master of Science (M.S.) degrees in mining engineering and management, materials engineering and science, and geology and geological engineering, as well as Ph.D. programs in materials engineering and science and in geology and geological engineering. Demand for Mineral and Energy Industries (MEI) graduates is high, with placement rates typically at or near 100% for the last several years.

The three MEI departments at SD Mines [Geology and Geological Engineering (GGE), Mining Engineering and Management (MEM), and Materials and Metallurgical Engineering (MET)] have long recognized their interdependence in teaching and research. The close physical proximity of the MEI departments has encouraged collaborative educational and research projects over the last 50 years. The MEI facility, however, has never had a major renovation, and the current 1960s-era layout of classrooms, laboratories, student work areas, and offices is “functionally obsolete”, dampening efforts to provide science and engineering education of the highest possible quality while advancing knowledge through research. The HVAC system has only been updated on one floor of one wing and thus does not provide even basic temperature control. Additionally, the building needs improved ventilation for safe working with the materials for these disciplines.

LOOKING INTO THE FUTURE

The MEI programs at SD Mines aspire to attract and educate an increasing share of the world's top students and to recruit and retain exceptional faculty. The vision for the MEI renovation is to create a facility with different functions (offices, classrooms, laboratories) clustered to encourage multi-disciplinary interactions, develop well-equipped classrooms and other learning spaces, and provide flexible laboratory spaces where students and faculty can gather for team-based learning and research/design work. This transformation contributes to SD Mines' strategic vision to be recognized as an exceptional science and engineering university. Building on current successes will allow the MEI departments to enhance the quality not only of their respective programs but also as a collective group, grow adaptively, and facilitate collaboration and innovation.

In transforming the MEI facility, floors will be organized by function (1st floor: laboratories; 2nd floor: undergraduate teaching and student work spaces; 3rd floor: graduate teaching with additional laboratories and student work spaces) rather than by discipline (see Appendix B). Laboratories will be aligned to mimic the "flow" of the industry (geology → characterization → rock mechanics → crushing → hydrometallurgy). Clustering space use by function, carving out space for open student work areas, and connecting laboratories, will further encourage interdisciplinary education and research.

The building must be updated to provide a safe and functional atmosphere to continue to allow these undergraduate majors to grow.

THE NEED

SD Mines is requesting financial support to advance its MEI programs, consisting of the Departments of Geology and Geological Engineering (GGE), Mining Engineering and Management (MEM), and Materials and Metallurgical Engineering (MET). This funding will support a phased renovation of the 1962-vintage Mineral Industries Building shared by the three departments, thereby transforming the facility into a state-of-the-art center for mining, minerals, and energy-related education, design, and research. This \$17 million renovation, tentatively slated for completion in 2022, will be a purpose-designed space to enhance educational experiences, engineering design, and research collaborations among the MEI departments, and with partners from industry and other academic institutions. Transforming the facility will strengthen experiential learning; attract diverse, high quality student and faculty; and allow SD Mines to better serve the industry well into the twenty-first century.

The estimated required capital investment from the State to help fund the renovation of the 1964 Minerals Industries building and to support the continued growth of the programs that set the University apart from other Science and Engineering Universities is \$13 million.

The university has been able to fundraise \$1.7 million toward the project, but has had difficulty gaining traction to fully fund the renovation. Significant fundraising challenges come from a downturn in the industry and the need to maintain scholarship dollars to remain competitive with other universities.

PROJECT STATUS AND PLAN

The South Dakota Board of Regents approved the development of a preliminary design for the MEI building in June 2014. Total project cost is estimated at \$17 million. Selection of an architectural firm, The Clark Enersen Partners Science & Research Design Group, based out of Kansas City, Missouri, has been completed. The architect has conducted a preliminary feasibility assessment that resulted in exterior building and interior floor renderings. The next step will be the completion of a programming and conceptual design study with a final phase consisting of a detailed design that includes construction plans and documents.

The building transformation will be carried out in phases. Equipment upgrades will be transferrable into the newly renovated space, likely during the first phase of the project. Remodeling work is expected to be required during the academic year, although major structural renovations are expected to occur during summers of 2020 and 2021. The renovation is envisioned to be completed vertically, rather than horizontally, to best accommodate the new HVAC system and minimize disruptions to all classrooms and laboratory space. Tentative completion of the project is 2022.

THE BENEFIT

The ultimate goal of the MEI project is to create an environment that supports the delivery of a multi-discipline curriculum and research program. The following are the expected outcomes to achieve this goal:

- Improved learning experiences that incorporate the latest tools and technologies both within the classroom and in the laboratory, thereby ensuring a consistent pipeline of high-quality graduates;
- More effective recruitment of prospective students and faculty, as a modern facility will be a significant attraction to study and work at SD Mines;
- Ability to adapt quickly to growth in both student and faculty numbers through more efficient use of space;
- Increased interaction and cooperation of the MEI programs within the classroom and the laboratory to provide graduates with a greater respect and knowledge of all MEI disciplines;
- Increased opportunities for student collaboration with MEI companies through interactive classrooms, student and faculty team areas, and laboratory facilities; and
- Enhanced ability to collaborate with the other MEI universities across the country and internationally and to share educational and research resources between these institutions.

BASE AND ONE-TIME

BASE FUNDING								
Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Math at Mines Initiative	\$196,202	\$37,240	\$14,500	\$49,558	\$6,000		\$303,500	3.5
Total	\$196,202	\$37,240	\$14,500	\$49,558	\$6,000		\$303,500	3.5
Total Base Funding Request	\$196,202	\$37,240	\$14,500	\$49,558	\$6,000		\$303,500	3.5

ONE-TIME FUNDING								
Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
SD Institute for Advanced Materials Planning				\$150,000				
Total	\$0	\$0	\$0	\$150,000	\$0	\$0	\$150,000	0.0
Total One-Time Funding Request	\$0	\$0	\$0	\$150,000	\$0	\$0	\$150,000	0.0

CAPITAL FUNDING

				Contractual		Capital	
Description	Salaries	Benefits	Travel	Services	Supplies	Assets	Total
Surbeck Center/Student Success						\$1,000,000	\$1,000,000
Mineral and Energy Industries Center of Excellence						\$13,000,000	\$13,000,000

Total	\$-	\$-	\$-	\$-	\$-	\$14,000,000	\$14,000,000
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Total Capital Project Funding Request	\$-	\$-	\$-	\$-	\$-	\$14,000,000	\$14,000,000
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DAKOTA STATE UNIVERSITY
Strengthening the present, preparing for the future...

FY2019 Informal Budget Request



Madison Cyber Labs – MadLabs: Cyberinfrastructure Security R&D Laboratories

DSU currently holds a national leadership position in cybersecurity education through its extensive relationships with the NSA, DHS and FBI. Presently DSU is the sole institution holding Center of Excellence endorsements from NSA that does not house a research center or institute. Plans are in process to establish a Cyberinfrastructure Security Center. DSU’s Madison Cyber Labs, or MadLabs, would encompass an organizational structure with multiple research and development focus areas, along with a state-of-the-art facility to house classified and unclassified cyber projects.

DSU has multiple vulnerabilities without such a facility.

DSU students, both undergraduate and graduate, must increasingly have access to dedicated and secure, even classified, technology laboratories to develop the skills required for professional cyber careers. Today DSU has one of the leading programs in the country in the competitive field of cyber security and information assurance higher education. However, the university will not be able to maintain that position, or further develop its role in the field, without new facilities and resources.

Lacking such a facility negatively impacts the ability to retain and enhance the cyber workforce in Madison, Lake County and southeastern South Dakota. Already DSU and South Dakota lose many of our most gifted cyber students to other more resource-rich institutions for graduate work and careers, due to the resources available at those universities. The states or regions of these other universities are eager to recruit these students upon graduation and South Dakota loses the benefit of the investment it made in this workforce, including regional economic benefits if these individuals worked in South Dakota. The MadLabs would provide opportunities for these students to continue their education at DSU and remain, as many of them would prefer, to pursue their careers in South Dakota.





Madison Cyber Labs – MadLabs: Cyberinfrastructure Security R&D Laboratories *(continued)*

Another vulnerability without such an R&D facility at DSU is in retaining and recruiting skilled cyber faculty. Many well-endowed universities are racing to get cyber programs up and running, eager to recruit top students interested in these majors, and the partnerships and philanthropy that potentially follow graduating students in these high-demand, high-paying careers. The first and foremost need of these programs are the faculty to deliver them. DSU presently has a dedicated and skilled cyber faculty, many of them with deep roots in South Dakota and the Plains region, as well as strong ties and commitments specifically to DSU. These faculty, and others DSU will need to recruit, are highly motivated by opportunities to further develop cyber programs as well as engage in high-level, innovative and interesting research, development, and application. Many of our faculty are well positioned to obtain and implement sizeable and influential research projects. An R&D facility, especially with opportunities to shape its specific capabilities, partnerships and configurations, would be an attractive and engaging resource to retain and recruit cyber faculty, now and in the future.

The addition of such an R&D facility and its accompanying projects and professional talent would create a thriving workforce hub of cybersecurity expertise in Madison. This would in turn contribute to regional enhanced, accelerated economic development.

The MADLABS would require a new facility. This facility must include a secure facility built to federal security requirements for classified work, lab spaces for unclassified work, space for graduate students and full-time researchers, and the relocation of DSU's IT support services. An on-campus location has been identified (in the 2004 Campus Master Plan) that can accommodate a facility of between 30,000 and 40,000 square feet.

One-time Request: \$18.0 million



Salary Policy

Proposed is a change in faculty/staff salary policy, of a 3% increase for each of the next 2 years, for a total 6.1% increase.

Dakota State University's ability to recruit and retain talent is the main priority for sustainability of the DSU enterprise. Recruiting and retaining appropriate faculty is difficult and becoming more challenging. This is an issue across the institution, and is especially critical given DSU's mission of technology-intensive and technology-infused degree programs. It is these faculty and staff that are most in demand, nationally and even internationally. To date, Dakota State has achieved an impressive and enviable set of national credentials and recognition, far beyond what would be expected from an institution its size. However, as the cyber proficiency of every discipline becomes more and more critical to its success, DSU is now competing nationally for faculty and staff with other universities, as well as government and business and industry. The pool of qualified candidates for these positions is small. Dakota State and the southeastern South Dakota region have quality-of-life contributions that can assist in recruitment and retention of highly qualified individuals, but salary is still a key factor in drawing professionals to Madison.

DSU's difficulty in recruiting its required workforce can be seen in the following data:

High number of open positions: DSU presently has 18 open positions; over fiscal year 2017 we have posted 81 positions (out of a total FTE budget of 288.8 FTE for FY17).

Faculty overloads: Because of the university's difficulty in recruiting and retaining faculty, our existing faculty are carrying heavy overloads. This limits their time and focus available to develop and enhance curricula, as well as advance their area of expertise through research, scholarship, and contributions in their field. This is a strong disincentive especially for younger faculty, those toward the beginning of building their career, to remain at DSU. For example: DSU has 106 faculty who presently are covering 115 faculty FTE. DSU's faculty presently cover teaching and student mentoring overloads equivalent to 9 additional faculty members.

High number of adjunct instructors: In addition, DSU has adjuncts covering an additional 15.66 faculty FTE. This 15.66 FTE is filled by a far larger number of individual instructors. For example, in the College of Computing, DSU has 17 different people covering the 4.86 missing faculty FTE. This large a percentage of adjuncts (almost 50% in the College of Computing – there are 19 full-time faculty members, and 17 adjuncts) creates multiple problems of maintaining instructional and curriculum quality, availability to students for outside-class assistance and mentoring, consistent compliance with university principles and policies, and significant additional administrative load in supervision, human resources, and payroll, etc.

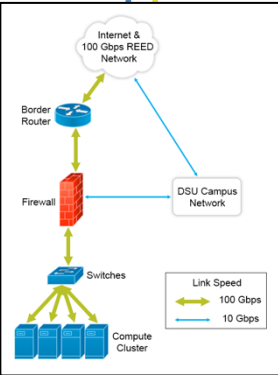
Small number of applicants: The average number of applications DSU receives for open faculty positions is 13.6; the average for all staff positions is 12.2, and the average for professional staff positions is 11.1. For a recent study, the Chronicle of Higher Education identified an average number of applicants for a university faculty position at a public university to be 117. DSU's present faculty application rate is about 10% of the national average.

Salary is an issue: DSU's salaries relative to market result in consistently losing qualified and interested candidates. For example, the university recently offered 5 individuals positions at DSU. Three of the five declined the DSU job offer because of the salary level comparable to what they could get elsewhere.

Faculty retention is lower than average: The average length of time that faculty have taught at DSU is 12 years. While this may seem like a long time from a business perspective, at universities, given the tenure system, this is a very low average. It is not unusual for faculty to teach well into their late 60's and for the average faculty term at an institution to be 25 years or more.

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Ongoing request: \$1,421,246 (6.1% salary policy on all fund sources).



DSU Research Infrastructure

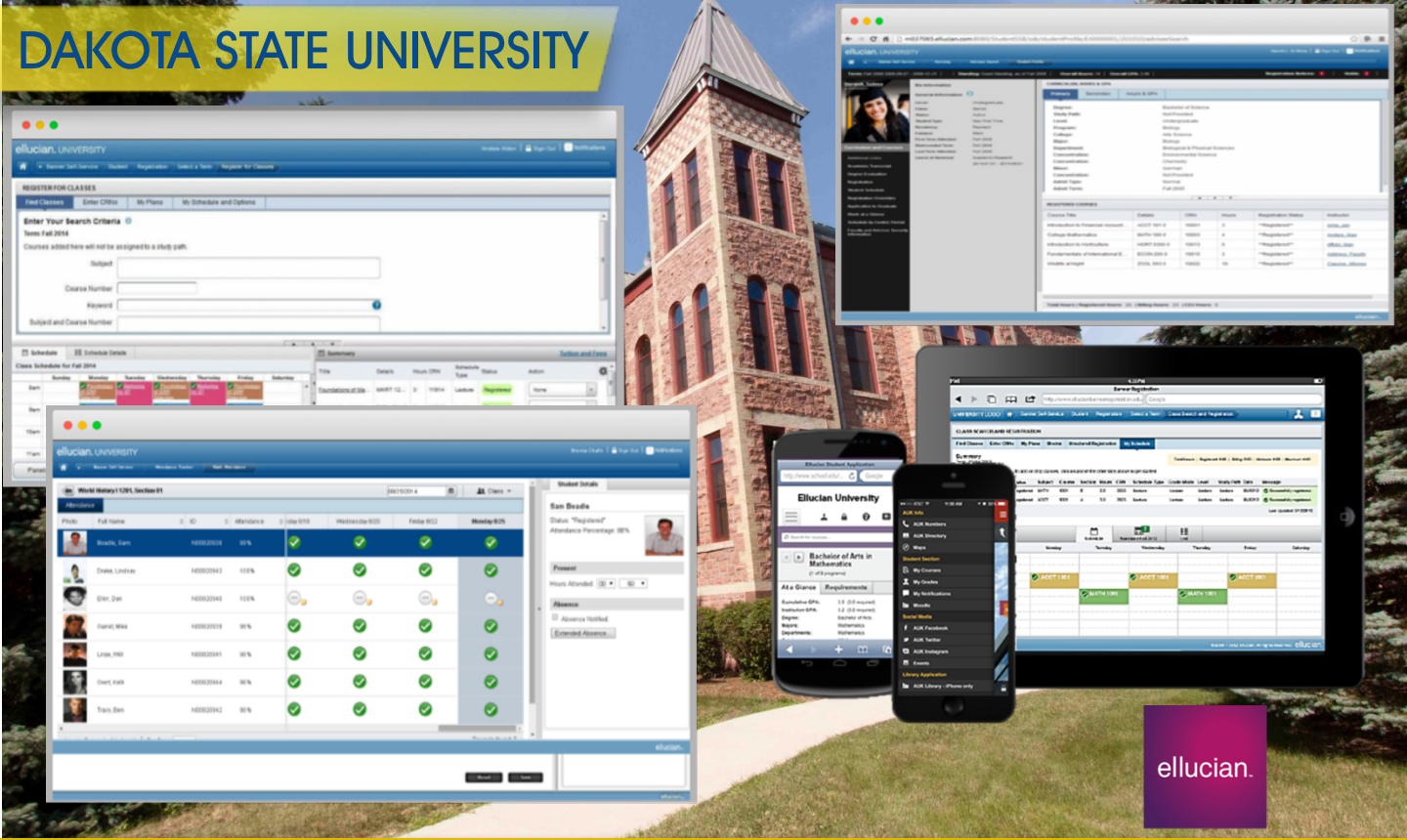
Dakota State proposes to construct and support a Science DMZ (demilitarized zone) to support campus research initiatives, such as those within the Madison Cyber Labs (MadLabs). A DMZ (sometimes referred to as a perimeter network) adds an additional layer of security to an organization’s internal network. An external network can access only what is available to it from the DMZ; the rest of the university’s network stays safe behind a firewall.

A Science DMZ is designed to handle high volume data transfers, typical with scientific and high-performance computing, by creating a special computer subnetwork to accommodate those transfers. A DMZ like this is typically deployed at or near the local network perimeter, and is optimized for a moderate number of high-speed flows, rather than for general-purpose business systems or enterprise computing. Additional IT infrastructure (storage, servers, switching, etc.) is required to accommodate the data transfer nodes, high-performance computing clusters (also called compute clusters, as in the diagram on the left), and research servers. An upgraded network border router and firewall are proposed to build toward a future campus connection at 100 Gbps.

The Science DMZ will make DSU more competitive in securing research grants and contracts. The network will meet the requirements for researchers to be able to collaborate on high-volume data projects with researchers at SDBoR institutions and across the country. It is critical that DSU develop high performance computing facilities for research on campus which include the capability to easily exchange large data files with off-campus collaborators.

The Science DMZ will also support the Madison Cyber Labs (the MadLabs) by providing a secure environment for testing Internet of Things (IoT) devices, handling sensitive data, and as a potential foundation for testing a 5G infrastructure.

One-Time Request: \$720,000



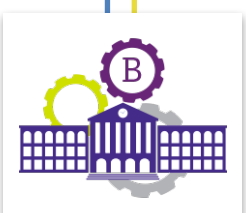
Student Information System Implementation – Ellucian Colleague to Banner Student

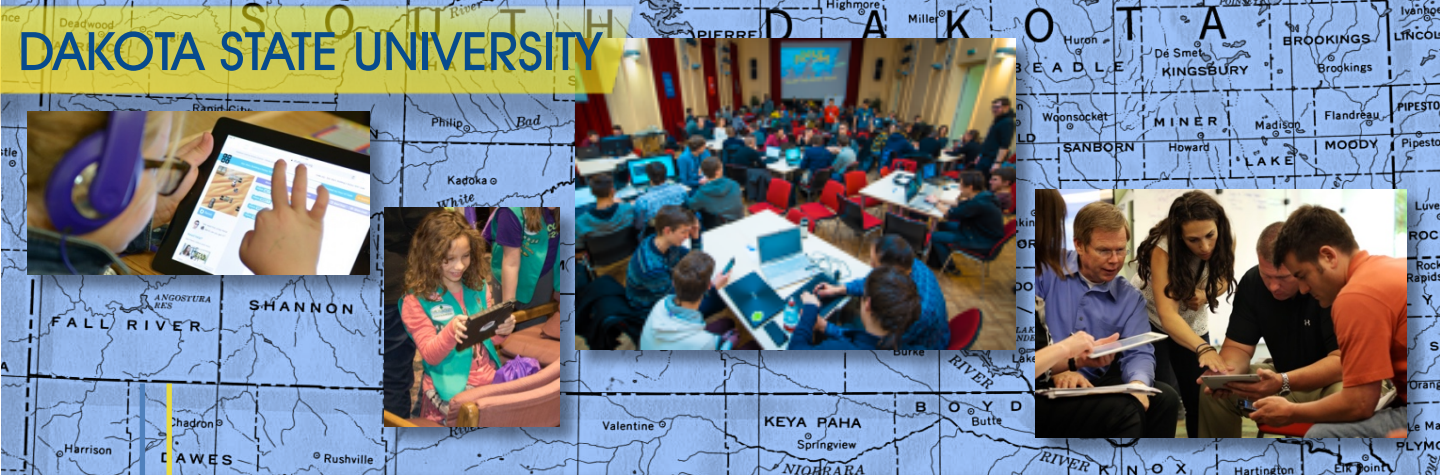
The Regental system is planning the implementation of Ellucian’s Student Banner tool as our common Student Information System (SIS). Implementation of this tool would ultimately replace the Colleague SIS that has been in place since institutional data systems were merged during the Student Project in the early 2000’s. South Dakota continues to be the only Ellucian client using Colleague Student and Banner Finance. The most recent discussions with Ellucian have focused on our ability to deliver the needed Student System enhancements necessary to support student success, operational expectations, and efficiencies. The goal is to improve delivery of software enhancements in a timely way without significant modifications.

Board of Regents’ staff have been working with Ellucian to determine the cost to implement Student Banner at the system level, which is currently estimated at \$2,437,730. This does not include campus costs. The campuses would incur staffing costs, contract costs for outsourced programming, training, travel, and other related costs of the project implementation. Dakota State is planning to accomplish the work through a combination of efforts, including in-house development and outsourcing some of the integration of existing systems to the new Banner platform. We also plan to hire staff in the areas of Admissions, Financial Aid, Registration, and Information Technology to assist with the project.

Ongoing Request (4 FTE, including benefits): \$257,200

One-Time Request: \$460,000





State-wide K-12 Cyber Education: Development and implementation of a South Dakota-wide technology and cybersecurity curriculum for K-12

Dakota State University is strongly immersed in the national security conversation. DSU has four National Security Agency (NSA) and Department of Homeland Security (DHS) Academic Center of Excellence Designations. DSU provides learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity. In addition, DSU provides the largest National Science Foundation GenCyber camps for middle school and high school students and teachers in the nation. For example, in 2016, this initiative meant DSU brought to campus 50 teachers for a teacher's camp; 140 students in a girls-only camp, and more than 400 students in two co-ed camps.

Dakota State proposes to expand its work with K-12 by developing an initiative to provide enriched learning environments for South Dakota K-12 students and K-12 teachers organized developmentally through existing networks of teachers, principals, and superintendents locally, regionally and state-wide.

Through a series of workshops, classes, interactive online and face-to-face sessions and supportive study, this project will address three primary objectives: (1) addressing developmental needs for cyber-learning for school-age children, (2) addressing skill-oriented needs in computer science and cybersecurity, e.g. foundational computing, networking, and coding skills, providing the availability of dual credit and accelerated dual credit to high school students, as well as a developing a cohort of high school graduates ready to immediately move into college-level cybersecurity coursework, and 3) addressing practice-oriented needs in cyber-learning for teachers of school-age children.

Dakota State has already been working on K-12 cyber education consistent with a number of our collaborations, especially with the other NSA/DHS Regional Centers of Academic Excellence, including those at the community college level. In addition, the university is developing its programs in concert with the National Institute of Standards and Technology (NIST) National Initiative for Cyber Security Education (NICE). NIST is part of the U.S. Commerce Department.

The Association for Computing Machinery (ACM), Code.org, the Computer Science Teachers Association, the Cyber Innovation Center, and the National Math and Science Initiative, have collaborated with states, districts, and the computer science education community to develop conceptual guidelines for computer science education. These guidelines initially focused only on general computing skills. While they have now been expanded to include some cybersecurity skills, there is still much to be developed in terms of knowledge and skill development in cybersecurity that would lead into university-level cybersecurity degree programs. These guidelines can provide a strong foundation on which to develop and implement a state-wide model curriculum for South Dakota that expands the computer science focus to more comprehensively include cybersecurity knowledge and skills.



State-wide K-12 Cyber Education: Development and implementation of a South Dakota-wide technology and cybersecurity curriculum for K-12 (continued)

The K-12 Computer Science Framework¹ is built around core concepts and core practices:

Core Concepts	Core Practices
1. Computing Systems	1. Fostering an Inclusive Computing Culture
2. Networks and the Internet	2. Collaborating Around Computing
3. Data and Analysis	3. Recognizing and Defining Computational Problems
4. Algorithms and Programming	4. Developing and Using Abstractions
5. Impacts of Computing	5. Creating Computational Artifacts
	6. Testing and Refining Computational Artifacts
	7. Communicating About Computing

In addition, the Framework identifies five crosscutting concepts that are addressed across the Core Practices: 1. Abstraction, 2. System Relationships, 3. Human–Computer Interaction, 4. Privacy and Security, and 5. Communication and Coordination. Expanding the fourth cross-cutting concept, “Privacy and Security” to include both private practice and pre-professional skill building, would be a key component of the development and implementation of curriculum.

The concept statements in the framework describe conceptual milestones at different grade-band endpoints: Grades 2, 5, 8, and 12. Again, this project would extrapolate out conceptual and developmental milestones at these levels for the expanded concepts related to cybersecurity knowledge and skill development.

Examples of developmental and conceptual milestones for the students for (1) *addressing developmental needs for cyber-learning for school-age children* will include: K-2nd Grade: online safety and cybersecurity principles, digital hygiene; Grade 3 – Grade 5: going places safely, abc searching, keep it private, creative work, sending email: connect with others; Middle School: my online community, how the internet connects you to others, things for sale – how websites try to get you to buy things, respect online, clarity and respectfulness, writing good emails, screen out the mean; High School: digital citizenship, think critically, behave safely, and participate responsibly in our digital world, potential of technology for learning reliable, research-based information about digital media and their impact.

Examples of milestones for (2) *addressing skill-oriented needs in computer science and cybersecurity, e.g. foundational computing, networking, and coding skills...* will include: K-2nd Grade: basics of inference models, algorithms, variables, and modularity (breaking tasks into sequential pieces), Grade 3 – Grade 5: basics of data and analysis, how hardware/software work together/device-specific functions, understanding control structures, including loops, event handlers, and conditionals, used to specify the flow of execution, Middle School: computing system parameters, including processing, storage, and transmission, network-ing protocols, cybersecurity techniques, including encryption and restricted access, High School: integration of computing devices with biological, mechanical, and social systems, basic computer system architecture and management, use of cybersecurity measures such as physical security tokens, two-factor authentication, and biometric verification, and security challenges, such as denial-of-service attacks, ransomware, viruses, worms, spyware, and phishing.

For the teachers, this program will address STEM education and careers by teaching about cybersecurity in an engaging way, specifically teacher education needs to prepare teachers to face the changing technological contexts, model pedagogies, and tools for better forms of learning. The focus will be on progressively more sophisticated approaches including: (1) renewal of delivery of information with online repositories and courses; (2) rise of web-supported classrooms; (3) participation in learning networks and communities; and (4) knowledge creation in knowledge-building communities. Technological innovations accompany social and pedagogical changes, and for the betterment of education, teachers need to play key roles as owners and designers of their learning.

One time request: Three-year budget request of \$750,000 which will include instructional network development, instructional and production costs, and project evaluation.

Base Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
Salary Policy	\$1,246,707	\$174,539					\$1,421,246	
SIS Implementation - Colleague to Banner	\$195,535	\$61,665					\$257,200	4.0
Total	\$1,442,242	\$236,203	\$0	\$0	\$0	\$0	\$1,678,445	4.0
Total Base Funding Request	\$1,442,242	\$236,203	\$0	\$0	\$0	\$0	\$1,678,445	4.0

One-Time Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
DSU Research Infrastructure						\$720,000	\$720,000	
SIS Implementation - Colleague to Banner			\$10,000	\$450,000			\$460,000	
State-wide K-12 Cyber Education (one-time funding over 3 years)	\$600,000	\$84,000	\$10,000	\$40,000	\$16,000		\$750,000	
Total	\$600,000	\$84,000	\$20,000	\$490,000	\$16,000	\$720,000	\$1,930,000	0.0
Total One-Time Funding Request	\$600,000	\$84,000	\$20,000	\$490,000	\$16,000	\$720,000	\$1,930,000	0.0

Capital Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
Madison Cyber Labs - MadLabs						\$ 18,000,000	\$ 18,000,000	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000,000	\$ 18,000,000	0.0
Total Capital Project Funding Request	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000,000	\$ 18,000,000	0.0

Northern State University FY19 Budget Request

American Indian Circle Program

NSU has the second highest percentage of degree seeking students that self-identified as American Indian in the SD BOR system. It is known that our Native American students represent a population with cultural and unique needs. NSU is requesting funds to implement the American Indian Cangleska Waste' (Circle) Program to address the needs of these students and provide the support they need to enroll in college and successfully earn their degree, greatly enhancing the probability of them becoming part of South Dakota's work force.

The Circle Program will demonstrate a holistic model and serve to imitate the family-centered orientation of tribal life through enhanced student support services and academic offerings. This model encourages student-centered planning, seamless entry, navigational and cultural experiences and gives students a broader range of co-curricular options and natural supports in order to cultivate a deeper cultural footprint at NSU. Research into best practices in working with American Indian students shows that programs such as this instill students with a deeper sense of acceptance within the campus community and commitment to their education without losing the connection to their tribal communities and culture. Programs that are successful in building meaningful relationships between the student, their tribe and the campus will improve retention and lead to improved graduation rates.

The Circle Program will focus on intrusive academic advising for all freshman, sophomore and transfer students; intentional retention advising for junior and senior level students; publicizing the NSU Native American Cultural Center, Native American artwork and on campus-cultural events; promoting distance education options; outreach with tribal schools to increase student academic offerings; teaching American Indian pedagogy; creation of a donor/alumni program and boosting scholarship aid to American Indian students; financial literacy training; culturally sensitive career planning; formal mentoring; creation and implementation of American Indian recruitment initiatives; pre-orientation program; Learning Living Community (LLC); developing an American Indian Studies minor and integration of program goals into classroom learning and campus engagement, as well as involvement of family/community in educational initiatives. The Circle Program is intended to be a collaborative and comprehensive plan staffed with a director, an academic program coordinator and student mentors.

Base Funding Request – \$164,000

One Time Funding Request – \$30,000

Total request = \$194,600

Career Readiness

Strategic Priority 2 in NSU's strategic plan is to "Prepare students for careers of today while equipping them for a changing future marketplace." With the popularity of dual credit courses, an increasing number of students will enter college at a point where they will be making career choices much sooner than students did in the past. Providing students with an employment based opportunity in areas such as financial services, bio-technology, education and international programs will enhance their education and improve their career readiness.

NSU fills a vital role in teacher education in the State of South Dakota. Many schools have found it difficult to find qualified teachers in areas of critical need. These areas include elementary and secondary education, high school career and technical education, high school math and high school science. Students interested in these areas need to be incentivized to complete their student teaching experience in school districts lacking qualified educators in critical need subject areas. Incentives will make a student more likely to seek student teaching opportunities they may not have previously considered. The goal will be to partner with school districts committed to mentoring student teachers in all aspects of the teaching profession.

This proposal requests funding that would be used to create a position for a Coordinator of Career Readiness who would support workforce development by establishing partnerships with businesses and school districts interested in attracting graduates who are prepared for the rigors of the job as a result of quality classroom instruction combined with an employment-based experience. This individual would serve as a liaison between the campus and the business community to ensure that curricular changes are relevant in preparing students to meet employer demands in a highly competitive, globally focused, rapidly changing workforce. The Coordinator would work with businesses and school districts to understand the knowledge and skills graduates need to possess in order to meet their needs. It is expected that students would be paid a stipend to be placed with each of the potential future employers to gain real life work experience.

Base Funding Request - \$71,000

Multi-Cultural Student Affairs

One of NSU's strategic priorities is to recruit, retain, challenge, and graduate students possessing the skills for success and leadership in a changing global economy and the number one priority identified in the South Dakota Board of Regents strategic plan is student success. Research confirms that university campuses that intentionally create welcoming, respectful environments also cultivate critical thinking skills, reduce stereotyping, and enhance interaction among people

from different backgrounds and orientations. Developing these types of behaviors can help create a sense of belonging which may then result in improved retention and successful completion of a degree. Northern must actively work to create and sustain an environment which values diversity and inclusion, promotes equity and social justice, and provides intentional learning opportunities for faculty, staff, and students to appreciate and reflect on the perspectives of others.

A new staff person, Coordinator of Multi-Cultural Student Affairs, would serve as the institutional leader and point of connection across campus for inclusion and diversity. The coordinator will provide vision and leadership to sustain the initiative over the long term. Diversity training and educational activities would be provided for students, faculty and staff that would include opportunities to learn about a variety of cultures. These programs will support student success by increasing knowledge and fostering an appreciation for all cultures.

Base Funding Request - \$60,000

Summer Bridge Program

The purpose of a Summer Bridge program is to bring students to campus four weeks prior to the start of the regular fall semester to begin the transition from home to college. The population served by Summer Bridge is American Indian and low income students. During this program, students not only earn credit for coursework, but they also become acclimated to life on a college campus before the general student population arrives. They learn about studying, financial aid, the library, counseling and career development and much more. They connect with academic advisors and faculty as they begin to develop social relationships with their classmates. These activities help students build confidence and a sense of belonging. This helps students feel more secure as they cross the bridge from home to college.

An important element of the Summer Bridge is to help students feel connected to the campus and the community year round so a portion of the funds would be used to employ Summer Bridge students throughout the summer months. NSU would partner with private businesses and governmental agencies to provide these students with meaningful, productive work experiences. In addition to formal summer course work, this proposal includes funding that would be used to hold basic social events which are a key element in helping students connect with the campus and with one another. Providing students with opportunities to learn, work and socialize will help them build confidence in their ability to successfully complete their education during this transitional phase to becoming a college student.

Base Funding Request - \$20,780

Assessment

Expanded services in the area of assessment would enhance student recruitment and retention. Many of today's students seek enrollment in accredited programs, thus it is important to assure quality programs are developed and maintained in order to meet accreditation requirements. The addition of an Assessment Coordinator would enable NSU to expand and improve existing efforts in the areas of institutional research and assessment. Specific areas of responsibility include (1) **institutional reporting**: accurate reporting of institutional data to accrediting and governing bodies, external organizations, and internal units; (2) **institutional research**: performing analysis on institutional data to assist decision-making; (3) **academic and non-academic assessment**: ensuring the completion of assessment-related tasks, reporting trends in the assessment data to campus units, and supporting the staff and faculty who collect and analyze assessment data for their unit; and (4) **testing services**: proctoring exams used for appropriate academic placement, exit exams used for assessment of academic programs and exams required by online NSU classes.

Specific duties, benefitting all students and the institution include; monitoring report submissions to the Campus Labs Planning system, which houses assessment and institutional effectiveness information, resolving assessment-related data and report issues as campus units encounter them, supporting academic units preparing for external accreditations and seven-year program reviews, assuring external validation of excellence of our academic programs, guiding deans, chairs and faculty to identify and update measurable learning outcomes across the curriculum, leading the assessment committee and directing the completion of annual assessment reports, formulating course level assessments across the curriculum, and directing the proctoring program and senior exit exam processes across all academic units.

Base Funding Request = \$57,000

Northern State University

FY19 Budget Request

Base Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
American Indian Circle Program	\$103,600	\$31,000	\$12,000	\$9,000	\$9,000		\$164,600	2.0
Career Readiness	\$50,000	\$16,000	\$2,000	\$2,000	\$1,000		\$71,000	1.0
Multi-Cultural Student Affairs	\$40,000	\$15,000	\$2,000	\$2,000	\$1,000		\$60,000	1.0
Summer Bridge Program	\$15,000	\$1,280		\$2,000	\$2,500		\$20,780	
Assessment Coordinator	\$40,000	\$15,000		\$1,000	\$1,000		\$57,000	1.0
Total Base Funding Request	\$248,600	\$78,280	\$16,000	\$16,000	\$14,500	\$0	\$373,380	5.0

One-Time Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
American Indian Circle Program						\$30,000	\$30,000	
Total One-Time Funding Request	\$0	\$0	\$0	\$0	\$0	\$30,000	\$30,000	0.0

Black Hills State University
FY19 Informal Budget Request
June 2017

BHSU Priority #1 – Helping Students Graduate - University College - \$726,053 base and 12 FTE

Addresses: SDBOR Priority #1 – Student Success (Enhanced advising to include academic advising, career guidance, improved retention and an increase in the number of graduates)

The mission of the BHSU University College is to support new students and students who are high-risk academically in their successful transition to Black Hills State University by providing resources to build a solid foundation for academic success with the ultimate goal of graduation from BHSU.

This initiative addresses the South Dakota Board of Regents' first goal in its strategic plan - Student Success. The Black Hills State University - University College will help the Regental system grow degree production through enhanced and intrusive academic advising to include career guidance, improved retention and an increased graduation rate. The program will be modeled after intrusive advising and retentions programs commonly found in major Division I athletic programs that are successful at retaining and graduating students. Currently, Northern State University and South Dakota State University have university colleges in place to oversee many of their campuses retention programs and services.

BHSU University College will support all students on campus, with greater focus on those students who are high-risk academically in their successful transition to Black Hills State University. BHSU will provide a more structured foundation for academic success with the ultimate goal of graduation from BHSU. The concept of a university college places its emphasis on the first-year and second-year population, particularly orientation, structured and intrusive advising and course selection, and seminars, as well as undeclared students (students who have not yet selected an academic program of study).

This proposal calls for a new and robust approach to address the needs of those students most at-risk for attrition, yet at-promise for academic success given the appropriate interventions and supports. Current literature in many areas of higher education discuss the positive impact that academic advising programs have when focused on specific segments of student populations. The NCAA is one of many entities that touts the academic success of athletes who participate in intentional and very structured advising, such as outlined in this proposal. These effects are very personnel intensive, but they work. This request is intended to design and develop a model program that could be used by other Regental universities. It is BHSU's intention to heavily utilize this approach in an attempt to dramatically improve advising and retention of first and second-year students.

It is estimated that college graduates have double the earning power in their careers over those

who do not attend college or those who start college and do not finish. In addition, those who attend college, but do not graduate, have generally incurred student loan debt that is more difficult to repay, due to lower paying employment, usually minimum wage. For the State of South Dakota, the average loss of wages and contributions to state and federal taxes is just over \$26,000 per year, for those who start college but do not graduate.

The first year cohort retention goal in BHSU's Enrollment Management Plan is to reach 75% by 2021. Applied to BHSU, this means an overall 8% increase, retaining an additional 75 students each academic year.

BHSU will create a University College that is administratively housed alongside other administrative units. The college will be led by an Executive Director/Dean with the autonomy to deliberately address student needs. The proposal is for six professional staff (advisors) that will provide varied support services – with each assigned to retention activities in one or more of the following areas: academic and peer advising and retention; career advising and college/school liaison; first and second-year seminar instruction; transfer students; Starfish or early alerts; and tutoring and mentoring. There will be one program assistant, one secretary and work study students who will serve as office support staff. Three professional advisors will provide academic and career advising for students during their freshman and sophomore years of school. When a major is identified, students will be assigned either a faculty member or the recruitment and retention specialist in each College.

There will be three professional staff (Recruitment and Retentions Specialists) within each academic college. We will also place an Executive Director/Dean of the University College to oversee personnel and retention initiatives and programs. Each of the professional staff will provide direct academic advising and retention services. Each professional staff will also be assigned to retention activities, similar to the NCAA, including Freshman Seminar, intensive academic advising, mentoring, tutoring, periodic grade checks throughout the semester, mandatory study sessions and career advising sessions.

Students will register for a freshman seminar with the focus on adjusting to college, selecting a major and career horizons emphasis (exploration of careers through shadowing, summer employment, and internships, etc.). Students will meet with their academic advisor frequently (4-8 times) throughout the semester to assess academic progress, discuss registration for subsequent semesters, assess financial status, and review graduation requirements. Peer advisors, mentors and tutors will be available evenings and weekends to provide support for students with study sessions, test preparation and referrals to existing math and writing centers. The staff will oversee and coordinate campus-wide registration and retention activities at the opening of each academic year beginning with prospective student events, structured new student registration, fall orientation and intentional retention events throughout the year

BHSU Priority #2 – Center for Indian Studies - \$824,001 base and 5 FTE

Addresses: SDBOR Priority #1 – Student Success (Total degrees, American Indian degrees, retention rates, graduation rates, and remediation rates) and SDBOR Priority #4 – Affordability and Accountability (3 year federal default rate)

This initiative includes the following components:

- Jump Start Program
- American Studies Forgivable Semester Program
- Graduate Degrees in Indian Studies (MA, Doctoral)
- Graduate Assistants

Over forty years ago, Black Hills State University was one of the first higher education institutions in the United States to recognize American Indian Studies as a unique discipline. Today, BHSU boasts the largest percentage (6%) of American Indian students in the South Dakota Board of Regents system. During the fall 2016 term, there were 262 American Indian students enrolled. BHSU provides a major and a minor in American Indian Studies and houses a legislatively approved Center for American Indian Studies. The Center provides a student friendly foundation for a variety of activities including the recently-funded Jump Start Program, bridge program, academic advisement and student tutoring. Emerging initiatives include a Masters in American Indian Studies; a doctorate in American Indian Education; a forgivable semester program, which would allow selected students from the Crazy Horse/USD Summer Bridge program to receive free tuition, fees, room and board and an academic waiver if necessary; a collaborative agreement with Crazy Horse featuring a range of degree and non-degree options in the Southern Black Hills; and an American Indian Learning Resource and Cultural Center housed on the BHSU campus.

Black Hills State University traditionally enrolls the highest percentage of American Indian students in the South Dakota Board of Regents system. During the 2016 fall semester there was an estimate of 3% of students who self-identified as American Indian. An Assistant Director is critical in supporting the infrastructure needed to support and sustain the new and returning American Indian students. BHSU continually strives to strengthen its collaboration and partnership with Tribal higher education programs, Tribal Colleges, the SURF, and schools with high populations of American Indian students.

BHSU Priority #3 – BHSU Center for Sustainability - \$376,000 base and 5 FTE

Addresses: SDBOR Priority #2 -- Academic Quality & Performance (Encourage student engagement in research and service) and SDBOR Priority #3 – Economic Development & Quality of Life (Promote growth of research initiatives; contribute to quality of life)

This proposal is for:

- 5 FTE
- 6 Graduate and undergraduate student internships

Black Hills State University is a leader in environmental sustainability efforts. President Tom Jackson, Jr. proudly serves as Vice Chair of the Sustainability and Sustainable Development Committee of the American Association of State College and Universities (AASCU) representing BHSU at the national level. BHSU was the first university in South Dakota to join the American College and University President's Climate Commitment, achieve a STARS Silver

rating from the Association for the Advancement of Sustainability in Higher Education (AASHE), and to have a Certified Green Restaurant. BHSU received the Association of Physical Plant Administrators (APPA) Sustainability Award in 2014, recognizing the work we've accomplished to make our facilities energy efficient and environmentally sound. BHSU's Master of Science in Sustainability program is the only fully online sustainability program in the western part of the U.S., graduating our first class of sustainability professionals in 2015.

The momentum built in the last few years has compelled BHSU to ask the State for the opportunity to create the Black Hills State University Center for Sustainability. It is clear that in this fast-paced field we need to move from a regional to a national leader, recruiting talented faculty and driven students both locally and from afar. The center will employ at least 6 students each semester preparing them with exceptional experience to prepare them for careers in any number of fields from environmental stewardship to business to teaching the future. The mission of the Center will be to activate students to solve local and world-wide problems with economically, environmentally, and socially sustainable solutions.

At Black Hills State University, we take sustainability seriously and to mean a place where the social well-being of current residents is supported by a resilient economy and a healthy environment. It is part of BHSU's core values. Sustainability is important to BHSU, in part, because of our unique location. Situated in the Black Hills, our landscape draws people from all over the world to experience our environment. Stunning geological formations, a vast network of national forests, national and state parks, national monuments, and remarkable plant and animal species surround our campus. Locals and tourists alike can feel the spirit of the Black Hills. Our campus is the largest university in western South Dakota and serves as an informational hub for the region. We have expertise in the multidisciplinary field of sustainability in our academic programs, related research, facilities operations, and out-of-classroom student engagement. We know that a sustainable Black Hills is our duty. Our expertise acting as a leader in the field puts us in position to grow this work through the creation of a Center for Sustainability.

Since hiring a Sustainability Coordinator in 2013, BHSU's sustainability efforts have had a profound effect on the university and the surrounding community. The Sustainability Office has acquired \$275,000 in external grants and stipends since 2014 to launch programs that engage university students in work that supports local businesses and organizations. One such initiative is Spearfish Local, launched in 2014, which works with producers, distributors, purchasers, and consumers of local food to grow the Spearfish economy and build community resilience. The project has engaged undergraduate and graduate students in real-world projects, benefitting the local community. Thirteen students have benefited from paid internship opportunities through the Spearfish Local initiative. Out of Spearfish Local launched the Black Hills Food Hub, a food distribution business focused on bridging the local food distribution gap between area farmers and cafeterias, schools, and hospitals. The Black Hills Food Hub is currently working with 20

local farms and providing produce and meat weekly to three large cafeterias: Rapid City Regional Hospital, Xanterra Carver Café at Mt. Rushmore, and the Black Hills Surgical Center. This business is currently grant funded and will be incubated at Black Hills State University until it reaches profitability.

The Sustainability Office successfully works with diverse groups including: faculty, staff, students, City of Spearfish, Spearfish Chamber of Commerce, local non-profits, scouting programs, area schools and daycares, and a plethora of local businesses. The Sustainability Office is currently responsible for annual greenhouse gas emissions accounting, engagement events such as Sustainability Month and Earth Day, recycling operations and education, managing the campus vegetable garden, running educational programs for the campus and area youth, grant writing, management of student interns, and most importantly, to work with others on sustainable innovations for the campus and surrounding community.

The proposed BHSU Center for Sustainability will house five university staff working on research, student engagement, and community outreach. Staff will include a Director, Sustainability Research Advisor, Outreach Coordinator, Residence Life Sustainability Coordinator, and Waste Management Coordinator. The Center will provide six part-time research and internship positions for undergraduate and graduate students each fall, spring, and summer semester. It will continue the work of Spearfish Local and the Black Hills Food Hub and generate new ideas for our campus and greater community in the realm of healthy living, environmental research and design, and sustainable economies. The Sustainability Center will provide a laboratory across disciplines where students study and participate in the development of sustainable solutions for the university, cities, businesses, and other organizations. This experience coupled with career counseling will prepare students for leadership in meaningful careers after graduation.

Outcomes of the Center will be:

- Incubation of new ideas and businesses to serve the needs of the region and build the local economy
- Establishment of graduate research positions for students in the Masters of Science in Sustainability program to tackle real-world issues affecting the Black Hills
- Creation of a sustainable employer network and sustainable career counseling as a resource for students
- Creation of an annual Black Hills Sustainability Symposium that brings area leaders to campus and increases BHSU student's professional network
- Formation of a joint task force between BHSU and regional leaders focused on the ability to survive disruption and to anticipate, adapt, and flourish in the face of change

- Organize a farmer and rancher coalition focused on reversing the declining population of farmers and ranchers by collaborating on solutions such as innovative technologies and group purchasing
- Creation of a speaker and debate series that will bring attention to local, national, and international issues
- Work with community leaders to increase community health through nutrition and active living
- Increase external grant dollars
- Increase recruitment of new student talent
- Prepare BHSU students for sustainability careers that span all disciplines
- Increase student engagement through the growth of campus events and programs
- Increase participation from all campus constituents on sustainability initiatives and practices through education and awareness

The Center for Sustainability's impact will be wide reaching by teaching critical tools to BHSU students who will become teachers, scientists, entrepreneurs, artists, writers, and more. Through the Center for Sustainability, BHSU will lead in this innovative field. The Center will indefinitely expand the work of Black Hills State University and South Dakota in creating a socially, economically, and environmentally sustainable world.

BHSU Priority #4 – Weekend & Senior College – BHSU-RC - \$1,049,401 base and 7 FTE

Addresses: SDBOR Priority #1 – Student Success (Total degrees, American Indian degrees, retention rates, graduation rates, and remediation rates)

This request includes components of the following:

- Associate Degrees
- Continuing Education
- Dual Credit Initiative
- Workforce Development (Career Development & Counseling)
- Adult & Transfer Coordination

The recent change of the University Center in Rapid City to Black Hills State University – Rapid City (BHSU-RC) has provided significant opportunities, not only for branding, but for programmatic innovation and growth. A number of new Associate Degree programs are being developed, designed to attract students to near-term degree completions which can be leveraged toward four year programs which may be completed at the Rapid City or Spearfish campuses as well at other Regental institutions. Examples include Criminal Justice (Fall 17), Network Computing (Fall 17), Business Administration (Fall 17), Tourism (currently offered), Elementary Education and Special Needs (Fall 17), Human Services (Fall 16). Bachelor degrees that are currently available in their entirety only in Spearfish are being set up for completion in Rapid City as well. Additional certificate programs are being developed to attract and track students into Associate and Bachelor's degree programs. Weekend programming is also being developed

with a focus on certification (e.g., special education for teachers), project management for area businesses, and learning or continuing education opportunities for the senior adult population.

Resources would be invested into certificate and associate stackable programs that may lead to bachelor programs and any regental university. These credit and non-credit opportunities are targeted at adult learners that may only attend college on weekends and at senior-citizens, the largest and fastest growing group of potential degree or certificate seekers. Additional faculty, incentives for high school teachers to serve as dual credit adjunct faculty, and student support services are embedded in a different and innovative delivery model at the BHSU-RC.

BHSU Priority #5 – Technology - \$242,750 base, \$1,415,000 one-time and 1 FTE

Addresses: SDBOR Priority #2 – Academic Quality & Performance (Expand use of technology to enhance learning & promote high standards for student learning)

Security - \$36,250 base and \$225,000 one-time funds

Security is becoming more and more of an issue on campus, regionally, nationally, and globally. There are federal laws that ensure the University is complying with various legislations in order to protect IT resources and the information that resides on them. When asked if they would enroll in an institution that had suffered a data security breach, 85% of prospective students answered “no” or “not sure” (Collegis Education, March 2016, Google Consumer Survey). Hackers are becoming more sophisticated and attacking in a variety of ways, as in the recent WannaCry Ransomware virus. To protect our campus, its infrastructure, and individual’s credit card and personal information, more emphasis must be placed on information security. This will require constant vigilance as well as specialized hardware and software.

This request is for procurement and maintenance on dedicated hardware and software. The one-time request includes \$50,000 for specialized training and \$175,000 for security information and event management software, vulnerability and monitoring hardware and software solutions. The ongoing amount covers the maintenance.

Equipment Replacement - \$136,500 base and \$910,000 one-time funds

BHSU needs to replace its firewall system and purchase some security solutions software. The firewall (which includes the capabilities to shape traffic and perform intrusion prevention services such as block viruses, spyware, phishing scams, etc.) currently has the campus limited to two gigabit of bandwidth and is reaching its end-of-life. The campus is projected to increase the bandwidth subscription this fall in an effort to upgrade from the current two gigabit to ten gigabit.

BHSU currently needs to replace or procure the following high cost technology equipment:

- The campus firewalls need to be upgraded to handle the large increase in bandwidth from BIT. \$300,000
- LogRhythm (network log monitoring/management) software. \$150,000
- Twenty physical servers will need to be replaced. \$120,000
- The Virtual Desktop Infrastructure (VDI) storage and server infrastructure will need to be replaced. \$300,000

- SolarWinds Server Monitoring software to monitor and log server issues.
\$40,000
- Maintenance on the above equipment and software

Learning Environment - \$70,000 base and \$280,000 one-time

To meet the needs and demands of students in the digital age, BHSU is looking to supplement the standard classroom technology with new and collaborative software/hardware that creates an innovative learning experience. To accomplish this, the campus would like to provide a Collaborative Video Wall that combines digital age video with virtual reality systems to produce a learning environment that can mimic any place in the world, large or small. This collaborative wall is estimated to cost \$180,000.

On a less grandiose scale but more immediate are needs to provide digital classroom experience. This involves providing more capability and support for video capture by both faculty and students (\$40,000). In turn, there will need to be more video streaming services and especially servers and storage. (\$60,000).

The addition of one staff person, a Digital Media Support Specialist at \$70,000 (salary and benefits) will be needed to provide the necessary support for these activities.

BHSU Priority #6 – South Dakota Academy of Mathematics and Science (SDAMS) - \$576,825 base and 6.0 FTE

The South Dakota Academy of Mathematics and Science (SDAMS) is a 2-year residential learning experience held on the Black Hills State University campus. Participation in the Academy is available to the highest performing high school junior and senior students, with preference to South Dakota residents. The model, based largely on other successful programs in Kansas, Missouri, and Texas, offers a premier learning experience, including:

- A safe campus and residential environment, and trained support staff;
- College-level instruction by PhD faculty;
- Graduates receive a high school diploma and 62 hours of college credit;
- Hands-on research supervised by PhD scientists;
- Leadership development and civic engagement opportunities;
- Co-curricular opportunities to develop the whole student.

Students suitable for admission would demonstrate the following qualities:

- High aptitude for success in advanced mathematics and science curriculum;
- High probability of success in continued undergraduate and graduate work;
- Ability to succeed in a regimented academic environment;
- Strong interest in participating in undergraduate research opportunities;
- The drive, maturity, stability and personal and family commitment to be successful.

Under this model, SD students would pay no tuition or fees (up to 17 credit hours per semester), but would be responsible for costs associated with residential life (residence hall and meal plan) and learning materials. Students from other states (or nations) would be responsible for full tuition costs. Students would also be responsible for any enrollment fees charged by the home

school district. Curriculum for the SDAMS program would be organized around the following requirements:

Junior Year - Fall Semester

BIOL 151 & 151L	3+1 cr
ENGL 101	3 cr
MATH 120	3 cr
(or MATH 115)	(5 cr)
AMS 201 (Seminar)	<u>3 cr</u>
	13-(15) cr

Junior Year – Spring Semester

BIOL 153 & 153L	3+1 cr
ENGL 201	3 cr
MATH 123	4 cr
SPCM 101	3 cr
Social Science GE	<u>3 cr</u>
	17 cr

Senior Year – Fall Semester

CHEM 112 & 112L	3+1 cr
PHYS 211 & 211L	4+1 cr
MATH 125	4 cr
RESR 498	<u>3 cr</u>
	16 cr

Senior Year – Spring Semester

CHEM 114 & 114L	3+1 cr
PHYS 213 & 213L	3+1 cr
Social Sciences GE	3 cr
Arts & Hum GE	3 cr
AMS 299 (Seminar)	<u>2 cr</u>
	16 cr

SDAMS holds huge potential for the state of South Dakota for the following reasons:

- SDAMS adds educational value for students who might not be fully challenged in their local schools by providing early access to exceptional post-secondary educational resources.
- SDAMS stems the “brain drain” effect currently experienced in South Dakota by building early collegiate relationships with high performing students.
- SDAMS enhances the intellectual capital of the state through its curricular and co-curricular focus on mathematics and science in a research-focused environment.
- SDAMS will collaborate closely with other SDBOR institutions to encourage graduates to complete their undergraduate and graduate education within the state.

Based on comparable programs, the following structure will serve a first and second year cohort of 20 students. Additional funding would not be requested if participants (beyond the 40 at Academy capacity) were recruited from out-of-state or internationally.

SDAMS Director

SDAMS Assistant Director/Student Life Coordinator

SDAMS Student Success Coordinator

SDAMS Recruiter

OE budget (recruiting, travel, learning materials, operations)

Annual Instructional Costs (2 faculty and additional buy-out)

FY19 Informal Budget Hearings

Budget Priorities

Black Hills State University

Base Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
University College	\$335,000	\$151,050	\$18,000	\$202,503	\$9,500	\$10,000	\$726,053	12.0
Center for Indian Studies	\$440,870	\$108,131	\$25,000	\$175,000	\$65,000	\$10,000	\$824,001	5.0
Center for Sustainability	\$260,000	\$81,000	\$10,000	\$10,000	\$10,000	\$5,000	\$376,000	5.0
Weekend & Senior College - BHSU-RC	\$944,957	\$54,444	\$5,000	\$0	\$45,000	\$0	\$1,049,401	7.0
Technology	\$53,565	\$16,435	\$0	\$172,750	\$0	\$0	\$242,750	1.0
SD Academy of Mathematics & Science	\$379,500	\$107,325	\$25,000	\$25,000	\$25,000	\$15,000	\$576,825	6.0
Total	\$2,413,892	\$518,384	\$83,000	\$585,253	\$154,500	\$40,000	\$3,795,029	36.0
Total Base Funding Request	\$2,413,892	\$518,385	\$83,000	\$585,253	\$154,500	\$40,000	\$3,795,030	36.0

One-Time Funding

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
Technology						\$1,415,000	\$1,415,000	0.0
Total	\$0	\$0	\$0	\$0	\$0	\$1,415,000	\$1,415,000	0.0
Total One-Time Funding Request	\$0	\$0	\$0	\$0	\$0	\$1,415,000	\$1,415,000	0.0

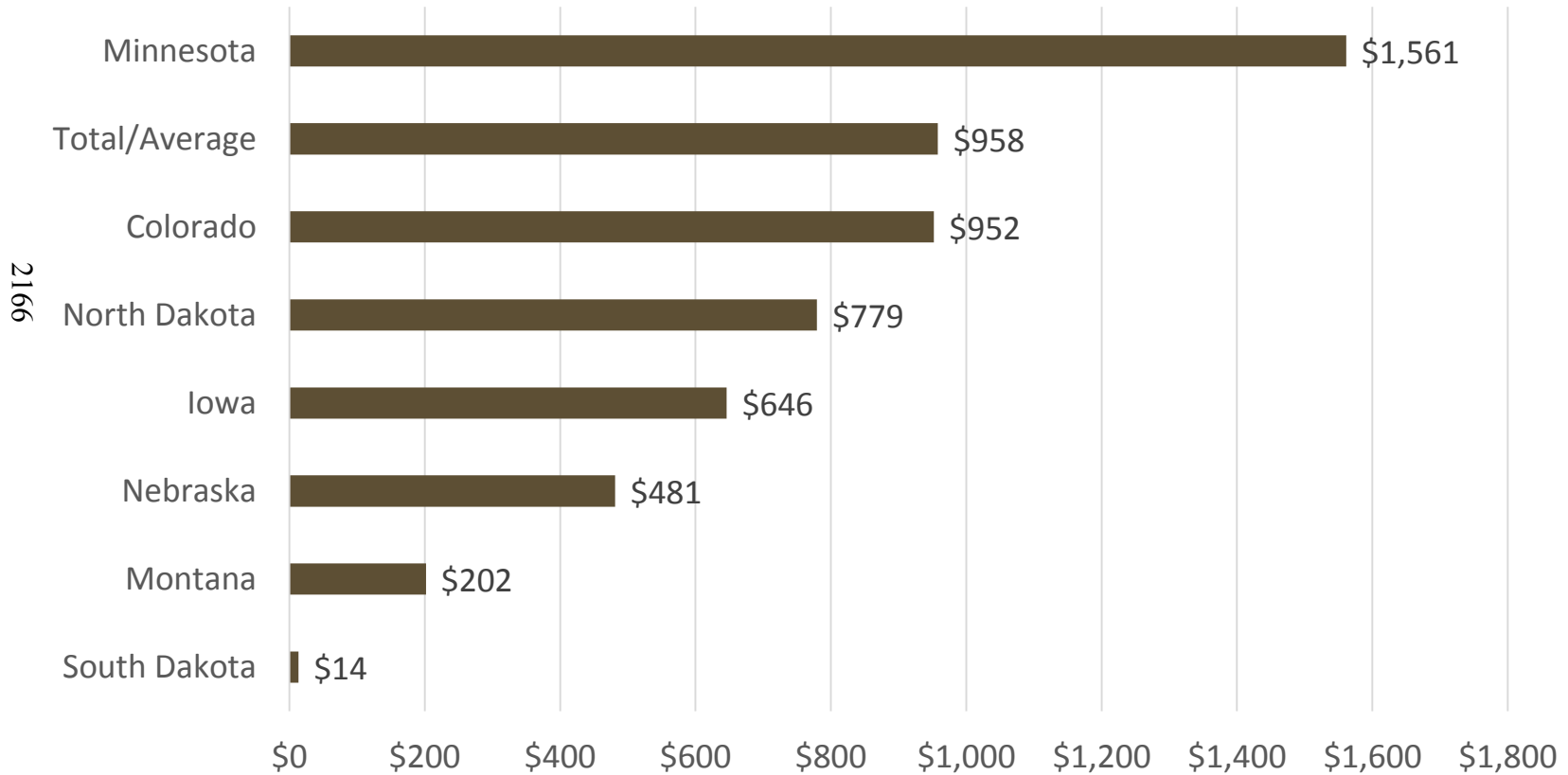
South Dakota Board of Regents

FY19 SYSTEM PRIORITIES

Shared Responsibility Framework

AFFORDABILITY AND ACCESS FOR SOUTH DAKOTA
STUDENTS

Need-Based Funding Per Pell Eligible Student, Regional Comparison



Shared Responsibility Partners

1. **Student** - As the principal beneficiary, is expected to contribute toward his/her own educational costs (Earnings, savings, borrowing, or scholarships).

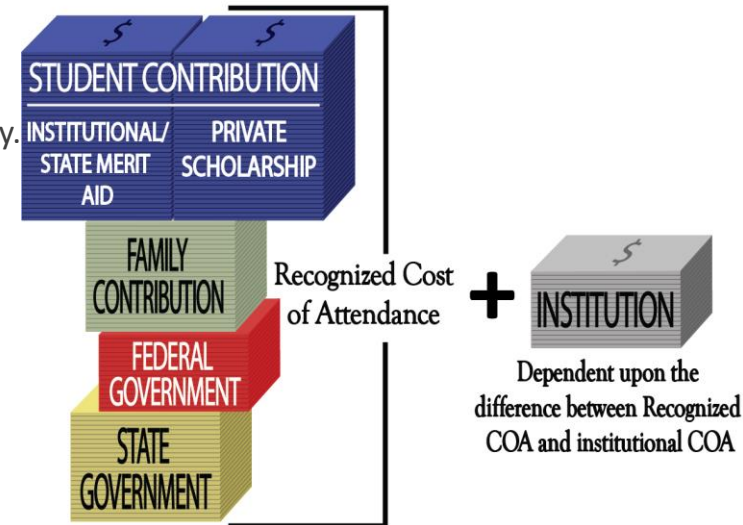
2. **Parents/Family** – Contribution determined by the federal methodology.

3. **Federal Government** – Pell , tuition tax credits, income support payments.

4. **State** – Grant Awards fill remaining gap to match Recognized Cost of Attendance.

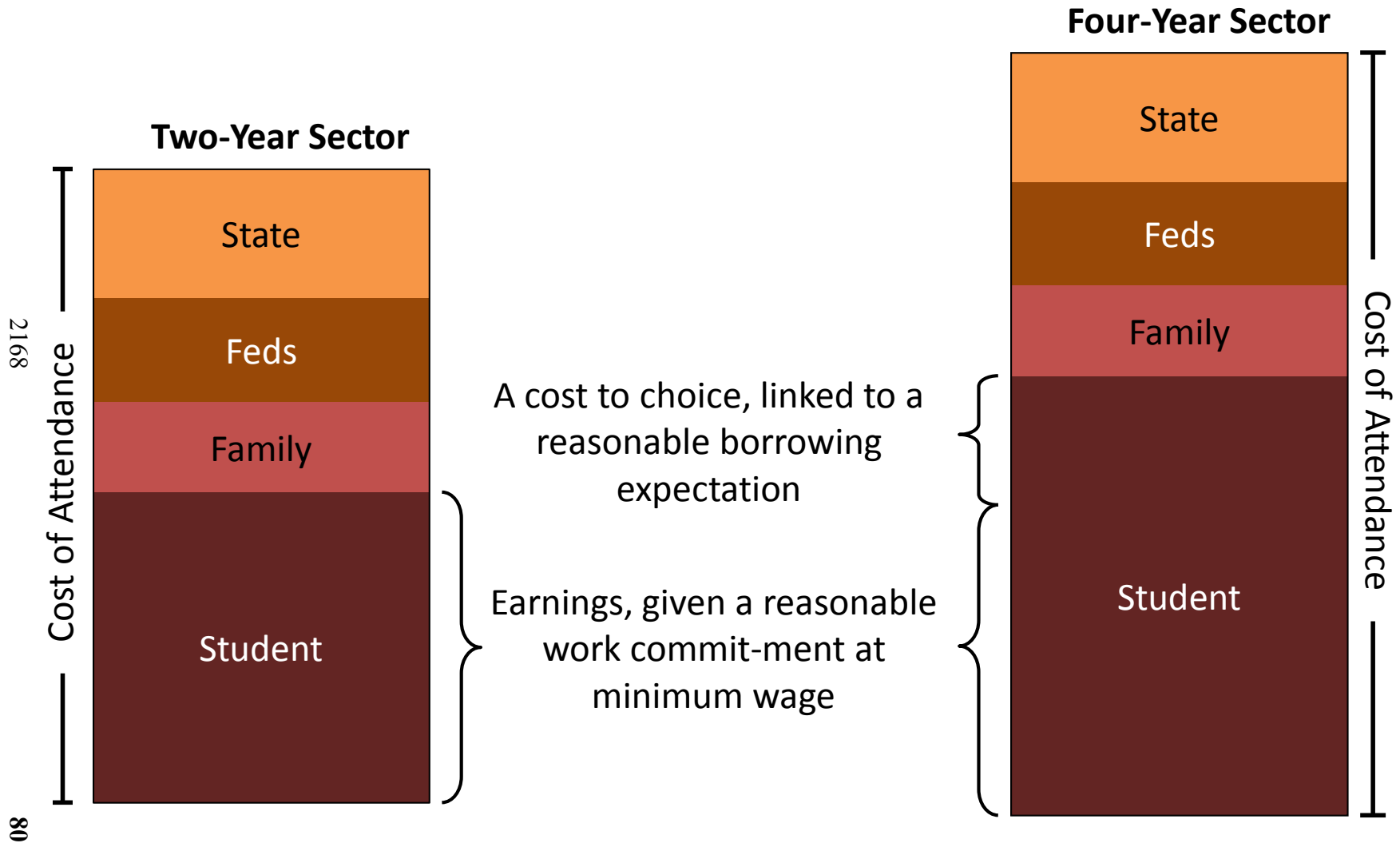
5. **Institution** – Responsible for difference between the recognized COA and its own actual COA.

SHARED RESPONSIBILITY PARTNERS



Source: WICHE: States in the Drivers Seat

Recognizing the Difference in Costs Between Sectors



Basic Assumptions for Student Contribution

Work Expectation

- 15 Hours Per Week for 30 Weeks
- Full-time for 10 Weeks
- 80% of Amount Earned at Minimum Wage

Borrowing Rates

- Alignment to Expected Debt Levels
- \$4,000 for 4-Year Students
- \$2,000 for 2-Year Students

Proposed Student Contribution

2170

Cost of Attendance	Full-Time (15+ Credits)	Cost of Attendance	Part-Time (9-11 Credits)
4 Year COA	\$19,767	4 Year COA	\$16,585
2 Year COA	\$15,568	2 Year COA	\$13,380
Student Contribution		Student Contribution	
Borrowing	\$4,000/ \$2000	Borrowing	\$4,000/ \$2,000
Earnings	\$5,814	Earnings	\$6,840
Student Contribution 4 Year	\$9,814	Student Contribution 4 Year	\$10,840
Student Contribution 2 Year	\$7,814	Student Contribution 2 Year	\$9,866
Differential		Differential	
Student 4 Year	\$9,953	Student 4 Year	\$5,745
Student 2 Year	\$7,754	Student 2 Year	\$4,540

Fiscal Impact



General Fund Maintenance & Repair

FY19 General Fund M&R

- Replacement values = 2017 Insurance replacement values for academic buildings, plus 1.7% cost of construction inflation.
- In FY18 the General Fund M&R was cut (\$907,302)

Replacement Values**	\$1,500,226,023
	2%
2% Replacement Value	\$30,004,520
FY19 HEFF M&R	(\$16,587,315)
M&R Fee	(\$1,297,914)
General Fund Base	(\$7,799,945)
State Contribution Needed	\$4,319,346

South Dakota REED Network Planning June 2017

CLAUDE GARELIK

SYSTEM IT SECURITY AND NETWORKING OFFICER
SOUTH DAKOTA BOARD OF REGENTS

Request – 2.5 M

BACKGROUND

- In 2007 South Dakota was one of the last states to update our cyberinfrastructure
- Goal was to provide a competitive infrastructure and resources for our researchers by leveling the playing field
- Gov. Rounds names network the Rural Education and Economic Development Network (REED)
- South Dakota Science and Technology Authority (SDSTA) investment
- REED installation started in Aug. 2008 and was completed in Jan. 2009
- Cost was approximately \$14.5 million
- \$8 million from the Great Plains Foundation
- Remainder was funded through a combination of appropriations, BOR budget and university budgets

BACKGROUND (cont.)

-
- In 2008 connections to the Great Plains Network (GPN) and the Northern Tier Network Consortium (NTNC) were re-negotiated to include 10G service
 - In Aug 2010 working with North Dakota State University we won an NSF-ARI award connecting ND and SD at 2x10G
 - By Oct. 2011 under the Broadband Technology Opportunity Program (BTOP) over 120,000 miles of broadband networks upgrades funded
 - Internet2 wins \$62 million award to expand and upgrade their network to include 100G
 - By mid 2012 I2 and the Energy Sciences Network (ESnet) and I2 have been upgraded to 100G

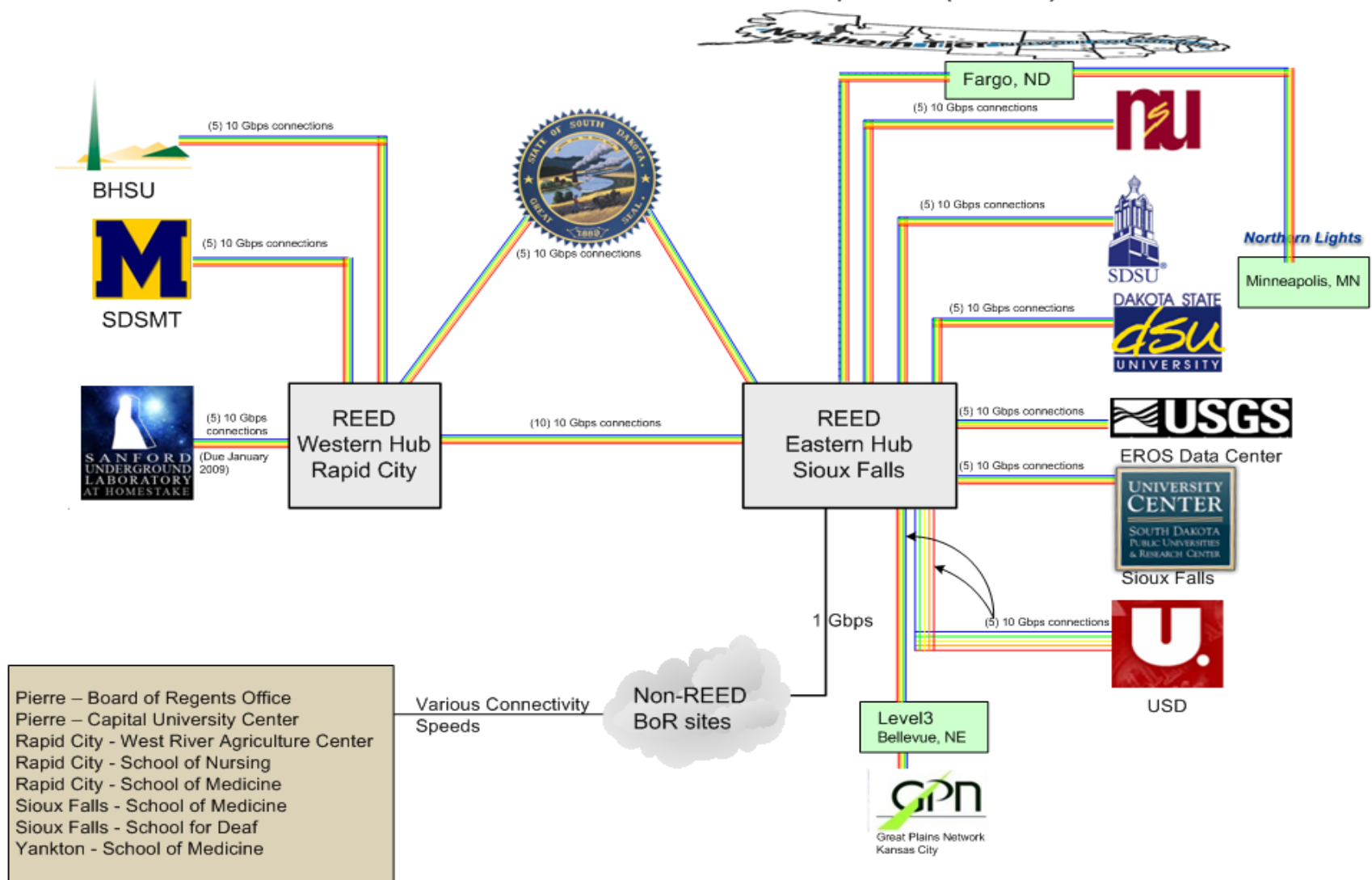
BACKGROUND (cont.)

-
- In Dec. 2012 GPN connects to I2 at 2x100G with Nebraska upgrading to 100G
 - As of Dec 2015 the following GPN states have 100G backbones: Arkansas, Iowa, Kansas, Minnesota, Missouri, Nebraska, Oklahoma, Wisconsin
 - North Dakota has 100G in their budget for FY18
 - Feb. 2014, discussions with BIT on a 3-phase approach to upgrade the REED network in period FY17 – FY19
 - P1: upgrade the obsolete BIT routers, include support for 100G
 - P2: upgrade the North-South REED fiber path between Bellevue NE and Aberdeen SD to support 100G to include SDSU and USD
 - P3: upgrade the rest of the network depending on demand

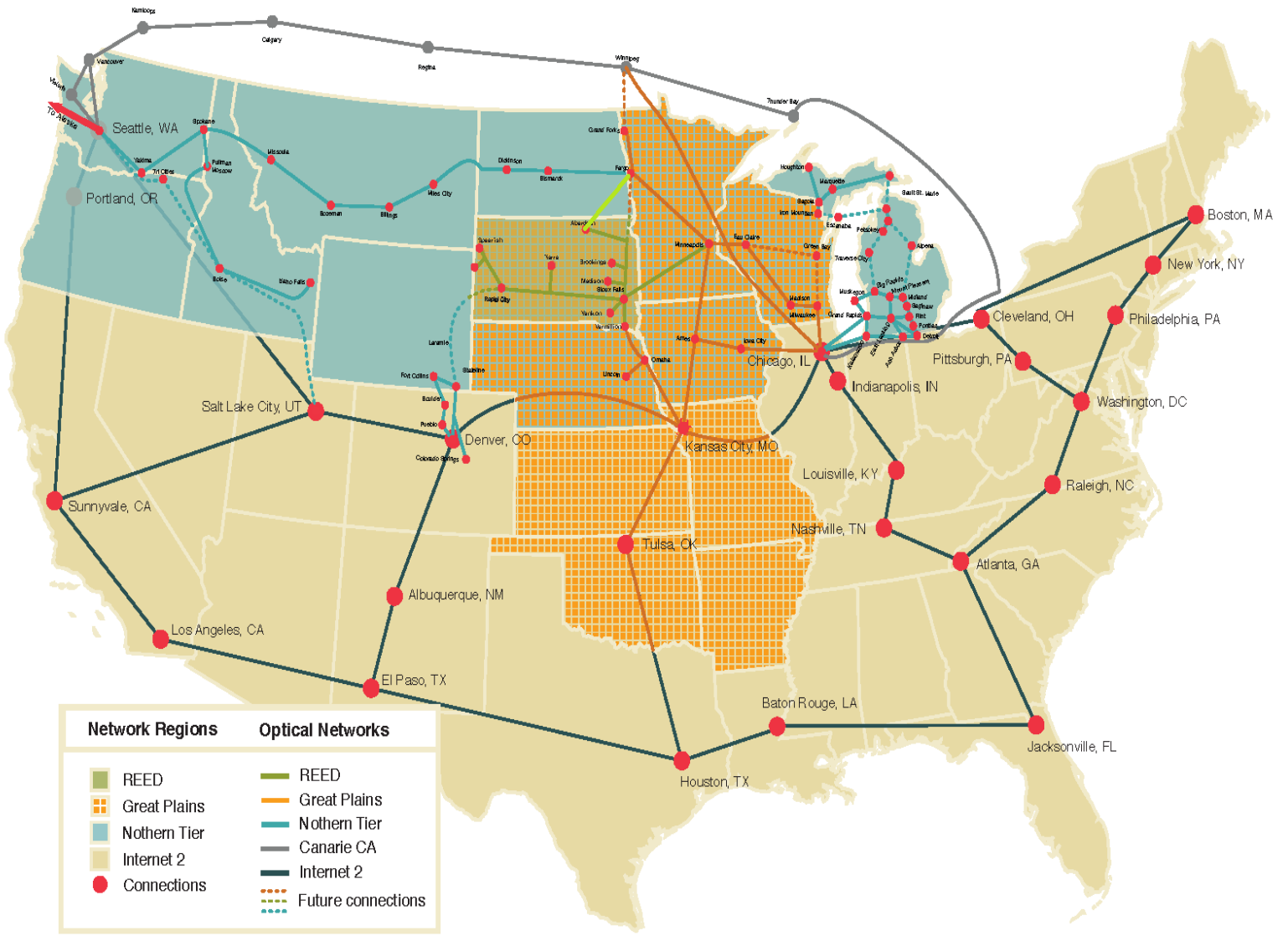
Who's Connected to Reed Today

- 6 public universities
 - BHSU, DSU, NSU, SDSMT, SDSU, USD
 - 3 university centers (Sioux Falls, Rapid City, Pierre)
- Board of Regent Office
- Bureau of Information and Telecommunication
- Sanford Underground Research Facility (SURF)
- Sanford Lab
- EROS data Center (DOI)

Research, Education & Economic Development (REED) Network



2180



THE NEED FOR SPEED

-
- High Performance Computing (HPC) capabilities have evolved at dramatic rate to support research activities
 - Scientific instrumentation has also evolved at a dramatic rate producing enormous amounts of data
 - As experiments are conducted the data being analyzed needs to be moved around at high speed so as not to impeded the progress of research
 - IT took EROS 3 months to transfer around 2 petabytes of data to GOOGLE through 10G networks so as not to overload the networks in between (including REED)
 - SURF now has 3 major experiments generating large quantities of data with over 200 interested scientists internationally interested in sharing
 - California has created a network specifically to connect HPC centers for the purpose of sharing data at high speed (multiple 100G connections)
 - At the last GPN board and annual meeting (May 30 – June 2) plans were discussed to connect the GPN member HPC centers at high speed (min. 100G)

RECENT ACTIVITIES

- In 2016 BIT and BOR agree on a plan to fund future BIT router upgrades through yearly depreciation schedules effectively funding the Phase 1 upgrade
- Upgrade of 8 year old BIT routers started in July and finished in September 2016 cost: \$1.25 million
- Planning for Phase 2 continues between BIT and BOR currently obtaining costs from SDN, NDSU, UNL and GPN

COST AVOIDANCE

- We have been able to avoid costs of networking to both the Northern Tier Network Consortium (NTNC) and the GPN by exchanging network services
- We currently exchange 10G backup paths along the North-South REED segment at an estimated savings of \$250k/year
- Since the neighboring states have gone to 100G we may lose this ability since we will no longer have like services to exchange

CURRENT ESTIMATE

The Phase 2 estimate is \$2.5 million

- Upgrading fiber and networking equipment between Bellevue NE and Aberdeen SD by SDN and BIT
- Upgrading the fiber and networking equipment between Aberdeen and Fargo to be done by Midco as a cost share between the BOR and NSU
- Upgrading the fiber equipment in Bellevue owned by UNL to be done by UNL personnel
- Connecting SDSU and USD at 100G
- Obtaining a 100G connection at GPN
- A one time payment to SDN

South Dakota Shared Responsibility Model

Access and affordability continue to be critical issues confronting higher education requiring states to make investments to ensure that academically accomplished students are afforded the opportunity for earning a college degree. When considering that approximately 66% of all new jobs over the next decade will require some form of postsecondary credential, the emphasis on improving higher education access and affordability will continue to be a critical concern for the United States and South Dakota. Even after exhausting every existing aid option, there is still an unmet need for many students. This “gap” may prevent a student from completing their degree. Over the past few years the Legislature has begun to address the issue of affordability which hinders many students in their pursuit of a degree. Additional funding for the Critical Teaching Needs and the Needs Based Scholarships, now combined in the Postsecondary Scholarship, provides assistance to a few where many are in need.

In January 2015, a task force consisting of financial aid directors and representatives from the Board of Regents office, the Department of Education, the governor’s office, and the South Dakota Educational Access Foundation with the help of WICHE, began discussions of our existing student aid environment, the constraints facing current students, and how future student aid programs could be structured. WICHE has facilitated similar work in a number of other states by applying a framework for Shared Responsibility that has proven to be successful. David Longanecker, President of WICHE, and his colleague Sarah Leibrandt facilitated this process. The goal of these efforts was to provide a model that may be used to develop a long term strategy to address the need for a more robust and cohesive financial aid funding structure for South Dakota’s students.

The Shared Responsibility Framework operates under the idea that five partners share responsibility for meeting the cost of attendance for postsecondary education: the student, the student’s parents/family, the federal government, the state, and the institution. The student, as the primary beneficiary of their education, is expected to contribute the largest portion of that cost through savings, work, borrowing, and any merit aid they earn. The role of the state is to fill in the gap after every other available funding source has been exhausted.

Over the course of six months, the task force worked through a set of decision points including cost of attendance, the expected contributions and components of those contributions for every partner involved, and phase-in and rationing methodologies. These decision points were used to frame a series of models that outlined the structure and costs of a potential aid program. Attachment I provides the comprehensive overview of the Shared Responsibility based on taskforce recommendation, and Attachment II outlines the projected costs to the state for implementing the program. Data from regental, technical institutions, and private institutions in the state were used to develop the current set of estimates.

Prepared by David Longanecker and Sarah Leibrandt, 6/6/16

Making College Affordable in South Dakota
Using the Concept of Shared Responsibility
To Redesign State-Funded Financial Aid Programs

In June 2016, the South Dakota Financial Aid Task Force (FATF) neared the end in its work in designing a new approach to providing state based financial aid in South Dakota. This proposal has been designed to ensure that South Dakota state policy assures that any citizen of the state who wishes to attend college will be able to afford to do so. That doesn't mean that it will be easy or inexpensive, but that it will be possible. Through the combined efforts of the student, her or his parents (or spouse if she or he is married), the federal government, the public and private institutions in South Dakota, and the State, South Dakota residents will be able to rest assured that college is affordable in their state.

This new design is intended to provide a more contemporary approach to providing state financial aid to students than exists under current policy. This is not intended to denigrate past or current efforts, but simply to reflect shifts in funding, demographics, and attitudes that have occurred in South Dakota and the U.S. over time and to develop a policy framework that provides a stronger nexus between today's federal financial aid policies and South Dakota's current institutional appropriations and tuition policies and its state financial aid policy and practice. To accomplish this, the paper begins with a brief discussion of past financial aid policies in the nation, then describes current financial aid practices, and concludes with a description of the shared responsibility concept that would be imbedded in the new South Dakota Shared Responsibility Design for paying for college, if the FATF's proposal is accepted as South Dakota state policy.

The Past.

Historically, particularly in the Western United States, it was generally perceived that the best way to assure affordable access to higher education was to keep tuition low. This strategy worked well for quite a while. In great part this was because most people who attended college came from middle-class/middle-income families, which meant that they could afford to pay modest tuition and the other costs associated with attending college – room and board, transportation, books, etc... Although this approach to finance worked reasonably well for students attending low-priced public institutions, it clearly never worked for students attending higher priced private colleges and universities, so it was within the private sector of higher education the benevolent concept of need-based financial aid evolved. Students from families that could not afford the higher price of private education, but whom private institutions wished to enroll, were provided financial aid. And to avoid capricious behavior between institutions, the private higher education community, through the College Board (then known as the College Entrance Examination Board) developed a standard way of assessing financial need.

Low-tuition, at least as the primary avenue to affordable access to public higher education, began to erode in the 1960s as more and more Americans, particularly students from low-income families, sought to attend college. It became clear that although low tuition made it appear as though college was affordable to most folks, the other real and substantial costs of attending college – room and board, books, transportation, etc. – often presented an absolute barrier to financial access for many prospective students from low and moderate income families. As the egalitarian spirit rose in America, so too arose the interest in providing need-based financial aid to ensure that all students who wished to attend college could do so. As a result, the philosophy that had guided the concept of assisting needy students in private higher education began to seep into public higher education at both the federal and state level. This spirit led to a major federal thrust in this direction with passage of the original Higher Education Act (HEA) in 1965. The Higher Education Act, through the State Student Incentive Grant (SSIG) program, also enticed many states, including South Dakota, to begin providing state need-based grants to students.

The Present.

The difficult financial circumstances facing most states over the past few years, exacerbated both by the resource constraints resulting from two recessions, including the great recession of 2008, and by the exceptional demands for greater resources for various publicly financed activities such as state provided medical expenses and education (elementary/secondary and higher education), has forced South Dakota, like many other states, to essentially abandon its practice of charging low-tuition in public institutions of higher education. This was not an intentional philosophical shift on the part of the state, but simply a necessary move in order to continue providing the level of resources deemed necessary for the State's institutions to sustain the quality of higher education, resources the State of South Dakota couldn't afford to provide. To help moderate the potential impact of these increases in the price of college, South Dakota increased the amount of financial aid provided to its students. It created a quite substantial state based merit scholarship program known as the Opportunity Grant program, and more recently began a modest Need Based grant program, as well. In addition, the state created the Build Dakota award for students pursuing post-secondary vocational programs and the Dakota Corps award for students pursuing critical need occupations such as teaching and nursing. The dilemma for South Dakota, however, is that its state programs have been very modest, compared to the increases in costs to students and their families. Furthermore, the state programs have not been designed to intentionally take full advantage of the federal financial aid programs. And so, the net effect is that higher education affordability has eroded substantially in South Dakota, most dramatically for those students from families with low and moderate incomes.

Another factor has contributed to the erosion in support for financial aid, both within South Dakota and throughout the country: the philosophy under-girding support for financial aid since the 1960s has become stale and simply does not fit the public policy environment in the twenty-first century. The original purpose of such aid – to assist “needy” students – remains as germane today as it has ever been. The concept of need itself has become so diffuse and has expanded to include such a large share of the population that it has less clarity in the more financially and politically conservative environment of America today. Perhaps even more importantly, the failure of past approaches to recognize the value and thus responsibility of the student to contribute both financially and in performance does not fit well the current focus on both access and success. As

price has increased and aid has not kept pace, affordable access in South Dakota has eroded. As a result, many current students and their families lack the resources to truly “afford” college, and thus are making monumental efforts, through loans and work, to attend college. Yet such efforts often impede these students’ likelihood of success in college. And many other South Dakota residents would like to attend college but simply can’t afford to do so. To restore affordability and assure access to quality education in South Dakota in the future will require a sounder concept of financial aid than currently exists.

The Future – A Philosophy of Shared Responsibility.

The basic premise of the Shared Responsibility Concept is that assuring affordable higher education, from a public policy perspective, requires many partners to share responsibility for assuring college affordability. In addition to recognizing that there are various legitimate partners in paying for college, the Shared Responsibility Concept also recognizes explicitly that the full *cost of attendance* must be taken into consideration, not just tuition costs, when determining whether or not college is affordable. Specifically, the FATF recommends that the model be built on a *frugal budget*, determined to be the average of the three lowest costs of attendance among the regents institutions (\$19,767) and the average of the two lowest costs of attendance among the technical institutes (\$15,568) (See Appendix 1). Five partners legitimately *share responsibility* for financing the costs of attending college – the student, the student’s parents or spouse, the federal government, the State, and the institution the student is attending. Throughout this proposal, we provide visual representations of what this model would look like for students living at 133% of the federal poverty threshold. We include five categories: dependent students, independent students who are married and have kids, independent students who are married without kids, independent students who are not married and have kids, and independent students who are not married without kids.

The Student Expectation. The first partner in this shared partnership is the student, who, after all, is the principle beneficiary of the education being received. With pecuniary returns on a college education now exceeding, on average, more than \$1 million for a baccalaureate degree and about one-third that amount for an associate degree (relative to a high school diploma), it is entirely appropriate to expect that the student will accept responsibility for a reasonable portion of her or his own education. Furthermore, the student’s responsibility comes in two forms. First, the student must put forth a serious effort to achieve the education. Second, the student must be willing to help finance the costs of the education.

The South Dakota Financial Aid Task Force recommends that all South Dakota students should be expected to contribute to their education a reasonable amount from *both working and borrowing*. FATF recommends that the same amount from current earnings be expected from all students enrolled in 12 or more credits hours per semester, regardless of whether they attend a technical institute or university. The amount – \$5,814 (in 2016 dollars, to be adjusted by the Consumer Price Index annually – represents 80 percent of the amount a student can earn working 15 hours per week for 30 weeks while in school and full-time for 10 weeks while not in school in a job that pays minimum wage as defined by South Dakota. Research indicates that most students enrolled full-time can handle 15 hours of work per week without jeopardizing their academic

pursuits. FATF recommends, however, that students from technical institutes be expected to borrow less, only \$2,000 per year, than students attending a university, who would be expected to borrow \$4,000. There are two rationales for this differentiation. First, the cost of attendance at the technical institutes is less than at a 4-year institution and FATF felt it was prudent for there to be a cost of choice, albeit an affordable one. Second, the returns on investment for a bachelor's degree are greater, on average, than for an associate degree or certificate, so the graduate can afford somewhat higher student debt. The \$4,000 per year expected of university students, accumulating to between \$16,000 and \$20,000 reflects a debt level that research has shown is a manageable debt load for baccalaureate holders, even those with relatively low wage/high value jobs like teaching and social work. Furthermore, it is a lower debt load expectation than the average student actually experiences today in South Dakota.

The net result of these expectations is that full-time students at technical institutes would be expected to contribute \$7,814 (2016 dollars) annually toward the costs of their education compared to an expected student contribution from work and borrowing of \$9,814 for full-time students enrolled for 15+ credit hours attending a university. This amount would be increased proportionately for students enrolled less than full time. This combined student expectation represents roughly 50 percent of a frugal budget for students in both the 2 year and 4 year institutions (see Figure 1). Appendix 1 illustrates how student contribution increases as enrollment status decreases.

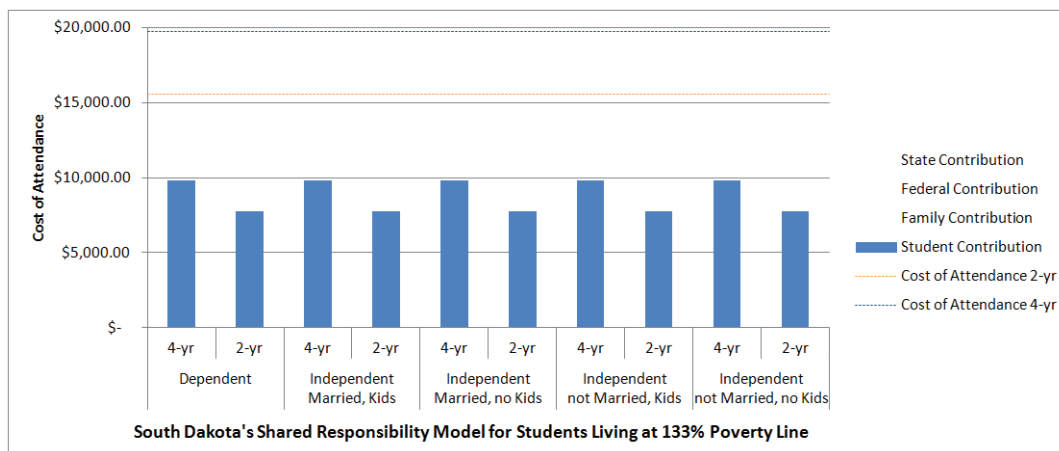


Figure 1. Student Contribution.

It should be emphasized that this concept of shared responsibility is a guiding philosophy, not a mandate. As a philosophy, it will inform and guide the state investment in financial aid as well as provide financial aid officials within the institutions with a valuable philosophy to use in advising students.

As a philosophy and not a mandate, however, it does not require students to work and borrow as expected. For example, they may choose to work more so that they don't need to borrow or vice versa. One particularly attractive element of the concept is that it also allows students to use other assets that they have earned or acquired, like external scholarships, savings, gifts, etc., to offset their student contribution. Treating scholarships and other financial awards as part of the students' contribution, rather than as an offset of the State's responsibility, has two positive effects. First, it

rewards students appropriately for accepting their responsibility to prepare and perform well academically. Second, it provides a positive incentive for civic and philanthropic partners to provide student assistance, which they can be assured will benefit the individuals they seek to assist and not simply substitute for public support.

Recognizing the public benefit provided by private colleges and universities to South Dakota, the FATF proposes that a student attending a South Dakota private university would receive the same level of aid as a student attending a public University.

While this sounds like a hefty student expectation, and in fact is, it is both reasonable and defensible. The proof of this is that it would provide a substantial increase in financial aid to students with assessed need and the borrowing expectations would be far less than students, on average, borrow today.

The Family's Expectation. After the student, the parents of a dependent student, or the spouse if a student is married, should clearly accept responsibility, to the extent that they can, for educating their child or mate before they expect others to do so from tax-supported public funds. Clearly, families differ greatly in wealth, so their capacity to help varies greatly. But to the extent possible they should be expected to contribute. Recent changes in federal law increase the incentive for parents to save for their children's college education through state savings and tuition prepayment plans, further reinforcing the ability of parents to meet this responsibility. The Shared Responsibility model recommended by the FTAF assumes that the expected parental/ spousal contribution will be the same as the amount determined from the federal financial aid needs assessment (see Figure 2).

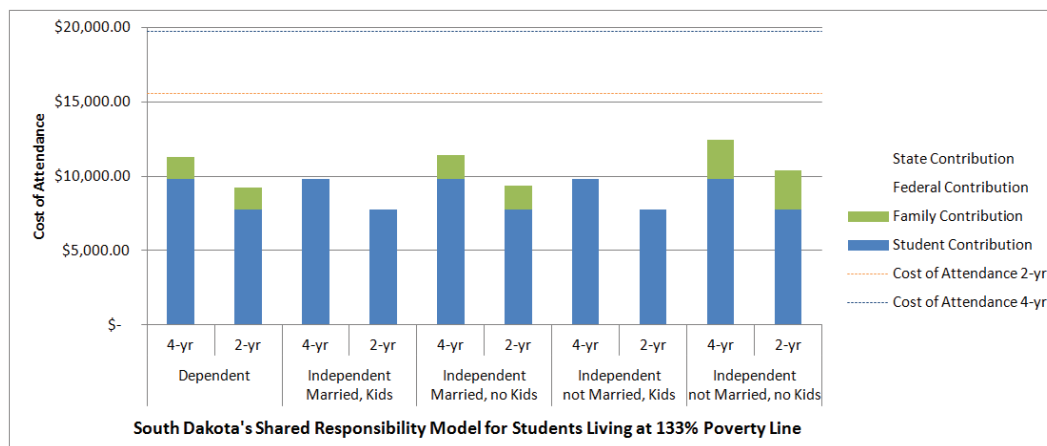


Figure 2. Student and Family Contributions.

Unfortunately, some parents refuse to accept their responsibility, which impedes the educational opportunity of their children. It would be neither prudent nor practical, however, for public policy to step in to replace the expected parental contribution in such cases. In a resource constrained environment, there simply aren't sufficient public funds to fill in where irresponsible parents don't step up.

Maximizing the Federal Partnership. The third responsible partner is the federal government, which through the federal Pell grant program assists virtually any student from a low and moderate income family, and through tax credits and deductions assists most students from middle-income backgrounds. While the state cannot *count on* the federal government to provide sustained predictable support, it would be imprudent not to take full advantage of whatever federal aid is available; thus, both the actual federal Pell award and anticipated federal tax credit are considered as resources available for paying toward the full costs of attendance (Figure 3).

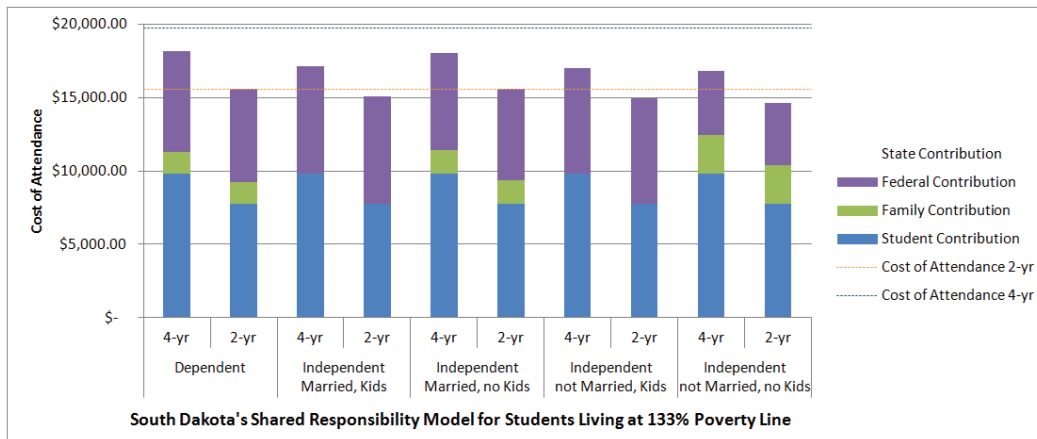


Figure 3. Student, Family, and Federal Contributions.

South Dakota's Share – Filling the Gap. The fourth shared responsibility partner is the State. If the student and her or his parents have contributed all they reasonably can contribute, and federal resources have been taken full advantage of, then the state must do whatever it can to fill the gap or accept the reality the college won't be truly affordable (See Figure 4).

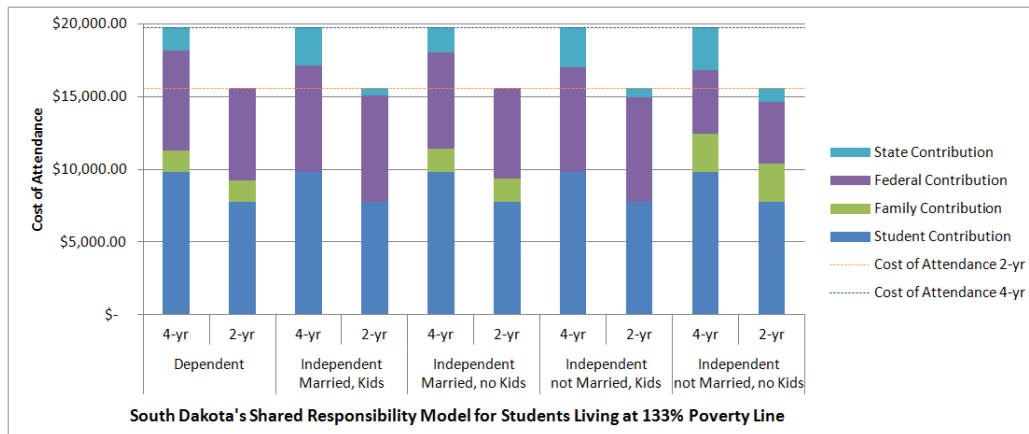


Figure 4. Student, Family, Federal, and State Contributions.

The Institutions Share – Tuition & Fees Restraint & Filling the Gap. The final partner in the Shared Responsibility concept is the institution that the student is attending. This concept assumes two roles for the institutions of higher education. The first role is to restrain to the extent possible increases in those portions of the cost of attendance that they control – tuition, fees, room and board, books, etc. This is the reason the FATF recommended building the model on a frugal cost of attendance. The second role is for those institutions with costs of attendance that exceed the

recognized frugal budget to use institutional aid to fill in the gap that their higher prices cause for students with unmet need.

It is recognized that this second role of institutions is an implied and not a mandatory requirement, because different institutions have quite different capacity to provide institutional aid.

The foremost responsibility of the institution is and should be the delivery of quality educational services. Particularly in periods of financial constrain, this responsibility to assure sufficient resources to quality, can result in limited institutional funds for financial aid. Second, the availability of institutional aid is not readily *apparent* to prospective students, thus contributes little to the public policy goal of *transparency*. Because institutions have limited funds for financial aid, they withhold their decisions on who receives this aid until students indicate an interest in the institution, which means that young people thinking about whether college is in their future or not, have little information from institutions about the likelihood of receiving aid. Third, institutional financial aid officers are the only people who can logically put all the pieces together, and thus are best used to fill the gaps that real life presents, with the limited resources available from the institution. Private institutions of higher education must bear an additional burden, if they chose to provide broad access to financially needy students.

Through this shared combination of reasonable contributions from responsible partners – the student, her or his parents, the federal government, and the state government, combined with the partnership of institutions and other concerned partners – South Dakota can restore affordability. On the surface, *shared responsibility* may not seem to be as benevolent as past policy. Recognizing the student as the principal beneficiary of the education being received, the concept explicitly expects much more from these students. It expects no less from parents. In fact, however, it is more benevolent because it recognizes reality by recognizing the substantial efforts and sacrifices being made by students and families to come up with the resources needed to pay for college expenses that past policy largely ignored. By being more intentional and intelligent, the shared responsibility concept takes full advantage of what is available from the federal government. And, it encourages institutions and civic and philanthropic organizations to partner as well. In the end, however, the Shared Responsibility Concept presumes that to assure affordable higher education, the state of South Dakota will accept responsibility to fill the gap remaining after these other partners have been tapped out.

This will require a substantial increase in South Dakota's financial commitment for financial aid. While currently, about 222 students receive about \$195,848 in financial aid through the State's need based financial aid program, the proposed Shared Responsibility program, fully funded, will provide almost 6,000 students with \$10.3 million annually (See Appendix 2). That's what it takes to assure access and affordability in South Dakota.

Prepared by David Longanecker and Sarah Leibrandt, 6/16/16

Making College Affordable in South Dakota
Using the Concept of Shared Responsibility
To Redesign State-Funded Financial Aid Programs

South Dakota's Shared Responsibility Concept: Appendix.

Appendix 1. Proposed Model: Cost of Attendance and Student Contribution by Enrollment Status.

Appendix 2. Options for Implementation.

Appendix 3. South Dakota Financial Aid Task Force Decision-Making Process.

Appendix 1. Proposed Model: Annual Cost of Attendance and Student Contribution by Enrollment Status per Year.

	Full Time (15+ credits)	(.8) Full time (12-14 credits)	(.6) full time (9-11 credits)	(.4) full time (6-8 credits)	(.2) full time (less than 6 credits)
Cost of Attendance					
4 year COA	\$ 19,767.00	\$ 18,176.00	\$ 16,585.00	\$ 14,994.00	\$ 13,403.00
2 year COA	\$ 15,568.00	\$ 14,474.40	\$ 13,380.80	\$ 12,287.20	\$ 11,193.60
Student Contribution					
borrowing	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
earnings	\$ 5,814.00	\$ 5,814.00	\$ 6,840.00	\$ 7,866.00	\$ 8,892.00
Student Contrib. 4 yr	\$ 9,814.00	\$ 9,814.00	\$ 10,840.00	\$ 11,866.00	\$ 12,892.00
Student Contrib. 2 yr	\$ 7,814.00	\$ 7,814.00	\$ 8,840.00	\$ 9,866.00	\$ 10,892.00
COA-Student Contribution					
4 year COA-Student Contrib.	\$ 9,953.00	\$ 8,362.00	\$ 5,745.00	\$ 3,128.00	\$ 511.00
2 year COA-Student Contrib.	\$ 7,754.00	\$ 6,660.40	\$ 4,540.80	\$ 2,421.20	\$ 301.60

Appendix 2. Options for Implementation.

	Count of Awards	Average Award	Dollar Amount
1. Phase-in Approach			
1st Year	(34%)	2022	\$ 1,754
1 st + 2 nd Years	(57%)	3414	\$ 1,740
1 st + 2 nd + 3 rd Years	(78%)	4653	\$ 1,751
1 st + 2 nd + 3 rd + 4 th Yrs	(92%)	5497	\$ 1,759
1 st + 2 nd + 3 rd + 4 th + 5 th Yrs	(100%)	5928	\$ 1,738
2. Incorporate current funding for South Dakota Opportunity Grant			
<i>Minus</i> SD Opportunity Grant	3044	\$ 1,079	\$ 3,285,948
Adjusted Cost to State	5946	\$ 1,425	\$ 8,473,659

All three of these proposed reductions have already incorporated the dollars SD spends on need-based awards.

Notes about Phase-In Approach: According to the data provided by South Dakota institutions, 34% of the students in 2015-16 were first-year students up to 30 credit hours; 57% of students were first and second year students up to 60 credit hours; 78% of the students were first, second, and third year students up to 90 credit hours; 92% of the students were first, second, third, and fourth year students up to 120 credit hours; 100% were first, second, third, fourth, and fifth year students.

Appendix 3. South Dakota Financial Aid Task Force Decision-Making Process.

	January 29	April 25	June 6
Cost of Attendance	Cost of attendance: <ul style="list-style-type: none"> • Average of 4-yrs • Average of 2-yrs • Both private and public universities and colleges are included in 4-yr COA. 	Cost of Attendance: <ul style="list-style-type: none"> • Define even more frugal COA by taking the average of the bottom three SDBOR tuition and fees (and their corresponding cost of living) and the average bottom two TI. 	No change to model.
Student Contribution	Student population: <p>Enrolled South Dakota residents who are degree seeking from the 2015-16 school year. Include those who did and did not complete the FAFSA.</p> <p>Student Contribution:</p> <ul style="list-style-type: none"> • Working minimum 10 hours per 30 weeks plus 40 hours x 10 weeks (around 5900*.8); increase in increments of 2.5 hours/week • Borrowing \$4000 per year just for students attending 4-yr universities (=\$20,000 over 5 years and =8,000 at 2 years) 	Student Contribution (A): <ul style="list-style-type: none"> • Working minimum 10 hours during school year; increase in increments of 5 hours/week • Borrowing--stay at just 4-yr students \$4000/yr <p>Student Contribution (B):</p> <ul style="list-style-type: none"> • Working minimum 15 hours during school year for students with 12+ credits; increase in increments of 5 hours/week • Borrowing--stay at just 4-yr students \$4000/yr <p>Student Contribution (C):</p> <ul style="list-style-type: none"> • Working same as (B) • Borrowing-- \$4000/yr/4-yr student AND \$2000/yr/2-yr student 	Student Contribution: <ul style="list-style-type: none"> • Working minimum 15 hours during school year • borrowing minimum \$2000/year
Family Contribution	<ul style="list-style-type: none"> • Use Parent's EFC 	No change to model	No change to model
Federal Contribution	Federal Contribution (A): <ul style="list-style-type: none"> • Include: Pell, Federal Tax Credits, and Military Awards <p>Federal Contribution (B):</p>	Federal contribution includes: Pell Grants, Federal Tax Credits. Military Awards can be put towards Student Contribution.	No change to model

	<ul style="list-style-type: none"> • Include: Pell and Military Awards <p>Would be nice to include in the future but SD does not collect at this time: other variables such as TANF/Food Stamps/Housing</p>		
Cost to State	<p>Cost to State (A)</p> <ul style="list-style-type: none"> • Build Dakota and Dakota Corps awards should fall under Student Contribution rather than Cost to State. 	<p>Cost to State (A)</p> <ul style="list-style-type: none"> • Dollar amount doesn't include any dollars SD currently puts towards financial aid. <p>Cost to State (B)</p> <ul style="list-style-type: none"> • Dollar amount includes South Dakota's Financial Aid Program. <p>Cost to State (C)</p> <ul style="list-style-type: none"> • Dollar amount includes South Dakota's Financial Aid Program and Opportunity Scholarship. <p>Cost to State (D)</p> <ul style="list-style-type: none"> • Account for price elasticity outside of model. 	<p>Cost to State</p> <ul style="list-style-type: none"> • Dollar amount includes South Dakota's Financial Aid Program. • Price of Elasticity is included in the model (roughly \$582,000, 288 additional awards)
Cost Reduction	<p>FATF discussed various ways to reduce costs of SRM:</p> <ul style="list-style-type: none"> • Deadline, • Phase-in starting with first-year students, • Percentage reduction, • Fixed cost reduction <p>Determined Deadline and Percentage reductions could hurt the neediest students.</p>	<p>FATF asked to see two new models: Run two models—one with default settings including the latest Task Force suggestions regarding COA and Student Contribution and one with default settings plus fixed cost reduction (10% of the highest state awards). Run both of these models for all students and for just first time students.</p>	<p>FATF presents three Cost Reduction Measures:</p> <ul style="list-style-type: none"> • A) Phase In starting with first-year; first+ second year etc) • B) Fixed-dollar amount reduction (10% of greatest 2-yr and 4-yr awards) • C) Subtract out SD Opportunity Grant dollars from Cost to State amounts

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEMS: 4

DATE: June 27-29, 2017

SUBJECT: FY19 Informal Budget Hearings (continued)

The attachment in agenda item #1 includes the institutions' presentations. Per the schedule below, presentations will continue.

At the end of the hearings, the Board will have time to deliberate and provide direction on the development of the proposed FY19 budget request. Final approval of the FY19 budget request will be made during the August Board meeting.

	Wednesday, June 28, 2017
SDSBVI & SDSD	8:30 – 9:15 am
SDSM&T	9:15 – 10:00 am
DSU	10:00 – 10:45 am
Break	10:45 – 11:00 am
NSU	11:00 – 11:45 am
BHSU	11:45 – 12:30 pm
Lunch	12:30 – 1:00 pm
Dr. Rush/Board Deliberations	1:00 – 2:00 pm

INFORMATIONAL ITEM

Provide guidance on priorities for the FY19 Budget Request for final approval at the August Board meeting.

SOUTH DAKOTA BOARD OF REGENTS

Board Work

AGENDA ITEM: 6 – D

DATE: June 27-29, 2017

SUBJECT: Rolling Calendar

At the June 2017 Board of Regents' meeting, the Board will be asked to establish the June 2018 BOR meeting dates and location as June 26-28 at the University of South Dakota in Vermillion.

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 20170627_6-D: I move to approve June 26-28 as the dates and the University of South Dakota in Vermillion as the location for the June 2018 Board of Regents' meeting.

2018 Calendar - DRAFT

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	Approved 5/10/17
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

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
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14	15	16	17	18	19	20
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28	29	30	31			

JULY

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29	30	31				

FEBRUARY

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25	26	27	28			

AUGUST

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MARCH

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SEPTEMBER

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30						

APRIL

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OCTOBER

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MAY

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NOVEMBER

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30						

JUNE

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24	25	26	27	28	29	30

DECEMBER

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23	24	25	26	27	28	29
30	31					

YEAR	January	March/April	May	June	August	October	December
2018		3/27-29, BHSU	8-10, SDSU				
2017		3/28-30, BHSU	9-11, SDSU	27-29, NSU	8-10, Pierre	3-5, DSU	5-7, SDSU
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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – A (1)

DATE: June 27-29, 2017

SUBJECT: New Certificate: DSU Graduate Certificate in Digital Humanities

Dakota State University (DSU) requests authorization to offer a graduate certificate in Digital Humanities. The certificate will provide students with competency in bridging digital technology with the humanities. This interdisciplinary certificate applies to a variety of disciplines, including but not limited to humanities research, interactive media, data management, and written compositions. The certificate is a response to increasing emphasis on digital practices within humanities jobs and research. The certificate consists of 12 credit hours and includes three new courses.

DSU is requesting authorization to offer the certificate on campus and online.

DRAFT MOTION 20170627_7-A(1): I move to approve DSU's graduate certificate in Digital Humanities as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Digital Humanities
INTENDED DATE OF IMPLEMENTATION:	Fall 2017
PROPOSED CIP CODE:	24.0103
UNIVERSITY DEPARTMENT:	DENGL
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.

Institutional Approval Signature

President or Chief Academic Officer of the University

3/6/2017

Date

1. Is this a graduate-level certificate or undergraduate-level certificate (*place an "X" in the appropriate box*)?

Undergraduate Certificate ☐

Graduate Certificate ☒

2. What is the nature/purpose of the proposed certificate?

Digital Humanities is an interdisciplinary academic field that brings digital technology to bear on the study of anthropology, classics, history, geography, language and literature, law and politics, the performing arts, philosophy, religion, and the visual arts. Dakota State University's Certificate in DH aims to support the university mission, within the larger BOR system, to stay at the forefront of digital and technological humanities teaching and research, and to increase connections with the community, business, and government agencies. The digital humanities certificate will challenge students to learn new skills and engage in professionalizing activities, concentrate digital expertise in the English for New Media degree program and connect humanities studies and teaching across Arts and Sciences programs in the South Dakota BOR system.

General Nature of the Proposed Program

Advances in computing and digital technology have transformed every discipline at the university level, including the humanities. The Certificate in Digital Humanities will provide graduate students with the necessary methods and skills for conducting humanities research in digital environments. Specifically, the certificate will provide graduate students in the humanities and social sciences with skills in interdisciplinary collaboration, project-based research, and theoretical principles and best practices for digital humanities research.

The proposed curriculum is 12 credit-hours of coursework, delivered so that students can complete the certificate fully online. For humanities professionals already working in their respective fields or in compatible degree programs at other BOR institutions, it is expected that they could complete the certificate while simultaneously taking other graduate courses or working full-time within a reasonable timeframe of one to two years.

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

Work in can take a variety of forms, including: digital editing; creating research archives; data mining and large-scale textual analysis; data visualizing; multimodal writing and design principles; using tools and technologies to study relationships between people and places; tool building and software development for humanities research; and creating interactive environments and games with a humanist focus.

Expected Demand for graduates in South Dakota

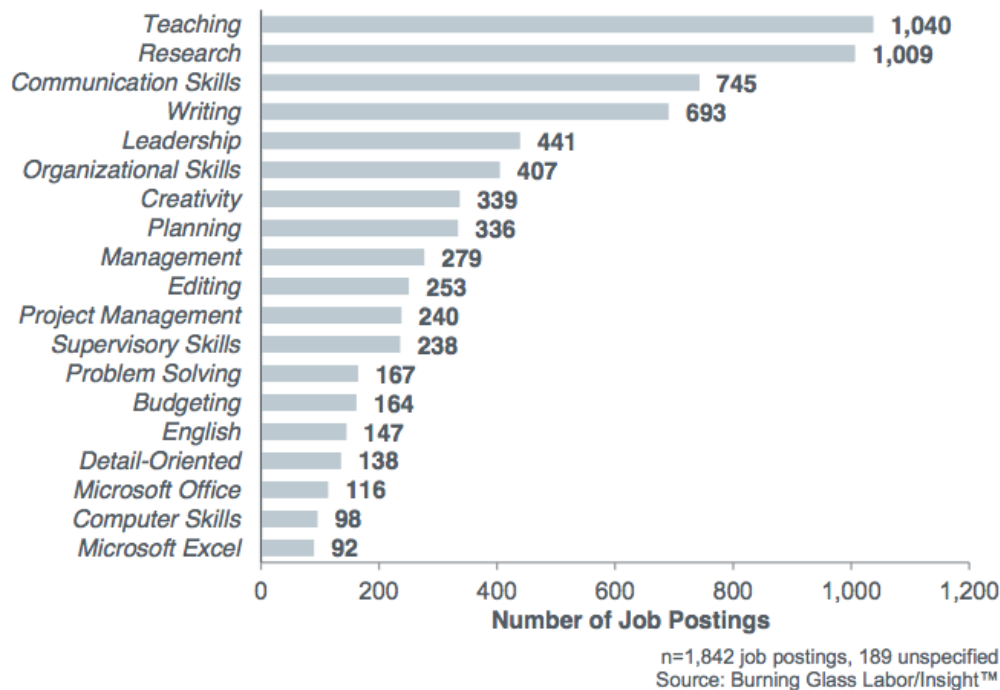
Master's degrees are increasingly being seen as a necessary for entry-level jobs in the humanities, from writing and editing to curriculum development and information and instructional design technology support staff, to positions at libraries, archives, and museums. The South Dakota Partnership for 21st Century Skills State Initiative and the work of the State Advisory Board over the last nine years emphasizes the expected demand and need for university graduates in South Dakota to present to employers 21st century skills in technology and innovation. The Certificate in DH responds to this need for both graduates from university Arts and Sciences programs and employers seeking high-level competency in technology and humanities skills.

In 2014, the Education Advisory Board's (EAB) Continuing and Online Education Forum (COE) completed a *Demand Analysis Report for Masters in Digital Humanities*. The report indicates that digital humanities graduate programs provide students with "necessary technical and theoretical skills to apply computational technologies to the arts, humanities, and cultural heritage." The report indicates a growing trend in job postings for applicants with digital humanities competencies, stating: "national demand has grown by 200 percent between January 2011 and June 2014."

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.

Top Baseline Skills in Greatest Demand for Digital Humanities-related Jobs

National Demand, August 2013 to July 2014



“Top Baseline Skills,” EAB COE *Demand Analysis Report for Masters in Digital Humanities*, 2014

Need for the Proposed Program

Professional areas seeking skills in digital humanities reflect a large portion of the South Dakota job market, for both local and online employers, including schools, colleges and universities, libraries and educational services companies. The “Growth and Change in South Dakota Labor Markets: An Assessment of the State’s Labor Market Imbalances in a Weak National Recovery” published by Drexel University’s Center for Labor Markets and Policy in May 2014 argues that there is an increasing need for graduates :

The long-term shift of employment from goods producing to service producing industries in South Dakota has resulted in strong job gains in college labor market occupations. Especially rapid growth occurred in the health professions, computer/mathematical and engineering occupations, life, physical and social sciences and in managerial/business and finance professions. This growth increased employment most rapidly among those with a bachelor’s or master’s degree, while employment among those who had not earned a high school diploma plummeted. (5-6)

To meet the demands and needs of students and of the job market, the Certificate in Digital Humanities at Dakota State University offers a cutting-edge innovative asset to the current graduate program offerings in the SDBOR university system. Currently, DSU offers one of the very few undergraduate Digital Humanities programs in the nation: the BS in English for New Media. While the availability of graduate programs is growing, the majority of Graduate Certificate Programs and graduate degrees in DH are currently only available at the doctoral level.

Digital Humanities research and grant funding are key components of strategic initiatives in graduate education funded by both the Andrew W. Mellon foundation and the Modern Language Association. Trends in academic employment suggest that there has been a forty-three percent increase in Digital Humanities positions listed by the Modern Language Association from 2008-2012. The establishment of the Office for Digital Humanities within the granting agency the National Endowment for the Humanities is further evidence of growth in this area. The Mellon Foundation has awarded more than 17 million dollars in grants to support Digital Humanities research and curriculum development. The proposed Certificate in Digital Humanities at Dakota State University responds to both professional and intellectual opportunities worldwide. Currently, there are no graduate certificates or programs in Digital Humanities offered at any of the South Dakota BOR universities.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The Certificate in Digital Humanities is open to graduate students enrolled in graduate degree programs at any SD BOR institution, and is also available as a stand-alone (non-degree) post-baccalaureate certification. The certificate aims to attract students and scholars seeking to enhance and expand their ability to do humanities research with the application of digital 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 form):²

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
DHUM	601	Digital Humanities Methods, Practices, and Principles	3	Yes
DHUM	602	Interdisciplinary Reading Seminar in Digital Humanities	3	Yes
DHUM	710	Digital Humanities Practicum / Project, 2 semesters	6	Yes
Subtotal			12	

* 3-6 credit hours *may* be substituted for courses in the required 12-credit core and can be drawn from the student's degree program coursework or from relevant project-based work experience. Course substitutions must be approved by the Certificate Program's Adviser and submitted through the official course substitution process.

Justification for curriculum deviation

The curriculum for the Graduate Certificate in Digital Humanities offers new courses not currently available at any of the SD BOR institutions. We see the certificate curriculum as a valuable addition for students enrolled at the graduate level in geography, history, English

² 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.

literature, political science and information science and other relevant disciplines, largely because the curriculum is not available within other degree programs.

We envision the proposed certificate curriculum as a subset of a graduate degree program, the MS in Digital Humanities. The College of Arts and Sciences at Dakota State University is currently in the process of developing an Intent to Plan for a Master of Science Degree in Digital Humanities. The 12-credit hour core included in this New Certificate proposal will correspond to the required program core of the MS in DH.

6. On-line and Off-campus Delivery.³

- 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)?**

	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, D2L	Fall 2017

- 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	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Choose an item.		
Delivery Method (if applicable)			

- 7. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

³ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

APPENDIX A

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Program Courses that Address the Outcomes		
	DHUM 601 Digital Humanities Methods, Practices, and Principles*	DHUM 602 Interdisciplinary Reading Seminar in Digital Humanities*	DHUM 710 Digital Humanities Practicum / Project, 2*
Ability to integrate digitally driven research goals, methods, and media with discipline specific inquiry	X	X	X
Ability to understand, analyze, and use data	X	X	X
Develop critical savvy for assessing sources and data	X	X	X
Ability to use design critically			X
Ability to assess information and information technologies critically	X	X	X
Ability to work collaboratively			X
Develop technology skills	X	X	X
Applied experience	X	X	X

Expand the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

REVISED
AGENDA ITEM: 7 – A (2)

DATE: June 27-29, 2017

SUBJECT: New Certificate: SDSU Undergraduate Certificate in Workplace Intercultural Competence

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Workplace Intercultural Competence. The certificate will provide students with competency in management of diverse workplaces in a variety of settings including business, construction, and agriculture. This certificate is designed to appeal to individuals who require additional training related to intercultural communication and non-English languages. The certificate is a response to changing demographics in the workplace and society within South Dakota. The certificate consists of 14-15 credit hours and utilizes existing courses.

SDSU is requesting authorization to offer the program on campus.

DRAFT MOTION 20170627_7-A(2): I move to approve SDSU's undergraduate certificate in Workplace Intercultural Competence as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Workplace Intercultural Competence
INTENDED DATE OF IMPLEMENTATION:	8/15/2017
PROPOSED CIP CODE:	30.2301
UNIVERSITY DEPARTMENT:	Modern Languages & Global 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.

Institutional Approval Signature

President or Chief Academic Officer of the University

5/9/2017

Date

- 1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate ☒

Graduate Certificate ☐

- 2. What is the nature/purpose of the proposed certificate?**

The Workplace Intercultural Competence Certificate prepares graduates with the knowledge and skills needed to provide management of diverse workplaces in a variety of settings including business, construction, and agriculture. Students will gain a basic understanding of the challenges of second-language acquisition and intercultural communication, and will acquire and hone the skills required to work in a diversity-rich setting and engage in intercultural communication. Students will also be introduced to basic theories and research regarding communication between cultures.

- 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.**

Based on input from several South Dakota based industries (e.g., Tyson, Bel Brands, Hilltop Dairy) with highly diverse workforces, faculty and administrators from the Colleges of Agriculture & Biological Sciences and Arts & Sciences designed the proposed Workplace Intercultural Competence certificate. Such diverse organizations face unique human resources challenges that require knowledge and skills in language and intercultural competence to prepare

future workers in such settings to be able to bridge cultural differences and identify commonalities in values, expectations, beliefs and practices.

Although the South Dakota Department of Labor does not maintain statistics on the internationalization of the state's workforce by immigrants specifically, a variety of non-profits provide reliable data that verifies the increases in the number of immigrants seen by Tyson and other industries. This increase is seen not only among agricultural and meat-processing workers, but also among business owners and STEM professionals. Although South Dakota still has fewer immigrants than most states, with 3% of the population born abroad versus the national average of 13%, the state's growth rate in the immigrant population has exceeded that of the national average. Between 2010 and 2014, South Dakota saw 9.4% growth in the immigrant population, compared to 5.8% growth nationally, according to the Partnership For a New American Economy, a non-profit group headed by Michael Bloomberg, Rupert Murdoch, and other mayors and business leaders. From 1990-2010, the number of U.S.-born unskilled workers in South Dakota dropped by 25,874, and many of those jobs are now being filled by foreign-born workers.¹ In the areas of agriculture, administrative positions, and manufacturing, the percentage of immigrants working is greater than the national ratio in those fields, according to a 2015 Pew Research study.²

Furthermore, South Dakota's immigrant population is not engaged only in unskilled labor. According to the Partnership report, two out of every five STEM graduates (42%) at the state's most intensive research institutions were foreign-born in 2013, while the state itself is near the bottom in STEM scientists and engineers (43rd in the nation).³ Since skilled jobs are being added at a much faster rate than unskilled positions, South Dakota is likely to continue to need to recruit skilled STEM workers from out of the state and the country, and in the fields of health, education, and scientific professional services, the ratio of foreign-born workers in the state exceeds the national average in those fields, according to 2015 Pew Research study.

The growing presence of immigrants in the workforce is confirmed by the U.S. Bureau of Labor Statistics, which projects growth in all ethnic and racial categories between 2010 and 2060 in the workforce, due to an aging baby-boomer generation. Currently 16.5% of the national labor force is foreign born, up from 14.8% in 2005.⁴

As a result of increases in foreign-born skilled and unskilled workers, academic work on intercultural competence in the workplace has risen and studies increasingly point to intercultural competence as one of the common traits of the most productive companies and business teams.⁵ Chambers of commerce in both the U.S. and Europe are increasingly launching policy initiatives to improve intercultural integration in workplaces in both large and small cities.⁶ Locally,

¹ <http://www.newamericaneconomy.org/wp-content/uploads/2017/02/nae-sd-report.pdf>

<http://www.argusleader.com/story/news/2016/08/04/report-immigration-boosts-sd-economy/88054292/>

² <http://www.pewtrusts.org/en/multimedia/data-visualizations/2015/immigrant-employment-by-state-and-industry>

³ <http://www.newamericaneconomy.org/wp-content/uploads/2017/02/nae-sd-report.pdf>

⁴ <https://www.bls.gov/news.release/pdf/forbrn.pdf>

<https://www.bls.gov/spotlight/2016/a-look-at-the-future-of-the-us-labor-force-to-2060/home.htm>

<https://www.bls.gov/opub/mlr/2016/article/pdf/labor-market-will-shape-us-economy-in-years-to-come.pdf>

⁵ <http://www.sciencedirect.com/science/article/pii/S0147176795000437>

Waldeck, Jennifer et al. "Communication in a Changing World: Contemporary Perspectives on Business Communication Competence." *Journal of Education for Business* 87: (2012) 230-24.

<http://eds.b.ebscohost.com/excelsior.sdstate.edu/eds/pdfviewer/pdfviewer?vid=2&sid=d227af09-2c0f-41b4-bf51-8be5942cfd82@sessionmgr101&hid=119>

Neculaesei, Angelica-Nicoleta. "Intercultural Competence: Between Desirability and Necessity." *Cross-Cultural Management Journal* 18.1 (2016): 7-16.

⁶ <http://britishchamber.be/event/training-intercultural-competence-working-across-borders-and-cultures>
<http://www.cityofdubuque.org/DocumentCenter/Home/View/3623>

however, this certificate was developed after conversations with industry partners indicated that the graduates they were hiring, although knowledgeable in animal and dairy sciences, lacked the intercultural competence needed to thrive in a diverse workplace. As such, our goal was to create a certificate that would allow these students an efficient route to acquire these skills while pursuing their chosen B.S. In addition to these targeted students, this certificate will provide students in any discipline the necessary knowledge and skills to succeed in a diverse and multicultural workforce.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The main undergraduate audiences for this certificate program will be students in the following majors: Agricultural Business, Animal Science, Economics - Business Economics Specialization, Entrepreneurial Studies, Construction, Dairy Manufacturing, Dairy Production, Food Science, Hospitality Management, and Operations Management. However, the certificate will be open to any undergraduate student.

Regional employers in the food processing industry have also expressed interest in the skills developed within the certificate; the certificate is designed as a standalone credential that responds to these industry demands. SDSU intends to work with these industry partners to market the certificate to appropriate floor-level managers. This effort will involve cooperation between the Colleges of Agriculture and Biological Sciences, Arts and Sciences, and Engineering.

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 form):⁷

Prefix	Number	Course Title	Credit Hours	New (yes, no)
FREN, GER, or SPAN	101	Beginning French/German/Spanish I	4	No
FREN, GER, or SPAN	102	Beginning French/German/Spanish II	4	No
SPCM	470	Intercultural Communication	3	No
Elective course		(see list below*)	3-4	No
Subtotal			14-15	

*Select 1 management elective course from the following:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AGEC	371	Agricultural Business Management	3	No
AS	445-445L	Value-Added Meat Products & Lab	3	No
AS	474-474L	Cow/Calf Management and Lab	4	No
AS	475	Feedlot Operations and Management	3	No
AS	478-478L	Swine Production and Lab	3	No
BADM	101	Survey of Business	3	No

http://www.gaccmidwest.org/fileadmin/ahk_chicago/ChamberBrief/ChamberBrief_January_2011.pdf

<http://www.goethe.de/ges/spa/prj/sog/fst/pl9483238.htm>

⁷ 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.

BADM/MGMT	360	Organization and Management	3	No
CM	400	Risk Management and Construction Safety	3	No
DS	421-421L	Dairy Plant Management and Lab	4	No
DS	481-481L	Dairy Farm Operations II and Lab	4	No
GE	469	Project Management	3	No
HMGT	171	Introduction to Hospitality Management	3	No
HMGT	472	Hospitality Facilities Management and Design	3	No
HRM ⁸	460	Human Resource Management	3	No
OM	462	Quality Management	3	No
OM	463	Supply Chain Management	3	No

Note on credit hour deviation: The credit hour total exceeds 12 credits only because the beginning language classes are 4-credit courses. However, courses required for the certificate remain within the standard 3-4 total courses for certificates. Some of the elective options have prerequisite courses that would increase the number of credits needed for completion; however, it is likely those electives would be completed by students in majors in which they would already be taking the prerequisites. In addition, multiple pathways exist for students taking the certificate as a standalone credential to complete the program in 14 credit hours.

6. Student Outcome and Demonstration of Individual Achievement.⁹

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Students will demonstrate knowledge and competency in a second language, workplace management, and ability to understand and adapt to cultural differences.

B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

Students will be able to:

1. Identify the basic challenges of second-language acquisition.
2. Demonstrate novice-high competency in a second language; according to the American Council on the Teaching of Foreign Languages, this means that students can sometimes but not consistently maintain simple conversation and can communicate via a combination of learned utterances and spontaneous language mostly in the present tense.
3. Demonstrate an understanding of cultural frames by comparing and contrasting aspects of a non-U.S. culture with U.S. culture.
4. Identify and apply basic theories of intercultural praxis: Through dialogue and reflection, demonstrate an inquiry into cultural contexts; awareness of one's own cultural frame of reference; and consideration of one's own geographical, sociopolitical and historical relation to knowledge.
5. Demonstrate an ability to appropriately adapt behavior to cultural differences.
6. Demonstrate competency in workplace management.

⁸ Currently BADM 460 Human Resource Management. Minor course modification will cross-list and equate the course to HRM prefix effective fall 2017.

⁹ Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

7. On-line and Off-campus Delivery.¹⁰

- 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)?**

	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		

- 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	Yes		8/15/2017
Delivery Method (if applicable)	Online		

¹⁰ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Appendix A
Workplace Intercultural Competence Certificate – Student Learning Outcomes

Individual Student Outcomes	Program Courses that Address the Outcomes			
	FREN-GER-SPAN 101	FREN-GER-SPAN 102	SPCM 470	MGMT ELECTIVE
Identify the basic challenges of second-language acquisition.	X	X		
Demonstrate novice-high competency in a second language; according to the American Council on the Teaching of Foreign Languages, this means that students can sometimes but not consistently maintain simple conversation and can communicate via a combination of learned utterances and spontaneous language mostly in the present tense.	X	X		
Demonstrate an understanding of cultural frames by comparing and contrasting aspects of a non-U.S. culture with U.S. culture.	X	X	X	
Identify and apply basic theories of intercultural praxis: Through dialogue and reflection, demonstrate an inquiry into cultural contexts; awareness of one's own cultural frame of reference; and consideration of one's own geographical, sociopolitical and historical relation to knowledge.			X	
Demonstrate an ability to appropriately adapt behavior to cultural differences.	X	X	X	
Demonstrate competency in workplace management.				X

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – A (3)

DATE: June 27-29, 2017

SUBJECT: New Certificate: USD Undergraduate Certificate in Communication and Leadership

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Communication and Leadership. The certificate will provide competency in communication and leadership within an array of corporate and non-profit environments. The certificate is designed for individuals to enhance their practice and understanding of communications and leadership theory within an organization. USD developed the certificate in consultation with business leaders who identified a need for skills in this field for their employees. The certificate can serve as a stand-alone credential or can be applied as a stackable option to the BS in Technical Leadership. The certificate consists of 12 credit hours and utilizes existing courses.

USD is requesting authorization to offer the certificate on campus, online, and at the University Center-Sioux Falls.

DRAFT MOTION 20170627_7-A(3): I move to approve USD's undergraduate certificate in Communication and Leadership as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Communication and Leadership
INTENDED DATE OF IMPLEMENTATION:	8/18/2017
PROPOSED CIP CODE:	09.0101
UNIVERSITY DEPARTMENT:	UAS
UNIVERSITY DIVISION:	UIDL

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.

Elizabeth M. Freeburg

5/16/2017

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

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 University of South Dakota seeks permission to offer a new certificate in Communication and Leadership. A certificate in Communication and Leadership will help to develop exceptional communicators and innovative leaders to meet the demands of complex organizations within the global community. Certificate graduates will develop highly polished interpersonal and organizational skills needed to excel in the competitive corporate and non-profit environments. The certificate stacks to the BS in Technical Leadership, one of five proposed certificates that would stack to that degree. The certificate is designed to appeal to students who do not yet possess a bachelor's degree and need additional management-level skill development to advance within their careers.

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

After conversations with local businesses, SF advisory board, and Technical College leadership, communication and leadership was identified as an important certificate option. The U.S. Bureau of Labor Statistics anticipates job growth in office and administrative support occupations to be 8% over the next 8 years². These positions supervise process standards,

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 [https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Office and administrative support occupations](https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Office%20and%20administrative%20support%20occupations)

resolve customer complaints, and guide employees on how to communicate with difficult situations.

The certificate in Communication and Leadership, as well as the additional certificates stackable to the BS in Technical Leadership, provides students with workplace skills cited by industry executives as high demand, as well as providing alternate pathways for students to earn the bachelor's degree.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

Students who are enrolled in the Bachelor of Science in Technical Leadership who will likely work in leadership roles after obtaining their baccalaureate degree would be part of the market for this certificate program. Additionally, industry leaders have indicated that they would be likely to send prospective “managers” to the certificate program to learn the skills needed to be a successful leader.

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 form):³

Communication and Leadership- (New Certificate)				
EDFN	475	Human Relations	3	No
LDR	404	Leadership and Conflict Resolution	3	No
Choose 2 courses of the following:				
ENGL	305	Written and Technical Proposal Writing	3	No
SPCM	470	Intercultural Communication	3	No
SPCM	487	Team Building and Decision Making	3	No
Subtotal			12	

6. Student Outcome and Demonstration of Individual Achievement.⁴

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Communication and Leadership Certificate graduates will:

1. Provide students an understanding of communication in personal and organizational life.
2. Combine theoretical knowledge, skills, and communication strategies to improve teamwork, problem solving, and decision-making.
3. Recognize cultural differences within and across organizations and use best communication practices to enhance understanding and excellence in exchange of information.
4. Communicate ideas clearly, powerfully, and intentionally to inspire and lead others to create vision, shape culture, and achieve organizational goals.

³ 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.

⁴ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

B. Complete Appendix A – Outcomes using the system form.

See attached Appendix A.

7. On-line and Off-campus Delivery.⁵

- 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)?**

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	Yes	University Center, Sioux Falls	8/18/2017

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Online	8/17/2018

- 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)? N/A**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		
Delivery Method (if applicable)			

- 8. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

⁵ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Appendix A

Communication and Leadership					
	EDFN 475	LDR 404	ENGL 305	SPCM 470	SPCM 487
To provide students an understanding of communication in personal and organizational life.		X		X	X
To combine theoretical knowledge, skills, and communication strategies to improve teamwork, problem solving, and decision-making.	X	X		X	X
To recognize cultural differences within and across organizations and use best communication practices to enhance understanding and excellence in exchange of information.	X	X	X	X	X
To communicate ideas clearly, powerfully, and intentionally to inspire and lead others to create vision, shape culture, and achieve organizational goals.	X	X	X	X	X

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – A (4)

DATE: June 27-29, 2017

SUBJECT: New Certificate: USD Undergraduate Certificate in Healthcare Leadership

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Healthcare Leadership. The certificate will provide competency in the areas of relationship-centered care, professional collaboration, ethical decision-making, and values-based change strategies within the healthcare environment. This certificate is designed for individuals who desire additional training in the areas of communication, leadership, and collaboration within the healthcare industry. The certificate can serve as a stand-alone credential or can be applied as a stackable option to the BS in Technical Leadership. The certificate consists of 12 credit hours and utilizes existing courses.

USD is requesting authorization to offer the certificate on campus, online, and at the University Center-Sioux Falls.

DRAFT MOTION 20170627_7-A(4): I move to approve USD's undergraduate certificate in Healthcare Leadership as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Healthcare Leadership
INTENDED DATE OF IMPLEMENTATION:	8/18/2017
PROPOSED CIP CODE:	51.0000
UNIVERSITY DEPARTMENT:	UHSC
UNIVERSITY DIVISION:	UHSC

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.

Elizabeth M. Freeburg

5/16/2017

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

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 University of South Dakota seeks permission to offer a new certificate in Healthcare Leadership. A certificate in Healthcare Leadership will help students approach healthcare topics as relationship-centered care, inter- and intra-professional collaboration, socially responsible and ethical decision-making, and values-based change strategies in healthcare environments. The certificate stacks to the BS in Technical Leadership, one of five proposed certificates that would stack to that degree. The certificate is designed to appeal to students who do not yet possess a bachelor's degree and need additional management-level skill development to advance within their careers.

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

After conversations with local businesses, SF advisory board, and Technical College leadership, healthcare leadership emerged as an area of need in the Sioux Falls region. The U.S. Bureau of Labor Statistics anticipates job growth of medical and health services managers to be 17% over the next 8 years.² Medical and Health Service Manager is the 5th highest advertised job opening in South Dakota.³

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 <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

³

https://www.southdakotaworks.org/vosnet/dashboards/defaultana.aspx?menuid=MENU_START_PAGE_DASHBOARDA&pu=1

The certificate in Healthcare Leadership, as well as the additional certificates stackable to the BS in Technical Leadership, provides students with workplace skills cited by industry executives as high demand, as well as providing alternate pathways for students to earn the bachelor's degree.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

Students who are enrolled in the Bachelor of Science in Technical Leadership who will likely work in health sciences leadership roles after obtaining their baccalaureate degree would be part of the market for this certificate program. Additionally, industry leaders have indicated that they would like to send prospective “industry leader” to the certificate program to learn the skills needed to be a successful leader.

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 form):⁴

Healthcare Leadership- (New Certificate)				
Choose one of the following courses:				
HSC	315	Introduction to Public Health	3	No
HSC	360	Technology in Care Delivery	3	No
Complete the following three courses:				
HSC	380	Health Literacy and Culture Care	3	No
HSC	450	Patient Safety and Quality Improvement	3	No
HSC	460	Leading Change	3	No
Subtotal			12	

6. Student Outcome and Demonstration of Individual Achievement.⁵

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Healthcare Leadership Certificate graduates will:

1. Students will develop the personal and professional attitudes and values that foster professional responsibility and leadership.
2. Students will develop strong professional communication skills, especially those skills relevant to the health sciences.
3. Students will be able to integrate the healthcare needs of a person, group, or community, taking into consideration other health care, social, cultural, and environmental factors.
4. Students will have the knowledge base and life-long learning skills to effectively address current and future professional issues and challenges.

B. Complete Appendix A – Outcomes using the system form.

See attached Appendix A.

⁴ 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.

⁵ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

7. On-line and Off-campus Delivery.⁶

- 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)?**

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	Yes	University Center, Sioux Falls	8/18/2017

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	Yes	Online	8/17/2018

- 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)? N/A**

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	No		
Delivery Method (if applicable)			

- 8. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

⁶ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Appendix A

Health Sciences Leadership					
Individual Student Outcome	HSC 315	HSC 360	HSC 380	HSC 450	HSC 460
Students will develop the personal and professional attitudes and values that foster professional responsibility and leadership.	X	X	X	X	X
Students will develop strong professional communication skills, especially those skills relevant to the health sciences (e.g. written communications including medical record note writing, effective interaction with patients/clients, team-building, presentation skills, and health education outreach).	X	X	X	X	X
Students will be able to integrate the healthcare needs of a person, group, or community, taking into consideration other health care, social, cultural, and environmental factors.	X		X	X	X
Students will have the knowledge base and lifelong learning skills to effectively address current and future professional issues and challenges.	X	X	X		X

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – A (5)

DATE: June 27-29, 2017

SUBJECT: New Certificate: USD Undergraduate Certificate in Management

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Management. The certificate will provide students with competencies in operational efficiency and the improvement of organizational processes. This certificate is designed for individuals who need additional training on project management, risk evaluation, and decision-making skills. USD developed the certificate in consultation with business leaders who identified a need for skills in this field for their employees. The certificate can serve as a stand-alone credential or can be applied as a stackable option to the BS in Technical Leadership. The certificate consists of 12 credit hours and utilizes existing courses.

USD is requesting authorization to offer the certificate on campus, online, and at the University Center-Sioux Falls.

DRAFT MOTION 20170627_7-A(5): I move to approve USD's undergraduate certificate in Management as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Management
INTENDED DATE OF IMPLEMENTATION:	8/18/2017
PROPOSED CIP CODE:	52.0201
UNIVERSITY DEPARTMENT:	Beacom School of Business
UNIVERSITY DIVISION:	Entrepreneurship, Marketing, & Management

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.

Elizabeth M. Freeburg

5/16/2017

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

- 1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate ☒

Graduate Certificate ☐

- 2. What is the nature/purpose of the proposed certificate?**

The University of South Dakota seeks permission to offer a new certificate in Management. A certificate in Management will help to increase operational efficiency and to improve organizational processes. The Management certificate will offer students topics relevant in today's rapidly evolving global market. The certificate stacks to the BS in Technical Leadership, one of five proposed certificates that would stack to that degree. The certificate is designed to appeal to students who do not yet possess a bachelor's degree and need additional management-level skill development to advance within their careers.

- 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**

After conversations with local businesses, SF advisory board, and Technical College leadership, management has been identified as an area of need an undergraduate certificate. The U.S. Bureau of Labor Statistics anticipates job growth in Administrative Service Managers to be 8% and Advertising, Promotions, and Marketing Managers to be 9%, over the next 8

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.

years.² The certificate in Management, as well as the additional certificates stackable to the BS in Technical Leadership, provides students with workplace skills cited by industry executives as high demand, as well as providing alternate pathways for students to earn the bachelor's degree.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

Students who are enrolled in the Bachelor of Science in Technical Leadership who will likely work in project management roles after obtaining their baccalaureate degree would be part of the market for this certificate program. Additionally, industry leaders have indicated that they would be likely to send prospective “managers” to the certificate program to learn the skills needed to be a successful manager of people projects, and to evaluate risks and make decisions.

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 form):³

Management –(New Certificate)				
Prefix	Num	Title	Hrs	New course
BADM	369	Organization Behavior & Theory	3	No
BADM	370	Marketing	3	No
Choose two of the following courses:				
BADM	101	Survey of Business	3	No
ENTR	311	Finance and Accounting for Entrepreneurs	3	No
HRM	460	Human Resource Management	3	No
Subtotal			12	

6. Student Outcome and Demonstration of Individual Achievement.⁴

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

- Students should be able to describe the major theories and philosophical frameworks in management and their relationship to other core business functions.
- Students should be able to demonstrate the use of management techniques/skills for analyzing and controlling operations processes.
- Students should be able to critically analyze and propose practical solutions to problems/issues.
- Students should be able to present proposed solutions in a professional manner using appropriate written and oral presentation skills.

² <https://www.bls.gov/ooh/management/>

³ 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.

⁴ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

B. Complete Appendix A – Outcomes using the system form.

See attached Appendix A.

7. On-line and Off-campus Delivery.⁵

- 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)?**

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	Yes	University Center, Sioux Falls	8/18/2017

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	Yes	Online	8/17/2018

- 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)? N/A**

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery			
Delivery Method (if applicable)			

- 8. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

⁵ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Appendix A

Management					
Individual Student Outcome	BADM 101	ENTR 311	BADM 369	BADM 370	HRM 370
Students should be able to describe the major theories and philosophical frameworks in management and their relationship to other core business functions.	X	X	X	X	X
Students should be able to demonstrate the use of management techniques/skills for analyzing and controlling operations processes.			X	X	X
Students should be able to critically analyze and propose practical solutions to problems/issues.		X	X	X	X
Students should be able to present proposed solutions in a professional manner using appropriate written and oral presentation skills.	X		X		

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – A (6)

DATE: June 27-29, 2017

SUBJECT: New Certificate: USD Undergraduate Certificate in Personnel Supervision

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Personnel Supervision. The certificate will provide students with competency in the areas of planning, directing, and coordinating programs, as well as leading and directing staff. This certificate is designed for individuals or managers who need further growth in the areas of hiring, training and staff development. USD developed the certificate in consultation with business leaders who identified a need for skills in this field for their employees. The certificate can serve as a stand-alone credential or can be applied as a stackable option to the BS in Technical Leadership. The certificate consists of 12 credit hours and utilizes existing courses.

USD is requesting authorization to offer the certificate on campus, online, and at the University Center-Sioux Falls.

DRAFT MOTION 20170627_7-A(6): I move to approve USD's undergraduate certificate in Personnel Supervision as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Personnel Supervision
INTENDED DATE OF IMPLEMENTATION:	8/18/2017
PROPOSED CIP CODE:	52.1201
UNIVERSITY DEPARTMENT:	UBUS
UNIVERSITY DIVISION:	UEMM

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.

Elizabeth M. Freeburg

5/16/2017

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

- 1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate ☒

Graduate Certificate ☐

- 2. What is the nature/purpose of the proposed certificate?**

The University of South Dakota seeks permission to offer a new certificate in Personnel Supervision. A certificate in Personnel Supervision will help provide mid-level managers in every industry the skills they need to plan, direct, and coordinate programs and lead and direct staff. The program will enhance the knowledge and skills of employees to stay competitive in business. The certificate stacks to the BS in Technical Leadership, one of five proposed certificates that would stack to that degree. The certificate is designed to appeal to students who do not yet possess a bachelor's degree and need additional management-level skill development to advance within their careers.

- 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**

After conversations with local businesses, SF advisory board, and Technical College leadership, personnel supervision has been identified as an area of need. The U.S. Bureau of Labor Statistics anticipates job growth in Training and Development Managers to be 7% and Human Resource Managers to be 9%, over the next 8 years². Training and development

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 <https://www.bls.gov/ooh/management/training-and-development-managers.htm>

managers plan, direct, and coordinate programs to enhance the knowledge and skills of an organization's employees. The certificate in Personnel Supervision, as well as the additional certificates stackable to the BS in Technical Leadership, provides students with workplace skills cited by industry executives as high demand, as well as providing alternate pathways for students to earn the bachelor's degree.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

Students who are enrolled in the Bachelor of Science in Technical Leadership who will likely work in hiring, training, and development after obtaining their baccalaureate degree would be part of the market for this certificate program. Additionally, industry leaders have indicated that they would be likely to send prospective "managers" to the certificate program to learn the skills needed to be a successful leader.

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 form):³

Personnel Supervision				
Prefix	Number	Course Title	Credit Hours	New (yes, no)
BADM	369	Organizational Behavior and Theory	3	No
HRM	460	Human Resource Management	3	No
HRM	466	Training and Development	3	No
Choose one of the following				
PSYC	430	Organizational Psychology/ Psychology of Teamwork*	3	No
PSYC	460	Psychology Perspectives on Diversity	3	No
Subtotal			12	

*This course has a prerequisite of PSYC 101. Conversations with Southeast Technical Institute indicated that most of their graduates take this course. Students who have completed PSYC 101 may choose this course while other students may take PSYC 460 to keep the certificate at 12 credit hours.

6. Student Outcome and Demonstration of Individual Achievement.⁴

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Personnel Supervision Certificate graduates will:

1. Describe how differences may influence professional working relationship and recognize the level of cooperation that must be present in a professional setting.
2. Understand the role of a team in regards to leadership, group decision making, and commitment toward goals.

³ 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.

⁴ Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

3. Demonstrate an understanding of human resources, recruitment and selection, training and development.

B. Complete Appendix A – Outcomes using the system form.

See attached Appendix A.

7. On-line and Off-campus Delivery.⁵

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)?

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	Yes	University Center, Sioux Falls	8/18/2017

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	Yes	Online	8/17/2018

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)? N/A

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery			
Delivery Method (if applicable)			

8. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

⁵ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Appendix A

Personnel Supervision				
Individual Student Outcome	HRM 460	HRM 466	BADM 369	PSYC 430 or 460
Describe ways that differences may influence professional working relationships and incorporate this information to modify professional interpersonal and organizational behavior.	X		X	X
Employ an understanding of methods that develop team formation, function, and evaluation in relation to: leadership, group decision making, and commitment goal accomplishment.	X		X	X
Discuss the business concepts and objectives, management principles, human resource issues, organizational planning and development, recruitment and selection issues that affect an organization.	X		X	X
Describe accepted regulations related to the structure, the methods, and the use of technology for the training of employees and demonstrate application of a strategic employee training system.	X	X		

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – A (7)

DATE: June 27-29, 2017

SUBJECT: New Certificate: USD Undergraduate Certificate in Small Business Entrepreneurship

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Small Business Entrepreneurship. The certificate will provide students with competencies in risk management, problem-solving, management across boundaries, and evaluation of market opportunities. This certificate is designed for individuals who need additional skill development in the area of small business management, or current small business owners who wish to improve productivity or effectiveness. USD developed the certificate in consultation with business leaders who identified a need for skills in this field for their employees. The certificate can serve as a stand-alone credential or can be applied as a stackable option to the BS in Technical Leadership. The certificate consists of 12 credit hours and utilizes existing courses.

USD is requesting authorization to offer the certificate on campus, online, and at the University Center-Sioux Falls.

DRAFT MOTION 20170627_7-A(7): I move to approve USD's undergraduate certificate in Small Business Entrepreneurship as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Small Business Entrepreneurship
INTENDED DATE OF IMPLEMENTATION:	8/18/2017
PROPOSED CIP CODE:	52.0703
UNIVERSITY DEPARTMENT:	Beacom School of Business
UNIVERSITY DIVISION:	UEMM

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.

Elizabeth M. Freeburg

5/16/2017

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?

Undergraduate Certificate ☒

Graduate Certificate ☐

2. What is the nature/purpose of the proposed certificate?

The University of South Dakota seeks permission to offer a new certificate in Small Business Entrepreneurship. This new certificate aims to incorporate problem-solving concepts, risk management, an ability to manage across functional boundaries, and evaluate market opportunities. The certificate stacks to the BS in Technical Leadership, one of five proposed certificates that would stack to that degree. The certificate is designed to appeal to students who do not yet possess a bachelor's degree and need additional management-level skill development to advance within their careers.

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

According to the Kauffman Foundation, startup business activity and entrepreneurship opportunities have risen over the last several years, including the largest year-over-year increase from the past two decades. This increase includes 530,000 new businesses created each month nationally (on average). The certificate will assist students on their pathway to additional higher education and a baccalaureate degree, an important contribution given that the percentage of new

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.

entrepreneurs with college degrees has increased from 24% to 33% percent since 1997.² The certificate also supports the Board of Regents' 2014 Strategic Plan efforts to "contribute to the state's workforce and economic development."

The certificate in Small Business Entrepreneurship, as well as the additional certificates stackable to the BS in Technical Leadership, provides students with workplace skills cited by industry executives as high demand, as well as providing alternate pathways for students to earn the bachelor's degree.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The intended audience for this program is for individuals interested in the basics of small business. In particular, students who are enrolled in the Bachelor of Science program in Technical Leadership that are interested in having their own business would like to take this certificate program. Additionally, current small business owners may be interested in the stand-alone certificate program to maximize productivity and effectiveness.

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 form):³

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENTR	311	Finance and Accounting for Entrepreneurs	3	No
ENTR	330	Creativity/ Innovative Thinking	3	No
ENTR	350	Market Opportunity Analysis	3	No
ENTR	481	New Venture Planning & Development	3	No
Subtotal			12	

6. Student Outcome and Demonstration of Individual Achievement.⁴

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Small Business Entrepreneurship certificate graduates will:

1. Students will recognize and evaluate an innovative business opportunity.
2. Students will demonstrate the ability to apply basic business functions to innovations or entrepreneurial endeavors.

B. Complete Appendix A – Outcomes using the system form.

See attached Appendix A.

² Robert W. Fairlie, Arnobio Morelix, E.J. Reedy, Joshua Russell, "The Kauffman Index of Startup Activity: National Trends" (Kauffman Foundation, 2015), p. 5-6, available from http://www.kauffman.org/~media/kauffman_org/research%20reports%20and%20covers/2015/05/kauffman_index_startup_activity_national_trends_2015.pdf.

³ 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.

⁴ Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

7. On-line and Off-campus Delivery.⁵

- 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)?**

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	Yes	University Center, Sioux Falls	8/18/2017

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	Yes	Online	8/17/2018

- 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)? N/A**

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery			
Delivery Method (if applicable)			

- 8. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

⁵ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Appendix A

	Small Business Entrepreneurship			
Individual Student Outcome	ENTR 311	ENTR 330	ENTR 350	ENTR 481
Students will recognize and evaluate an innovative business opportunity.		X	X	X
Students will demonstrate the ability to apply basic business functions to innovations or entrepreneurial endeavors.	X	X	X	X

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – A (8)

DATE: June 27-29, 2017

SUBJECT: New Certificate: USD Graduate Certificate in Science, Technology, and Math Pedagogy

The University of South Dakota (USD) requests authorization to offer a graduate certificate in Science, Technology, and Math Pedagogy. The certificate will provide competency to teachers in integrating science, technology, and mathematics (STEM) content into K-12 education, evaluating best practices in STEM education, as well as developing STEM project-based learning experiences. This certificate applies to practicing elementary, middle, and secondary teachers, as well as to those who pursue the MA in Elementary Education, MA in Secondary Education, MS in Biology, and MS in Basic Biomedical Sciences. Development of the certificate is in recognition of shortages of trained STEM teachers in the state. The certificate consists of 12 credit hours and requires creation of four new courses.

USD is requesting authorization for on campus and online delivery.

DRAFT MOTION 20170627_7-A(8): I move to approve USD's graduate certificate in Science, Technology, and Math Pedagogy as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Certificate

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED CERTIFICATE:	Science, Technology, Math Pedagogy
INTENDED DATE OF IMPLEMENTATION:	August 2017
PROPOSED CIP CODE:	13.1202
UNIVERSITY DEPARTMENT:	Curriculum and Instruction- Elementary / Secondary Education
UNIVERSITY DIVISION:	School of Education

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.

Elizabeth M. Freeburg

5/9/2017

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

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 University of South Dakota seeks permission to offer a new certificate in Science, Technology, and Math (STEM) Pedagogy. These students would like this content in the form of a certificate. This certificate is responsive to the direction of the field of teaching, student learning, and educational leadership.

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

There is a growing need for STEM teachers in the state of South Dakota and in the nation. Practicing teachers need to be prepared to teach the STEM subjects in an integrative way given the current trend(s) in STEM education. Additionally, 18 schools in the first round and 25 districts in the second round in South Dakota received a STEM classroom innovation grant which provides funding for teacher training and customized learning tools. This STEM Certificate would provide the teachers in these schools, state and nation with the effective skills for integrating STEM into their subjects. The US Department of Education has identified a shortage in STEM teachers in South Dakota.² “The 2020 Vision: The South Dakota Science and Innovation Strategy” calls for creating programs to encourage STEM education at all educational levels.³

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)? Practicing elementary, middle, secondary teachers. This certificate may be stackable to the MA in Elementary Education and

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 <https://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>

³ <http://sdepscor.org/sdepscorHome/wp-content/uploads/2015/07/2020-Vision.pdf>; page 25-26

the MA in Secondary Education programs as well as the non-thesis pathways in both MS in Biology and the MS in Basic Biomedical Sciences.

5. List the courses required for completion of the certificate in the table below:⁴

Prefix	Number	Course Title	Credit Hours	New
ELED/SEED	700	STEM Methods I	3	Yes*
ELED/SEED	710	STEM Methods II	3	Yes*
ELED/SEED	720	Designing Projects & Environments in STEM Education	3	Yes*
ELED/SEED	794	Internship	3	Yes*
Subtotal			12	

The new courses in the certificate are needed due to redesign of Science, Technology, and Mathematics courses to integrate the needed concepts. Standalone content courses in each of these areas are being deleted. The new courses will also be part of modifications to the current specialization in the MA program.

6. Student Outcome and Demonstration of Individual Achievement.⁵

- 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.*

Students will 1) demonstrate understanding of the historical and theoretical foundations of STEM education; 2) evaluate STEM pedagogy research to determine best practices in STEM education, 3) create STEM project-based learning experiences; and 4) formulate STEM project-based learning experiences.

- B. Complete Appendix A – Outcomes using the system form.** *Outcomes discussed below should be the same as those in Appendix A.*
See attached Appendix A.

- 7. Complete the following charts to indicate if the university intends to seek 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 intends to seek authorization to deliver the entire certificate through distance technology (e.g., as an on-line program)?⁶**

	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			August 2017

⁴ 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.

⁵ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

⁶ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

8. Additional Information:

A request to create these courses is concurrently being submitted along with this proposal.

From: Lien, Joelle L

Sent: Tuesday, May 2, 2017 9:03 AM

To: Freeburg, Beth M <Beth.Freeburg@usd.edu>; LaFave, Alan <Alan.LaFave@northern.edu>

Cc: Moran, Jim D <Jim.Moran@usd.edu>; Perry, Jay <Jay.Perry@sdbor.edu>; Turman, Paul <Paul.Turman@sdbor.edu>

Subject: Re: USD-Certificate in STM Pedagogy

Good morning, Beth.

NSU supports USD's development of the Certificate in STM Pedagogy.

See you soon!

Joelle

=====

Dr. Joelle L. Lien

Associate Vice President for Academic Affairs

Director of Graduate Studies

Northern State University

205-B Spafford Hall

1200 South Jay Street

Aberdeen, South Dakota 57401

Phone: 605.626.7958

Email: Joelle.Lien@northern.edu

From: "Freeburg, Beth M" <Beth.Freeburg@usd.edu>

Subject: USD-Certificate in STM Pedagogy

Dear Provost LaFave and Associate Provost Lien,

The University of South Dakota seeks permission to offer a new certificate in Science, Technology, and Math (STM) Pedagogy. While USD has offered a specialization in Science, Technology, and Math (STM) in both our MA in Elementary Education and our MA in SEED in Secondary Education programs since 2012, school districts, our alumni, and prospective students would like this content in the form of a certificate. This certificate is responsive to the direction of the field of teaching, student learning, and educational leadership. I have attached the certificate request for your review.

NSU was granted approval for a certificate program in Science, Technology, Engineering, and Math at the December 2016 SDBOR meeting. While both of our certificate programs are in STEM, we will serve different markets. Due to the shortage for teachers in STEM, we have partnered with local school districts to work together to address the STEM shortage crisis.

Please let me know if you have any questions or concerns.

Thank you,

Elizabeth McKay Freeburg, Ed.S., Ph.D.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – B (1)

DATE: June 27-29, 2017

SUBJECT: New Specialization: USD Bioinformatics Specialization in the Biological Sciences, Ph.D. Program

The University of South Dakota (USD) requests authorization to offer a Bioinformatics specialization within the Doctor of Philosophy (Ph.D.) in Biological Sciences program. Specializations within a degree program appear on a transcript and require Board approval.

The proposed specialization concentrates on analyzing large data sets originating from a variety of sources. Courses in the subject area will focus upon Biology, as well as Mathematics, Statistics, and Computer Science. The primary focus of this Bioinformatics specialization is to provide Ph.D. students in Biological Sciences an opportunity to collaborate on high-level research projects. The specialization consists of 16 credit hours and requires creation of four new courses.

USD is requesting authorization for on campus delivery of the specialization.

DRAFT MOTION 20170627_7-B(1): I move to approve USD's Bioinformatics Specialization in the Biological Sciences, Ph.D., program as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Bioinformatics
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Biological Sciences, Ph.D.
INTENDED DATE OF IMPLEMENTATION:	8/22/2017
PROPOSED CIP CODE:	26.0101
UNIVERSITY DEPARTMENT:	Biology
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.

Elizabeth M. Freeburg

3/20/17

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

1. Level of the Specialization (place an "X" in the appropriate box):

Baccalaureate ☐ Master's ☐ Doctoral ☒

2. What is the nature/purpose of the proposed specialization?

The addition of a specialization in Bioinformatics to the Ph.D. in Biological Sciences will reflect an area of research interest and strength within the Department of Biology. Bioinformatics is a highly specialized area within Biology in which researchers work exclusively on large datasets that are often from a variety of sources. Most bioinformatics research is computationally intensive requiring expertise in Biology as well as Mathematics, Statistics, and Computer Science. Bioinformatics is a rapidly expanding area of study that is designed to analyze and interpret high-throughput biological data to understand complicated biological systems at different levels, through collaboration among scientists from diverse scientific backgrounds. At USD, the interactions have taken place between an interdepartmentally-based group of bioinformatics researchers that includes faculty and graduate students in Biology, Computer Science, Mathematical Sciences, Basic Biomedical Sciences, and Biomedical Engineering: <http://www.usd.edu/research/researchers-and-topics/bioinformatics>.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

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.

The primary focus of the bioinformatics specialization is to provide PhD students in Biological Sciences with the opportunity to participate in a high level of research in bioinformatics and computational biology, with collaborative interactions and shared techniques in computational methods and algorithms, genomics, systems biology, large scale sequencing, and genetics. Doctoral students in this specialization will complete a dissertation with Bioinformatics as the primary focus.

The addition of this specialization will facilitate the overall level of bioinformatics scholarship and interdisciplinary research activity on campus. It is also likely to have the added value of attracting and retaining high quality graduate students interested in pursuing the doctorates in Biology while obtaining a specialization in Bioinformatics. With a seemingly endless stream of big biological data being generated across sectors, there is growing demand for talented, experienced researchers at the crossroads of biology, statistics, and computer science. The addition of the Bioinformatics specialization in Biology PhD program will give our graduates tremendous competitive advantages on the academic job market. The U.S. Bureau of Labor Statistics anticipates job growth in Bioinformatics to be 11% over the next 8 years.²

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Biology, Ph.D. , Bioinformatics Specialization				
Prefix	Num	Course Title	Cr Hrs	New
Core Curriculum				
BIOL	5xx 6xx 7xx	Biology courses to include: <ul style="list-style-type: none"> • BIOL 890 Graduate Seminar in Biology: 4-5 cr. ^ • BIOL/NSCI 792 Topics in Biology: 2+ cr. with a minimum of two different one cr. courses • BIOL 792 Topics in Biology (should be on a theme related to bioinformatics, computational biology, genomics, or systems biology): 2+ cr. • BIOL 898 Dissertation Research in Biology: 24-40 cr. • Select Optional Specialization (Bioinformatics, Neuroscience, or Integrative Biology): 15-16 cr. 	60	No
Supporting courses approved by advisory committee			0-12	
^No more than 5 cr hrs. of BIOL 890 will count toward the program of study. <ul style="list-style-type: none"> • NSCI 792/other topics courses will fulfill the four course topics requirement. Courses taken under a different prefix will be considered supporting coursework and will not count toward the required 60 credit hours of BIOL courses. • 50% of the program of study must be at the 700-level or above. • Up to 18 credit hours from a previous master's degree can be applied towards Biology or supporting courses. 				
Total Core			60	

² <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

Required Courses for the Specialization: Bioinformatics				
BIOL	780	Bioinformatics Computing and Applications	3	Yes
BIOL	769	Programming for Biology	3	Yes
BIOL	720/L	Survey of Biostatistical Methods plus lab	4	No
Choose 6 credit hours of the following:				
BIOL	770	Computational Genomics and Systems Biology	3	Yes
BIOL	781	Data Mining in Bioinformatics	3	Yes
Advisory committee approved elective in Bioinformatics			3-6	No
Required Specialization Subtotal			16	
Total number of hours optional Bioinformatics specialization			16	
Total number of hours required for completion of major			72	
Total number of hours required for completion of degree			72	

5. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire specialization 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 specialization through distance technology (e.g., as an on-line program)?³

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

6. **Additional Information:** Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

³ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – B (2)

DATE: June 27-29, 2017

SUBJECT: New Specializations: USD Conservation and Biodiversity Specialization in the MS in Biology Program

The University of South Dakota (USD) requests authorization to offer a Conservation and Biodiversity specialization within the Master of Science (MS) in Biology program. Specializations within a degree program appear on a transcript and require Board approval.

The proposed specialization concentrates on content knowledge and research in Ecology, Conservation, and Biodiversity. Courses in the subject area will focus on the conservation and variability of, as well as the relationships between, organisms and their environment. USD suggests this program will provide degree holders with a more specific set of marketable skills and competencies compared to an unspecialized M.S. in Biology. The specialization consists of 16 credit hours and requires creation of two new courses.

USD is requesting authorization for on campus delivery of the specialization.

DRAFT MOTION 20170627_7-B(2): I move to approve USD's Conservation and Biodiversity Specialization in the MS in Biology program as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Conservation and Biodiversity
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Biology, M.S.
INTENDED DATE OF IMPLEMENTATION:	8/22/2017
PROPOSED CIP CODE:	26.0101
UNIVERSITY DEPARTMENT:	Biology
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.

Elizabeth M. Freeburg

3/20/17

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

1. Level of the Specialization (place an "X" in the appropriate box):

Baccalaureate ☐ Master's ☒ Doctoral ☐

2. What is the nature/purpose of the proposed specialization?

The proposed specialization in Conservation and Biodiversity to the M.S. in Biology will focus on courses in subjects closely related to Ecology, Conservation, and Biodiversity, and will reflect an area of research interest and strength within the Department of Biology. Ecology is the study of the relationships between organisms and their environments including the physical and biological contexts in which they live. Conservation Biology includes organismal, landscape, and ecosystem ecology and other fields aimed at studying ways to manage resources to maintain biodiversity and functioning ecosystems. The study of biodiversity includes aspects of genetic, taxonomic, and systematic variability and the evolutionary processes which generate and maintain that variability across landscapes, ecosystems, and time.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

We are requesting the addition of a Conservation and Biodiversity Specialization to our M.S. graduate offerings. The proposed specialization will highlight the USD Biology faculty's expertise in Conservation Biology to prospective students. One of the goals of the change is to increase our visibility to students looking for a graduate program in this discipline. We also feel that by specifically designating our M.S. students' specialization in conservation and biodiversity we will make them more attractive to federal, state, and non-governmental agency employers in the natural resources and land-management fields. The proposed specialization will indicate a higher level of specificity to potential employers than is suggested by an unspecialized M.S. in Biology and will indicate that graduates have a specific marketable skillset and competencies. The U.S. Bureau of

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.

Labor Statistics anticipates job growth in Conservation and Biodiversity to be 7% over the next 8 years.² Additionally, the South Dakota Department of Labor and Regulation estimates job growth for Forest and Conservation Workers to be 6.16% over the next 8 years.³

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Biology, M.S., Conversation and Biodiversity Specialization				
Prefix	Number	Course Title	Credit Hours	New (yes, no)
Core Curriculum				
Choose Plan A or Plan B				
Plan A				
BIOL	790	Graduate Seminar in Biology [^]	2-3	No
BIOL	792	Topics in Biology [*]	2	No
BIOL	798	Thesis Research	6	No
Total Core Plan A			10-11	
Advisor approved electives in BIOL (BIOL 798-3 additional hours allowed)			0-3	
Conservation and Biodiversity Specialization			16	
Advisor approved supporting courses			0-4	
Plan A subtotal:			30	
Plan B				
BIOL	790	Graduate Seminar in Biology [^]	2-3	No
Total core Plan B			2-3	
Advisor approved electives in BIOL			2-14	
Conservation and Biodiversity Specialization			16	
Advisor approved supporting courses			0-12	
Plan B subtotal:			32	
[^] No more than three cr hrs. of BIOL 790 will count toward the program of study. [*] or NSCI 792/other topics course that will fulfill the two course topics requirement. Topic courses taken under a different prefix will be considered supporting coursework and will not count toward the required credit hours in Biology. ^{**} For plan A, at least 21 of the total 30 cr. required for the degree must be taken with a BIOL prefix. For plan B, at least 20 of the total 32 cr. required for the degree must be taken with a BIOL prefix.				

Biology, M.S., Conversation and Biodiversity Specialization

Required Courses for the Specialization: Conservation and Biodiversity				
BIOL	711	Foundations of Ecology and Conservation	3	Yes
BIOL	787	Professional Development in Biology	3	Yes
BIOL	720/L	Survey of Biostatistical Methods	4	No
Advisory committee approved elective in Biodiversity or Conservation/Ecology			6	No
Required Specialization Subtotal			16	
Total number of hours required for completion of specialization			16	
Total number of hours required for completion of major			30-32	
Total number of hours required for completion of degree			30-32	

² <https://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm>

³ <https://www.sdvlni.com/vosnet/analyzer/results.aspx?session=occpj&area=4601000000&timeperiod=20140020240005>

5. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire specialization 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 specialization through distance technology (e.g., as an on-line program)?⁴

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

6. **Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – B (3)

DATE: June 27-29, 2017

SUBJECT: New Specialization: USD Integrative Biology Specialization in the Biological Sciences, Ph.D. Program

The University of South Dakota (USD) requests authorization to offer an Integrative Biology specialization with the Doctor of Philosophy (Ph.D.) in Biological Sciences program. Specializations within a degree program appear on a transcript and require Board approval.

The proposed specialization emphasizes a multidisciplinary approach to studying the structure and function of diverse biological systems and at diverse levels of organization. Courses in this specialization will train graduates to pursue research and funding geared toward academic settings in the area of complex biological systems. The specialization consists of 16 credit hours and requires creation of two new courses.

USD is requesting authorization for on campus delivery of the specialization.

DRAFT MOTION 20170627_7-B(3): I move to approve USD's Integrative Biology Specialization in the Biological Sciences, Ph.D., program as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Integrative Biology
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Biological Sciences, Ph.D.
INTENDED DATE OF IMPLEMENTATION:	8/22/2017
PROPOSED CIP CODE:	26.0101
UNIVERSITY DEPARTMENT:	Biology
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.

Elizabeth M. Freeburg

3/20/17

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

1. Level of the Specialization (*place an "X" in the appropriate box*):

Baccalaureate ☐ Master's ☐ Doctoral ☒

2. What is the nature/purpose of the proposed specialization?

The addition of a specialization in Integrative Biology to the Ph.D. in Biological Sciences will reflect an area of student interest within the Department of Biology and the job market for Biology positions in academia. Integrative Biology is a discipline that stresses the study of biological systems from diverse perspectives and at diverse levels of organization. Integrative biological studies emphasize multidisciplinary approaches to answer questions about the structure and function of organisms. For example, integrative biologists may study organisms at the cellular and molecular levels to understand how these influence organismal physiology, behavior, ecology, and evolution. As biologists have found new conceptual insights through use of these systems approaches, many new degree programs and departments of integrative biology have been created to train students in this approach. Moreover, funding agencies have increasingly emphasized an integrative approach to the study of biology, exemplified by the creation of an Integrative Organismal Systems Division within the Biological Directorate at the National Science Foundation.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

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.

Our Specialization within the PhD in Biological Sciences will train students to adopt this integrative perspective that includes study at multiple levels of biological organization. Graduates of this program will be well-trained to pursue research and funding in the area of complex biological systems within academic settings. Graduates of our program will be able to market themselves accurately to prospective employers who seek scientists trained to consider complex biological systems. The U.S. Bureau of Labor Statistics does not have an exact fit for labor statistics for this field of study. However, zoologists and other wildlife biologists do have a 4% growth over the next 8 years.² The Society for Integrative and Comparative Biology³ has had significant growth over the last several years. Academic positions across the country in Biology are looking for Integrative Biologist. The last three hires in Biology at University of South Dakota were Integrative Biologists.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Biology, Ph.D. , Bioinformatics Specialization				
Prefix	Num	Course Title	Cr Hrs	New
Core Curriculum				
BIOL	5xx 6xx 7xx	Biology courses to include: <ul style="list-style-type: none"> • BIOL 890 Graduate Seminar in Biology: 4-5 cr. ^ • BIOL/NSCI 792 Topics in Biology: 2+ cr. with a minimum of two different one cr. courses • BIOL 792 Topics in Biology (should be on a theme related to bioinformatics, computational biology, genomics, or systems biology): 2+ cr. • BIOL 898 Dissertation Research in Biology: 24-40 cr. • Select Optional Specialization (Bioinformatics, Neuroscience, or Integrative Biology): 15-16 cr. 	60	No
Supporting courses approved by advisory committee			0-12	
^No more than 5 cr hrs. of BIOL 890 will count toward the program of study. <ul style="list-style-type: none"> • NSCI 792/other topics courses will fulfill the four course topics requirement. Courses taken under a different prefix will be considered supporting coursework and will not count toward the required 60 credit hours of BIOL courses. • 50% of the program of study must be at the 700-level or above. • Up to 18 credit hours from a previous master's degree can be applied towards Biology or supporting courses. 				
Total Core			60	

² <https://www.bls.gov/ooh/life-physical-and-social-science/zoologists-and-wildlife-biologists.htm>

³ <http://sicb.org/about/>

Required Courses for the Specialization: Integrative Biology				
BIOL	720/L	Survey of Biostatistical Methods	4	No
BIOL	725	Integrative Organismal Biology	3	Yes
Choose 3 credit hours of the following areas:				
Sub-Organismal Group				
BIOL	743	Cell Biology	3	No
Advisory committee approved elective				No
Organismal Group				
BIOL	730	Behavioral Neuroscience	3	No
Advisory committee approved elective				No
Super-Organismal Group				
BIOL	711	Foundations of Ecology and Conservation	3	Yes
Advisory committee approved elective				No
Required Specialization Subtotal			16	
Total number of hours optional Bioinformatics specialization			16	
Total number of hours required for completion of major			72	
Total number of hours required for completion of degree			72	

5. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire specialization 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 specialization through distance technology (e.g., as an on-line program)?⁴

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

6. **Additional Information:** Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – C

DATE: June 27-29, 2017

SUBJECT: Agreements on Academic Cooperation – SDSU

South Dakota State University seeks approval to enter into an agreement on academic cooperation with each of the following institutions:

- 1) Dalian Polytechnic University (DPU), Dalian, China (Attachment I); and
- 2) Jiangnan University (JU), Wuxi, China (Attachment II)

Each agreement is to establish a one-way visiting international student/scholar program. Both DPU and JU will each send up two students per year from their respective university's School of Food & Science to SDSU's Department of Dairy and Food Science as non-degree seeking, visiting, Master and PhD research students who will engage in scientific research in the field of food, experiments, reports, forums/workshops and scholarly writing for publications. These students will not enroll in academic course work. The research to be carried out by the students in the labs will be aligned with their thesis work. The incoming students will be provided full financial support by their home institute; SDSU's responsibility will be to offer the necessary research support. The whole idea of this proposed program is to increase the research collaboration between the institutes and allow associated SDSU faculty to generate the required amount of preliminary data aimed at gaining federal grants through research proposals.

DRAFT MOTION 20170627_7-C: I move to approve the Agreement on Academic Cooperation between South Dakota State University and Dalian Polytechnic University; and the agreement on academic cooperation with Jiangnan University.

South Dakota

State

University

and

Dalian

Polytechnic

University

AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
DEPARTMENT OF DAIRY AND FOOD SCIENCE
SOUTH DAKOTA STATE UNIVERSITY
AND
NATIONAL ENGINEERING RESEARCH CENTER FOR SEAFOOD
SCHOOL OF FOOD SCIENCE & TECHNOLOGY
DALIAN POLYTECHNIC UNIVERSITY

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, South Dakota State University (SDSU) and Dalian Polytechnic University (DPU) agree to the following:

I. SCOPE OF THE COOPERATION

This agreement is for a one-way visiting international student/scholar program. Dalian Polytechnic University's School of Food Science & Technology will send up to two students per year to South Dakota State University, Department of Dairy and Food Science as non-degree, visiting, Master and Ph.D. research students who will engage in scientific research in the field of food, experiments, reports, forum/workshops and scholarly writing for publications. The students will not enroll in academic course work. The parties agree that the contents for this agreement should have academic value, should not involve interests of a third party and will protect the privacy and confidentiality of all in the information involved in the agreement. The two parties further agree that the contents involved in the agreement will be limited in the academic scope within the related scientific area and will not involve state secrets of each country. The intent of this agreement is to enumerate and clarify the responsibilities of the parties involved.

II. SDSU'S RESPONSIBILITIES:

- A. SDSU together with DPU will determine the number of qualified visiting students that can be accepted from Dalian Polytechnic University each semester/academic year. Qualified students will be at a Master or Ph.D. level, have full funding to be come to SDSU, and demonstrate English proficiency. SDSU must see one of three methods to verify the sufficiency of an applicant's English language proficiency and to satisfy the objective measurement requirement required by the Department of State:
 - a) A recognized "English language test," (such as TOEFL, or IELTS)

- b) Signed documentation from an academic institution or English language school, or
 - c) A documented interview conducted by the sponsor either in-person or by videoconferencing, or by telephone if videoconferencing is not a viable option"
- B. SDSU's Department of Dairy and Food Science will appoint a faculty member to serve as the academic contact and this person will oversee the overall research program and well-being of the students, and to work directly with Dalian Polytechnic University.
 - C. SDSU will provide Dalian Polytechnic University with a list of anticipated costs each year for housing, meal plans and the required insurance, etc.
 - D. SDSU will provide each student from DPU with the documents necessary to apply for a U.S. student visa at the appropriate U.S. Embassy or Consulate overseas after receiving the Request to Host a New J-1 Scholar document from the academic department. The visa type will be a J-1.
 - E. SDSU-OIA will provide orientation activities during the first days of the Dalian Polytechnic University students' arrival to include orientation to housing and meals, review of the semester schedule, orientation to campus facilities, explanation of rules and regulations, and campus tour.
 - F. The SDSU-OIA will arrange for airport pickup on arrival day each semester.

III. DALIAN POLYTECHNIC UNIVERSITY RESPONSIBILITIES:

- A. DPU will nominate the qualified visiting students to the academic coordinator at SDSU.
- B. DPU and SDSU together will determine the academic criteria needed to be a qualified visiting student.
- C. DPU will have each participant provide for the international travel costs of the DPU student to and from Brookings, SD, including all airport transfers and taxes.
- D. DPU will have each participant arrange for visas and related travel documents.
- E. Each student will pay directly and separately for any charges to their student account designated by SDSU.
- F. DPU students will obtain major medical insurance coverage through SDSU's International Student Accident & Medical Insurance Plan.
- G. DPU will have participants comply with all university rules and regulations.

IV. APPOINTMENT OF COORDINATORS

Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or and renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact, and this person will coordinate the specific aspects of the agreement.

The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University 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: Srinivas Janaswamy, Ph.D. Title: Assistant Professor of Dairy and Food Science Office: SAG 108 Email: Srinivas.Janaswamy@sdstate.edu Telephone: 605- 688-6819 Fax: 605-688-6276	Dalian Polytechnic University PRIMARY CONTACT FOR AGREEMENT Name: Beiwei Zhu Title: Dean Office: School of Food Science & Technology National Engineering Research Center of Seafood Email: zhubeiwei@163.com Telephone: (+86)411-86323262 Fax: (+86)411-86323262 ACADEMIC UNIT CONTACT Name: Beiwei Zhu Title: Dean Office: School of Food Science & Technology National Engineering Research Center of Seafood Email: zhubeiwei@163.com Telephone: (+86)411-86323262 Fax: (+86)411-86323262
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The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

V. TERMS OF AGREEMENT

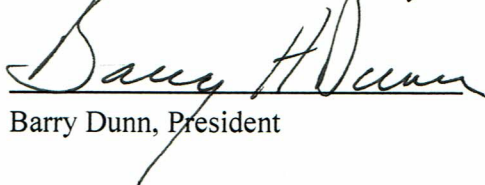
- A. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other

institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.

- B. 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, will require the execution of a separate agreement.
- C. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
- D. Nothing in the above agreement shall be construed as being legally binding.
- E. 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

Date

for Dalian Polytechnic University

Beiwei Zhu, Dean

Date

South Dakota
State
University
and
Jiangnan
University

AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
DEPARTMENT OF DAIRY AND FOOD SCIENCE
SOUTH DAKOTA STATE UNIVERSITY
AND
STATE KEY LABORATORY OF FOOD SCIENCE AND TECHNOLOGY
JIANGNAN UNIVERSITY

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, South Dakota State University (SDSU) and Jiangnan University (JU) agree to the following:

I. SCOPE OF THE COOPERATION

This agreement is for a one-way visiting international student/scholar program. Jiangnan University's School of Food Science & Technology will send up to two students per year to South Dakota State University, Department of Dairy and Food Science as non-degree, visiting, Master and Ph.D. research students who will engage in scientific research in the field of food, experiments, reports, forum/workshops and scholarly writing for publications. The students will not enroll in academic course work. The parties agree that the contents for this agreement should have academic value, should not involve interests of a third party and will protect the privacy and confidentiality of all in the information involved in the agreement. The two parties further agree that the contents involved in the agreement will be limited in the academic scope within the related scientific area and will not involve state secrets of each country. The intent of this agreement is to enumerate and clarify the responsibilities of the parties involved.

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- A. SDSU together with JU will determine the number of qualified visiting students that can be accepted from Jiangnan University each semester/academic year. Qualified students will be at a Master or Ph.D. level, have full funding to be come to SDSU, and demonstrate English proficiency. SDSU must see one of three methods to verify the sufficiency of an applicant's English language proficiency and to satisfy the objective measurement requirement required by the Department of State:
 - a) A recognized "English language test," (such as TOEFL, or IELTS)
 - b) Signed documentation from an academic institution or English language school, or

- c) A documented interview conducted by the sponsor either in-person or by videoconferencing, or by telephone if videoconferencing is not a viable option"
- B. SDSU's Department of Dairy and Food Science will appoint a faculty member to serve as the academic contact and this person will oversee the overall research program and well-being of the students, and to work directly with Jiangnan University.
- C. SDSU will provide Jiangnan University with a list of anticipated costs each year for housing, meal plans and the required insurance, etc.
- D. SDSU will provide each student from JU with the documents necessary to apply for a U.S. student visa at the appropriate U.S. Embassy or Consulate overseas after receiving the Request to Host a New J-1 Scholar document from the academic department. The visa type will be a J-1.
- E. SDSU-OIA will provide orientation activities during the first days of the Jiangnan University students' arrival to include orientation to housing and meals, review of the semester schedule, orientation to campus facilities, explanation of rules and regulations, and campus tour.
- F. The SDSU-OIA will arrange for airport pickup on arrival day each semester.

III. JIANGNAN UNIVERSITY RESPONSIBILITIES:

- A. JU will nominate the qualified visiting students to the academic coordinator at SDSU.
- B. JU and SDSU together will determine the academic criteria needed to be a qualified visiting student.
- C. JU will have each participant provide for the international travel costs of the JU student to and from Brookings, SD, including all airport transfers and taxes.
- D. JU will have each participant arrange for visas and related travel documents.
- E. Each student will pay directly and separately for any charges to their student account designated by SDSU.
- F. JU students will obtain major medical insurance coverage through SDSU's International Student Accident & Medical Insurance Plan.
- G. JU will have participants comply with all university rules and regulations.

IV. APPOINTMENT OF COORDINATORS

Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or and renewing the agreement, as appropriate. In addition, each institution shall name at

least one academic contact, and this person will coordinate the specific aspects of the agreement.

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<p>South Dakota State University</p> <p>PRIMARY CONTACT FOR AGREEMENT</p> <p>Name: Sally A Gillman, Ph.D.</p> <p>Title: Director for Study Abroad</p> <p>Office: Office of International Affairs</p> <p>Email: sally.gillman@sdstate.edu</p> <p>Telephone: 605-688-6094</p> <p>Fax: 605-688-6540</p> <p>ACADEMIC UNIT CONTACT</p> <p>Name: Srinivas Janaswamy, Ph.D.</p> <p>Title: Assistant Professor of Dairy and Food Science</p> <p>Office: SAG 108</p> <p>Email: Srinivas.Janaswamy@sdstate.edu</p> <p>Telephone: 605- 688-6819</p> <p>Fax: 605-688-6276</p>	<p>Jiangnan University</p> <p>PRIMARY CONTACT FOR AGREEMENT</p> <p>Name: Bo Jiang, Ph. D.</p> <p>Title: Director, International Office</p> <p>Prof. State Key Laboratory of Food Science and Technology</p> <p>E-mail: bjiang@jiangnan.edu.cn;</p> <p>Phone: +86-510-8532 8307</p> <p>Fax: +86-510-8591 3622</p> <p>ACADEMIC UNIT CONTACT</p> <p>Name: Bo Jiang, Ph. D.</p> <p>Title: Director, International Office</p> <p>Professor, State Key Laboratory of Food Science and Technology</p> <p>E-mail: bjiang@jiangnan.edu.cn;</p> <p>Phone: +86-510-8532 8307</p> <p>Fax: +86-510-8591 3622</p>
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The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

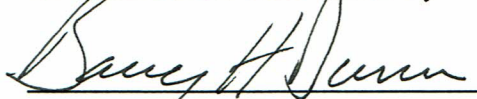
V. TERMS OF AGREEMENT

- A. 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. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.

- B. 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, will require the execution of a separate agreement.
- C. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
- D. Nothing in the above agreement shall be construed as being legally binding.
- E. 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

4-17-17

Date

for Jiangnan University

Chen Jian, President

Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – D

DATE: June 27-29, 2017

SUBJECT: Revision to Terminal Degrees Table – SDSU & USD

South Dakota State University and the University of South Dakota are asking to make the following revisions to the terminal degree table (also noted in **Yellow** within Attachment I):

- SDSU – Public Health Discipline
Addition: M.P.H., D.P.H., Ph.D, or clinical doctorate
- USD – Biomedical Engineering Discipline
Addition: Ph.D

DRAFT MOTION 20170627_7-D: I move to approve the proposed revisions to the Terminal Degrees Table as provided in Attachment I.

TERMINAL DEGREES

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Accounting	Ph.D, DBA	Ph.D, DBA, JD with CPA	Ph.D, DBA, Ed.D. with CPA, JD with CPA		Ph.D, DBA	Ph.D., DBA
Aerospace Studies					USAF Determines	
Agricultural Business					Ph.D	
Agricultural Finance					Ph.D	
Agricultural Economics					Ph.D	
Agricultural Education					Ph.D, Ed.D	
Agriculture & Biosystems Engineering					Ph.D	
Agricultural Journalism					Ph.D or Ed.D	
Agricultural Marketing					Ph.D	
Agricultural Systems Technology					Ph.D	
Agronomy					Ph.D	
Addiction Studies						Ed.D. or Ph.D. with licensure and clinical practice in addiction or prevention
American Indian_/ Native Studies					Ph.D	Ph.D
Anatomy					Ph.D	Ph.D, MD, DO
Animal Science					Ph.D, DVM	
Anthropology					Ph.D	Ph.D
Apparel Merchandising					Ph.D, MFA	
Architecture					M.Arch, D.Arch, MS in Arch Design (coupled with B.Arch), Doctor of Design (coupled with a B.Arch or M.Arch)	
Art	Ph.D, Ed.D, MFA	Ph.D, D.A., MFA	Ph.D, MFA	Ph.D, MFA	DA, Ph.D, MFA	MFA_PhD
Arts Education		Ph.D, DA, MFA, Ed.D			DA, Ph.D, MFA	MFA, Ph.D, Ed.D
Athletic Training					Ph.D; Ed.D	MA/MS + certification by the Nat'l Athletic Training Assn
Atmospheric, Environmental & Water Resources				Ph.D	Ph.D	
Aviation Education					Ph.D, Ed.D, DM	
Biochemistry				Ph.D	Ph.D	Ph.D, MD, DO
Biology	Ph.D, DA	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Biological Engineering				Ph.D		
Biological Sciences		Ph.D, Ed.D			Ph.D	Ph.D

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Biomedical Engineering				Ph.D		Ph.D
Botany		Ph.D, Ed.D			Ph.D	
Business Administration (Management)	Ph.D, DBA, JD*	Ph.D, JD, DBA	Ph.D, DBA, Ed.D, JD		Ph.D, JD, DBA	Ph.D, DBA/JD
Business Education	Ph.D, Ed.D., DBA	Ph.D, JD,DBA, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D
Chemistry	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Chemical Engineering				Ph.D		
Civil Engineering				Ph.D	Ph.D	
Combined PhD						PhD, MD, DO
Communications/Mass-Journalism	Ph.D, Ed.D, MFA**	Ph.D, MFA, DA			Ph.D, Ed.D	JD, MFA, Ph.D, Ed.D
Communications/Theatre		Ph.D, MFA, DA			Ph.D, DA, MFA	
Communications Arts/Theatre		Ph.D, MFA, DA			Ph.D, MFA, DA	
Communications - English	Ph.D, Ed.D, DA	Ph.D, MFA, DA			Ph.D	
Communications - Speech	Ph.D, Ed.D	Ph.D, MFA, DA			Ph.D	Ph.D
Communication Disorders						Ph.D; AuD
Computer Applications	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D			Ph.D	
Computer Engineering				Ph.D		
Computer Programming	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D			Ph.D	
Computer Science/Information Systems		Ph.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Construction Management					Ph.D, DM, Ed.D	
Counseling & Human Resource Development					Ph.D, Ed.D	
Counseling & Psychology in Education						PhD, EdD
Construction Engineering & Management				Either a Ph.D. in Civil Engineering or related field; OR, a terminal degree such as a JD and significant experience in the area of civil engineering or construction engineering management		
Consumer Affairs					Ph.D, Ed.D	
Curriculum & Instruction	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Dairy Manufacturing					Ph.D	
Dairy Production					Ph.D	
Dairy Science					Ph.D	

2272

ATTACHMENT 1 3

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Dental Hygiene						MA/MS*, DDS
Dietetics					Ph.D	
Early Childhood Education	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Earth Science					Ph.D	Ph.D
Economics	Ph.D, DA	Ph.D, DBA	Ph.D, Ed.D, DBA		Ph.D	Ph.D
Education		Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Education Administration					Ph.D, Ed.D	Ph.D, Ed.D
Electrical Engineering				Ph.D	Ph.D	
Electronics Technology					Ph.D, DM, Ed.D	
Elementary Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Engineering Management				Ph.D		
Engineering Physics					Ph.D	
English	Ph.D, DA, Ed.D****, MFA for composition and creative writing positions only	Ph.D, DA, MFA, Ed.D	Ph.D, Ed.D, DA	Ph.D	Ph.D, MFA for creative writing positions only	Ph.D, MFA for creative writing positions only
Environment Management					Ph.D	
Environmental Engineering				Ph.D		
Environmental Physical Science	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D	
European Studies					Ph.D	
Family & Consumer Science Education					Ph.D, Ed.D	
Family Medicine						DO, MD_PhD
French Studies						Ph.D
General Agriculture					Ph.D	
Geography	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	
Geographic Information Systems					Ph.D	
Geology				Ph.D		
Geological Engineering				Ph.D		
German					Ph.D	Ph.D
Gerontology					Ph.D	
Health Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D
Health Information Management		MA or MBA or MS degree plus registered health information administrator or registered health information technician certification				

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Health, Physical Education & Recreation		Ph.D, DA, Ed.D				Ph.D, Ed.D, Pe.D
Health Promotion						Ph.D, Ed.D
Exercise Science					Ph.D, Ed.D, DPH	
Health Science					Ph.D, DPH	Ph.D, Ed.D, or clinical doctorate
Health Services Administration	Ph.D, Ed.D, DHA					Ph.D Ed.D
History	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	Ph.D
History & Criticism						Ph.D
Horticulture					Ph.D	
Hospitality Management					Ph.D, DM	
Human Development & Family Studies					Ph.D, Ed.D	
Human Resource Management	Ph.D, DBA					
Human Services	Ph.D, Ed.D, DA		Ph.D, Ed.D, DA			
Indian Studies	Ph.D, Ed.D, DA, JD*				Ph.D	Ph.D
Industrial Engineering				Ph.D		
Industrial Management/Technology		Ph.D, DBA				
Instrumental Music	Ph.D, Ed.D, DMA	Ph.D, MFA, DMA, DA	Ph.D, Ed.D, DMA, DA		Ph.D, DMA, MFA	MFA, DMA
Interior Design					Ph.D, MFA, M. Arch., D. Arch., MS in Arch (coupled with an ID undergraduate degree), and Doctor of Design (coupled with an ID undergraduate degree)	
Internal Medicine						DO, MD
International Studies						Ph.D
Journalism		Ph.D, MFA, DA			Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Kinesiology and Sport Science						PhD, EdD
Lab Animal Services					DVM	DVM,
Landscape Design					PH.D or MLA	
Law						JD*
Law Library Director						MLS and JD

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Library					Ph.D or MLS + 2nd Masters; MLS or MLIS for Assistant Librarian rank; MLS or MLIS + Ph.D or 2 nd Masters for Associate Librarian and Librarian ranks	MLIS, MLS*
Library Media (Teaching)	Ph.D, Ed.D, MLS		Ph.D, Ed.D, MLS			Ph.D, Ed.D
Library Media (Non-Teaching)	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS			
Library Science		MLS from an ALA accredited program		Ph.D, MLS		
Marketing	Ph.D, DBA	Ph.D, DBA	Ph.D, DBA		Ph.D, DBA	
Mass Communication					Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Materials Engineering & Science				Ph.D		
Mathematics	Ph.D, DA	Ph.D	Ph.D, Ed.D, DA	Ph.D, DA	Ph.D	Ph.D
Mechanical Engineering				Ph.D	Ph.D	
Medical Library						MLS*
Medical Laboratory Science					Ph.D, DCLS, Ed.D in conjunction with MLS (ASCP)	MA/MS*
Metallurgical Engineering				Ph.D		
Microbiology					Ph.D	Ph.D, MD, DO
Middle School	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D	Ph.D, Ed.D
Military Science					Determined by US Army	Determined by U.S. Army
Mining Engineering				Ph.D		
Modern Languages					Ph.D	Ph.D
Music		Ph.D, DA,MFA, DMA	Ph.D, DA, DMA	Ph.D, DMA	Ph.D, DMA, MFA, DA	DMA, PhD, D.A.
Music Education		Ph.D, DA,MFA, DMA, Ed.D			Ph.D, DMA, MFA, DA	Ph.D, Ed.D
Music Merchandising					Ph.D, DMA, MFA, DA	
Music (Non-Teaching)	Ph.D, Ed.D, DMA		Ph.D, DA, DMA		Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Music Studio/Applied					Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Nanoscience & Nanoengineering				Ph.D		
Nursing					Ph.D, Doc N Science, Ed.D, DNP	Ph.D (nursing or related field), DNS, Ed.D, and D.N.P.
Nursing Practice					DNP	
Nutrition & Food Science					Ph.D	
Occupational Therapy						PhD, DrOT, OTD, EdD, DSc*

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Office Administration	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA			
Operations Management					Ph.D, DM, Ed.D	
Ornithology						Ph.D
Outdoor Education	Ph.D, Ed.D					
Pest Management					Ph.D	
Pharmaceutical Sciences					Ph.D, Pharm.D	
Pharmacy					Ph.D, Pharm.D	
Philosophy					Ph.D	Ph.D
Physical Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Physical Therapy						DPT, PhD, EdD, or DSc—all plus licensure to practice
Physician Assistant Studies						MA/MS*
Physiology/Pharmacology					Ph.D	Ph.D, MD, DO
Physics	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Plant Production					Ph.D	
Political Science	Ph.D, DA,	Ph.D, DA	Ph.D, Ed.D, DA, JD		Ph.D, JD	Ph.D, DPA
Political Science/Criminal Justice					Ph.D, JD	Ph.D, DPA, JD
Psychiatry						Ph.D, MD, DO
Psychology	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Public Administration					Ph.D, DPA	Ph.D, DPA
Public Health					<u>M.P.H., D.P.H., Ph.D, or clinical doctorate</u>	M.P.H., D.P.H., Ph.D, Ed.D, or clinical doctorate
Public Relations					Ph.D, Ed.D	
Range Science					Ph.D	
Religious Studies					Ph.D, Div.	
Respiratory Care		MS + RRT or MA + RRT				
Rural Sociology					Ph.D	
Science / Physical	Ph.D	Ph.D, Ed.D			Ph.D	
Scientific Forensic Technology		JD, PhD in Chemistry, PhD in Physics, PhD in Math				
Social Science	Ph.D, DA		Ph.D, Ed.D, DA		Ph.D	
Social Work					Ph.D, DSW	MSW*, Ph.D., DSW, Ed.D.
Sociology	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA, JD	Ph.D	Ph.D	Ph.D
SD University Affiliated Program						MSW, Ph.D, Ed.D, MD, DO
Spanish	Ph.D		Ph.D, Ed.D		Ph.D	Ph.D

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Special Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Speech	Ph.D, MFA***	Ph.D, DA, MFA	Ph.D, Ed.D, DA		Ph.D	Ph.D
Sport, Recreation, and Park Management					Ph.D, Ed.D	
Taxation						LLM or MT, Ph.D, DBA
Technology	Ph.D, Ed.D	Ph.D, Master's plus industry experience				
Theatre		Ph.D, DA, MFA	Ph.D, Ed.D, MFA, DA		Ph.D, DA, MFA	MFA, Ph.D, Ed.D
Tourism and Hospitality	Ph.D, DBA					
Visual Arts-Studio					Ph.D, DA, MFA	MFA
Vocal Music	Ph.D, Ed.D, D.M.A.		Ph.D, Ed.D, DMA		Ph.D, DMA, MFA	MFA, DMA
Wellness Management	Ph.D, Ed.D					Ph.D, Ed.D
Fitness-Wellness Management, Health, and Physical Education		Ph.D, DA, Ed.D			Ph.D, Ed.D, DPH	Ph.D, Ed.D, Pe.D
Wildlife Fisheries					Ph.D	
Veterinary Science					Ph.D, DVM	

Black Hills State University

*In cases where the institution hires a J.D. for the specific purpose of using his/her legal expertise in law-related classes, that degree shall be considered terminal.

** Graphics, Photography, or Multi-media Only

*** Theatre

**** Applies only to English Education

South Dakota School of Mines & Technology

We do not hire on a tenure track contract unless the person has an earned doctorate. Doctorates represented by our current faculty are:

Doctor of Philosophy (Ph.D)

Doctor of Arts (D.A.)

Doctor of Music Arts (D.M.A.)

Doctor of Education (Ed.D)

The degrees and discipline areas shown in the table are those of our current permanent faculty.

Part-Time faculty are hired in various disciplines within the liberal arts on an as needed basis.

Among our non-tenure track people in the areas of physical education, library, and art, we have considered the following to be terminal degrees for purposes of promotion:

Master of Arts (M.A.)

Master of Science (M.S.)

Master of Library Science (M.L.S.)

Master of Fine Arts (M.F.A.)

With the exception of our professional librarians, these positions are all ones with substantial soft money support.

South Dakota State University

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Wherever a Ph.D is noted, other doctorates such as Ed.D, DTA, DA, Doc. Sci, etc. will be considered terminal degrees in place of the Ph.D in any area if appropriate to the assignment.						
Degrees regarded by South Dakota State University as terminal degrees for appointment, promotion, and tenure purposes are as follows:						
Master of Fine Arts (MFA)						
Master of Landscape Architecture (MLA)						
Master of Library Science (MLS) when combined with a second masters degree						
Master of Social Work (MSW) (in the past; would be reevaluated with new appointments)						
Doctor of Philosophy (Ph.D)						
Director of Education (Ed.D)						
Doctor of Veterinary Medicine (DVM)						
Doctor of Medicine (MD)						
Doctor of Jurisprudence (JD)						
Doctor of Science (D.Sci)						
Doctor of Public Health (DPH)						
Doctor of Divinity (DD)						
Doctor of Engineering (D.Eng)						
Doctor of Pharmacy (PharmD) (if a first entry into practice degree, it would be necessary for individual to have experience and/or a residency or post doctoral experience to progress through the ranks)						
Doctor of Teaching Arts (DAT or DTA)						
Doctor of Dental Science (DDS)						
Doctor of Business Administration (DBA)						
Doctor of Public Administration (DPA)						
Doctor of Music Arts (DMA)						
Doctor of Arts (DA)						
In addition there are administratively approved explanations/justifications for:						
Journalism - a combination of degree plus work in the field is described relative to the various ranks						
Engineering Technology - a combination of degree plus industrial experience is described relative to the various ranks						
Both of these internally approved documents are justified with data about faculty in the profession and reference to accreditation criteria. In both areas the combination of academic degree and work experience is more relevant than looking solely at the doctorate as the terminal degree.						
University of South Dakota						
Dental Hygiene: MA or MS in an approved related area plus a baccalaureate degree in Dental Hygiene						
Law: Issued by a school accredited by the American Bar Association						
Law Library: MLS issued by a school accredited by the American Library Association and a JD issued by a school accredited by the American Bar Association						
Library: Issued by a school accredited by the American Library Association plus a second masters or a Specialist or a Doctorate in a disciplinary area						
Medical Library: With certification by the Medical Library Association plus a second masters in a discipline area						

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Occupational Therapy: Plus licensure if the degree is in Occupational Therapy.						
Physical Therapy: Plus licensure if the degree is in Physical Therapy.						
Physician Assistant: Master's degree in any discipline						
Social Work: MSW required regardless of terminal degree						

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – E

DATE: June 27-29, 2017

SUBJECT: Inactive Status and Program Termination Requests – USD

The University of South Dakota has submitted a request asking that the following degree program be terminated (see Attachment I).

- Occupational Therapy (M.S.) – Terminate
The Occupational Therapy program has transitioned to the occupational therapy doctorate (OTD) and will no longer offer the Master of Science degree.
- Information Technology Consultant Academy Undergraduate Certificate – Terminate
The certificate curriculum was designed by USD computer science and business faculty and Eagle Creek professionals to meet the corporate workforce needs of Eagle Creek Software Service. No internships or employment was ever provided to students by Eagle Creek, and the program was subsequently adapted to meet broader IT needs for the region. The Beacom School of Business no longer offers courses for this program, and enrollment in courses has not met expectations. The program does not serve the needs for which it was designed.
- Health (Teaching) Minor – Terminate
Currently there are two Health minors being offered: Health (Teaching) and Health (Non-Teaching). Given the number of interested students, one minor is sufficient. In addition, HLTH 320 Community Health, which is currently required for the teaching minor, is not regularly offered at USD.

DRAFT MOTION 20170627_7-E: I move to approve the USD's requests to terminate the MS in Occupational Therapy; Information Technology Consultant Academy Undergraduate Certificate; and Health (Teaching) Minor.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Occupational Therapy, M.S. [U.MS.OT]
CIP CODE:	51.2306
UNIVERSITY DEPARTMENT:	Occupational Therapy
UNIVERSITY DIVISION:	School of Health 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):²

Inactive Status ☐ Termination ☒
See question 4 *See questions 5 and 6*

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The Occupational Therapy program has transitioned to the occupational therapy doctorate (OTD) and will no longer offer the Master of Science degree.

b. What is the plan for completion of the program by current students?

The last class of MS students was admitted in Fall 2015. At that time, 28 students were admitted. Of those, 10 chose to remain at the MS level; the others chose to transition to the OTD.

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 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)?**

27/07/2015 – Fall 2015 was the last class of students admitted to the MS in Occupational Therapy program; all others have matriculated into the Doctor of Occupational Therapy (OTD) degree program

- 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*)?**

27/07/2015 is the last date the student was able to matriculate into the program. Students are scheduled to complete the degree by December 13, 2017. They begin fieldwork summer 2017 and typically finish in 6 months; however, department policy states that they have up to two years to finish fieldwork following completion of the didactic phase of the program. Therefore, students may enroll through spring semester 2019 in cases of a decelerated program or part-time enrollment.

- e. **What is the last term or date (day/month/year) by which a student can graduate from the program?**

Spring semester, 2019

The last class of MS students are scheduled to complete the degree by December 13, 2017; however, departmental policy allows up to two years to complete fieldwork following the didactic phase of the program.

- f. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

All costs derived from program operation have been shifted to the OTD program.

- g. **What are the resulting employee terminations and other possible implications including impact on other programs?**

No employees were terminated; faculty FTEs were expanded as part of the OTD program.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Information Technology Consultant Academy Undergraduate Certificate
CIP CODE:	11.1099
UNIVERSITY DEPARTMENT:	Computer Science
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.

James N. Abbott

 President of the University

5/10/17

 Date

1. Program Degree Level:

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:²

Termination ☒ See questions 5 and 6

6. TERMINATION WITHOUT ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The certificate curriculum was designed by USD computer science and business faculty and Eagle Creek professionals to meet the corporate workforce needs of Eagle Creek Software Service. No internships or employment was ever provided to students by Eagle Creek, and the program was subsequently adapted to meet broader IT needs for the region. The Beacom School of Business no longer offers courses for this program, and enrollment in courses has not met expectations. The program does not serve the needs for which it was designed.

b. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to Deleted)? Summer 2017

c. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

The program will no longer need to hire faculty on an adjunct basis to teach these courses beginning in summer 2017, and may choose to assign these faculty to courses needed for the B.S., B.A., or M.S. in Computer Science.

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.

- 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:	University of South Dakota
DEGREE(S) AND PROGRAM:	Health (Teaching) Minor
CIP CODE:	31.0501
UNIVERSITY DEPARTMENT:	Kinesiology and Sport Management
UNIVERSITY DIVISION:	School of Education

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.

James N. Abbott

President of the University

5/10/17

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 ☒

4. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

Currently there are two Health minors being offered: Health (Teaching) and Health (Non-Teaching). Given the number of interested students, one minor is sufficient. In addition, HLTH 320 Community Health, which is currently required for the teaching minor, is not regularly offered at USD.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)? Summer 2017

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

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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – F

DATE: June 27-29, 2017

SUBJECT: BHSU Naming Request – Jace DeCory Center for American Indian Studies

Black Hills State University (“BHSU”) requests authorization to name the Center for American Indian Studies the “Jace DeCory Center for American Indian Studies.” The Center for American Indian Studies, which is located in Jonas Academic, Room 110, serves as the academic administrative unit for academic programs in AIS and promotes awareness of American Indian cultures, value systems, and social values. It assists with recruitment and retention of American Indian students.

Board Policy No. 1:27 reaffirms South Dakota’s “long-standing tradition of naming institutional facilities...in recognition of persons or entities who have made important contributions to enable or to advance the missions of the institutions.” Section 1, in particular, provides that:

1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
 - A. serving the university in an academic or administrative capacity with high distinction, or
 - B. by contributing in other exceptional ways to the welfare and reputation of the university, to education, or to the community in general....
4. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
 - A. the proposed name will bring additional honor and distinction to the institution,

(Continued)

DRAFT MOTION 20170627_7-F: I move to approve Black Hills State University’s request to name the Center for American Indian Studies the “Jace DeCory Center for American Indian Studies”.

- B. the recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
- C. any philanthropic commitments connected with the naming can be realized.

Jace DeCory has been on the faculty of the American Indian Studies program at BHSU since 1984. She received her B.A. from the University of North Dakota and earned an M.Ed. from SDSU in addition to graduate work from the University of Washington in Anthropology and Indian Studies. In her 33 years at BHSU, she has taught a wide range of classes in American Indian art, history, culture, and contemporary issues. She is a member of the Cheyenne River Sioux Tribe. Her research is in the areas of American Indian women, elders, art, and traditional healing. Professor DeCory has served as president and as secretary of the North American Indian Women's Association. She has presented several papers and invited presentations and is regularly invited to other university campuses. In March, she was invited to Harvard University to participate in a panel discussion on the Dakota Access pipeline. She is one of BHSU's most highly respected faculty members, both by her peers and students, and as such, received the distinguished faculty award in 2014. BHSU believes that naming the Center for American Indian Studies, the "Jace DeCory Center for American Indian Studies," will recognize the support and contribution that Professor DeCory has made to the American Indian Studies program while at BHSU. If approved, a special dedication will be held to celebrate the naming in the fall 2017 semester.



South Dakota Board of Regents

Naming Request Form

*Request for Naming of Campus Facilities,
Programmatic Units, or Funded Academic Honors*

Please send this completed form to BORSEC@sdbor.edu.

Date Request Submitted: June 5, 2017
 Name of Institution: Black Hills State University
 Current Name: Center for American Indian Studies
 Proposed Name: Jace DeCory Center for American Indian Studies
 Effective Date and Duration of Proposed Name: July 1, 2017 - life of Center
 Location on Campus: Jonas Academic - Room 110

Purpose of Facility, Space, or Program to be Named: The CAIS serves as the academic administrative unit for academic programs in AIS.

It promotes awareness of American Indian cultures, value systems, and social values. It assists with recruitment and retention of Native students.

If the naming request is the result of a gift, is the institution currently in possession of the gift? : NA

If the naming request is the result of a gift agreement that provides the donor the right to name the facility, when and how was the Board apprised of such an agreement in advance? (Please submit the gift agreement with this form.)

NA

Rationale for Proposed Name (Include in the space below, or attach documentation):

Jace DeCory has been on the faculty of American Indian Studies at Black Hills State University since 1984. She received her B.A. from the University of North Dakota and earned an M.Ed. from SDSU in addition to graduate work from the University of Washington in Anthropology and Indian Studies. In her 33 years at BHSU, she taught a wide range of classes in American Indian art, history, culture, and contemporary issues. She is a member of the Cheyenne River Sioux Tribe. Her research is in the areas of American Indian women, elders, art, and traditional healing. Professor DeCory has served as president and as secretary of the North American Indian Women's Association. She has presented several papers and invited presentations and is regularly invited to other university campuses. In March, she was invited to Harvard University to participate in a panel discussion on the Dakota Access pipeline. She is one of BHSU's most highly respected faculty members; she received the distinguished faculty award in 2014.

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.


 Signature

6-5-17
 Date

Jace DeCory

Printed Name

Campus Authorization of Naming Request

I, the undersigned President/Superintendent, have a reasonable assurance that the proposed name will bring additional honor and distinction to the institution, the recognition implied by naming is appropriate for the behavior exhibited by the individual, family, or organization, and any philanthropic commitments connected with the naming can be realized. I certify that this naming request meets the criteria required by Board of Regents Policy 1:27, which key requirements are stated below:

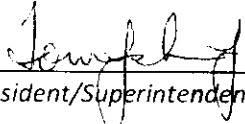
1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:

- a. Serving the university in an academic or administrative capacity with high distinction, or
- b. By contributing in other exceptional ways to the welfare and reputation of the university, to education, or the community in general.

OR

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration has been given to the following factors:

- a. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - ii. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - iii. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
 - iv. If a fund raising drive or a contractual agreement may involving naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
 - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - a. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
- b. the urgency or need for the project or program, or continuing support for the program,
- c. the standing of the individual, family, or entity in the community or profession,
- d. the nature and duration of the relationship of the proposed honoree to the university.


 President/Superintendent Signature

6-5-17
 Date



1200 University Street, Unit 9500
Spearfish, South Dakota 57799-9500

Office of the President


Phone: (605) 642-6111

Fax: (605) 642-6763

MEMORANDUM

DATE: June 6, 2017

TO: Dr. Mike Rush, SDBOR

FROM: Dr. Tom Jackson, Jr., President 

SUBJECT: Request for naming BHSU Center for American Indian Studies after retired professor emeritus, Jace DeCory - Executive Session Action Requested

Black Hills State University (BHSU) requests to name the longstanding Center for American Indian Studies located in Jonas Hall after professor emeritus Jace DeCory. This is to recognize her incredible contributions and outstanding service not only to our Native communities across the United States, but also the students of BHSU.

Jace has been a part of BHSU since 1984. In her 33 years at BHSU she has taught several different courses. What has set her apart has been her connectedness to the Native communities throughout the United States. Furthermore, without question, she may be regarded as the most respected professor at BHSU in sometime. Her peers and students highly respect her as a person that has been supportive of other faculty, students, and addressing American Indian issues.

As we look past and forward, there hasn't been anyone more passionate about the Center for American Indian Studies and there is no person in the pipeline that will likely ever achieve the level of support and contribution that she has over the years. It is very fitting to name the Center the "Jace DeCory Center for American Indian Studies."

If approved, a special dedication will be held to celebrate the naming in the fall 2017 semester.

Thank you for your consideration and support.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

REVISED
AGENDA ITEM: 7 – G

DATE: June 27-29, 2017

SUBJECT: BHSU Naming Request – Lionel R. Bordeaux Residence Hall

Black Hills State University (“BHSU”) requests authorization to rename the Crow Peak Residence Hall as the “Lionel R. Bordeaux Residence Hall”, in honor of Lionel Bordeaux, a distinguished alumnus of BHSU. There is no gift associated with this naming request and the renaming does not conflict with any prior naming agreements.

Board Policy No. 1:27 reaffirms South Dakota’s “long-standing tradition of naming institutional facilities...in recognition of persons or entities who have made important contributions to enable or to advance the missions of the institutions.” Section 1, in particular, provides that:

1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
 - A. serving the university in an academic or administrative capacity with high distinction, or
 - B. by contributing in other exceptional ways to the welfare and reputation of the university, to education, or to the community in general....
4. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
 - A. the proposed name will bring additional honor and distinction to the institution,
 - B. the recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
 - C. any philanthropic commitments connected with the naming can be realized.

(Continued)

DRAFT MOTION 20170627_7-G: I move to approve Black Hills State University’s request to rename the Crow Peak Residence Hall as the “Lionel R. Bordeaux Residence Hall”.

Lionel Bordeaux is a 1964 graduate of BHSU who earned his B.S. in Social Science and History. Mr. Bordeaux earned his M.A. in Educational Psychology from USD in 1971, and completed doctoral work in 1973 at the University of Minnesota for his ABD in Education Administration. He has served as the president of Sinte Gleska University in Mission, South Dakota from 1973 to the present, making him one of the longest serving university presidents in the United States. In his university service, he has fought hard for civil liberties, human rights, higher education, and equity for Native Americans. Before that time, he worked for the Bureau of Indian Affairs from 1964 to 1972 in several capacities. He has also served as a member of the Rosebud Sioux Tribal Government from 1974-1997. Naming this facility after an outstanding Native American graduate will portray BHSU's commitment to serving and recognizing the contributions of the Native American population in South Dakota. If approved by the Board, a special dedication will be held to celebrate the naming during the Fall 2017 semester.



South Dakota Board of Regents

Naming Request Form

*Request for Naming of Campus Facilities,
Programmatic Units, or Funded Academic Honors*

Date Request Submitted: **June 5, 2017**

Name of Institution: **Black Hills State University**

Current Name: **Crow Peak Residence Hall**

Proposed Name: **Lionel R Bordeaux Hall**

Effective Date and Duration of Proposed Name: **July 1, 2017 – life of building**

Location on Campus: **Campus**


Purpose of Facility, Space, or Program to be Named: **Building**

Rationale for Proposed Name (Include in the space below, or attach documentation):

Lionel Bordeaux is a graduate of Black Hills State University, earning his B.S. in Social Science and History in 1964. He earned his M.A. in Educational Psychology from USD in 1971 and completed doctoral work in 1973 at the University of Minnesota for his ABD in Educational Administration. He has served as president of Sinte Gleska University in Mission, SD from 1973 to the present. Before that time, he worked for the Bureau of Indian Affairs from 1964 – 1972 in several capacities. He served as a member of the Rosebud Sioux Tribal Government from 1974 – 1997. His educational honors and professional memberships, which are identified in his attached vita, exemplify his character and professional accomplishments. Naming this facility after an outstanding Native American graduate portray BHSU's commitment to serving and recognizing the contributions of the Native American population in SD.

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.


Signature

6-13-17
Date

Lionel R Bordeaux

Printed Name

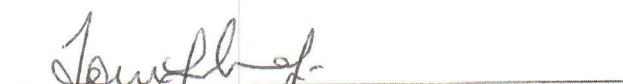
Campus Authorization of Naming Request

I, the undersigned President/Superintendent, have a reasonable assurance that the proposed name will bring additional honor and distinction to the institution, the recognition implied by naming is appropriate for the behavior exhibited by the individual, family, or organization, and any philanthropic commitments connected with the naming can be realized. I certify that this naming request meets the criteria required by Board of Regents Policy 1:27, which key requirements are stated below:

1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
 - a. Serving the university in an academic or administrative capacity with high distinction, or
 - b. By contributing in other exceptional ways to the welfare and reputation of the university, to education, or the community in general.

OR

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration has been given to the following factors:
 - a. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - ii. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - iii. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
 - iv. If a fund raising drive or a contractual agreement may involving naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
 - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - a. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
 - b. the urgency or need for the project or program, or continuing support for the program,
 - c. the standing of the individual, family, or entity in the community or profession,
 - d. the nature and duration of the relationship of the proposed honoree to the university.


President/Superintendent Signature

6-13-17
Date



1200 University Street, Unit 9500
Spearfish, South Dakota 57799-9500

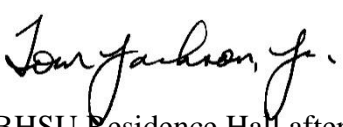
Office of the President

Phone: (605) 642-6111
Fax: (605) 642-6763

MEMORANDUM

DATE: June 26, 2017

TO: Dr. Mike Rush, SDBOR

FROM: Dr. Tom Jackson, Jr., President 

SUBJECT: Revised -- Request for naming BHSU Residence Hall after alumnus Lionel R. Bordeaux

Black Hills State University (BHSU) requests to name the Crow Peak residence hall after alumnus Lionel R. Bordeaux. This is to recognize his incredible contributions and representation not only to our Native communities across the United States, but also all alumni of BHSU. This is a change to an earlier request. Crow Peak hall is our newest, most popular facility that overlooks the beautiful Black Hills. It will still be standing for generations. The “Crow Peak” name was chosen for its marketing purposes.

Lionel graduated from BHSU in 1964. He has been the president of Sinte Gleska University since 1974. He is arguably the longest serving university President in the United States, and he is a BHSU alumnus! In his university service he has fought hard for civil liberties, human rights, higher education, and equitability for the American Indian. He has worked with every United States President since 1974.

President Bordeaux is highly respected. BHSU is honored to rename the Hall in his honor. If approved, a special dedication will be held to celebrate the naming.

Thank you for your consideration and support.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – H

DATE: June 27-29, 2017

SUBJECT: USD Naming Request – Nolop Institute for Medical Biology

The University of South Dakota (“USD”) requests authorization to establish and name the “Nolop Institute for Medical Biology,” in recognition of the \$5 million gift from Kieth Nolop, an alumnus of USD. With this gift, which has been received in full, the Institute will repurpose current space to create research lab space within the biology department, create a distinguished professorship and regular professorship in Biology, provide stipends for three undergraduate students for summer research, and offer fully-funded scholarships to students majoring in Medical Biology with a particular interest in research. The naming would take effect on July 1, 2017. For the lab space, the naming would be in effect through the useful life of the facility or the designated use of the area, and the naming of the scholarships, stipends and professorships would be in effect indefinitely.

Board Policy No. 1:27 states the pertinent standards:

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration shall be given to the following factors:
 - A. the significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - ...
 - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.

(Continued)

DRAFT MOTION 20170627_7-G: I move to approve the request of the University of South Dakota to name the newly created “Nolop Institute for Medical Biology.”

...

- B. the urgency or need for the project or program, or continuing support for the program,
 - C. the standing of the individual, family, or entity in the community or profession,
 - D. the nature and duration of the relationship of the proposed honoree to the university.
3. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
- A. the proposed name will bring additional honor and distinction to the institution,
 - B. the recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
 - C. any philanthropic commitments connected with the naming can be realized.

USD recommends approval of the proposed name under the guidelines above without hesitation or reserve. Keith Nolop graduated from the University of South Dakota with a bachelor's degree in biology in 1985. Activities supported by the Nolop Institute for Medical Biology will include:

- Four fully-funded academic scholarships for undergraduate students majoring in medical biology who wish to participate in research and plan to attend medical school.
- Two endowed professorships – the Nolop Distinguished Professorship and the Nolop Professorship – awarded to scientists recognized for their contributions in fundamental or applied medically relevant research who teach in the medical biology program.
- A fully-equipped Nolop Research Laboratory focused on medically-oriented research.
- Stipends for three undergraduate researchers through the Nolop Summer Research Scholar Program.
- Funding for medically-oriented research by undergraduates in the form of support for supplies and student travel to scientific meetings to present results.



South Dakota Board of Regents

Naming Request Form

*Request for Naming of Campus Facilities,
Programmatic Units, or Funded Academic Honors*

Please send this completed form to BORSEC@sdbor.edu.

Date Request Submitted: 6/14/2017

Name of Institution: The University of South Dakota

Current Name: N/A

Proposed Name: The Nolop Institute for Medical Biology

Effective Date and Duration of Proposed Name: 7/1/2017 - perpetuity

Location on Campus: University of South Dakota Department of Biology - Churchill-Haines

Purpose of Facility, Space, or Program to be Named: _____

There are two pieces of the Institute. 1) Current space will be re-purposed to create a research lab within the biology department 2) It will provide stipends for three

undergraduate students for summer research, offer fully funded scholarships to students majoring in Medical Biology with a particular interest in research, and create a distinguished professorship and regular professorship in Biology.

If the naming request is the result of a gift, is the institution currently in possession of the gift? : yes - in full

If the naming request is the result of a gift agreement that provides the donor the right to name the facility, when and how was the Board apprised of such an agreement in advance? (Please submit the gift agreement with this form.)

Project is part of the Onward Campaign fundraising effort through the USD Foundation.

Rationale for Proposed Name (Include in the space below, or attach documentation):

To honor the life and legacy of Dr. Keith Nolop, a 1975 Biology graduate at the University of South Dakota, the Nolop family has gifted the USD Foundation \$5,000,000 from Keith's estate to establish the Nolop Institute for Medical Biology. Over the course of his more than 20 year career Keith was the lead researcher for the development of three successful drug applications, was the author of over 50 peer-reviewed articles, and most recently was working on melanoma research.

Medical Biology is one of the fastest growing majors at USD and now boasts more than 250 students, making it the largest major across sixteen departments in the College of Arts & Sciences. These funds and the creation of the Nolop Institute for Medical Biology will allow USD to recruit and retain top students and faculty, as well as facilitate their research in very meaningful way.

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.

Neil Nolo

Signature

16 JUNE 2017

Date

NEIL NOLOP

Printed Name

Campus Authorization of Naming Request

I, the undersigned President/Superintendent, have a reasonable assurance that the proposed name will bring additional honor and distinction to the institution, the recognition implied by naming is appropriate for the behavior exhibited by the individual, family, or organization, and any philanthropic commitments connected with the naming can be realized. I certify that this naming request meets the criteria required by Board of Regents Policy 1:27, which key requirements are stated below:

1. When naming a facility or programmatic unity for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
 - a. Serving the university in an academic or administrative capacity with high distinction, or
 - b. By contributing in other exceptional ways to the welfare and reputation of the university, to education, or the community in general.

OR

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration has been given to the following factors:
 - a. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - ii. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - iii. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
 - iv. If a fund raising drive or a contractual agreement may involve naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
 - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - a. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
 - b. the urgency or need for the project or program, or continuing support for the program,
 - c. the standing of the individual, family, or entity in the community or profession,
 - d. the nature and duration of the relationship of the proposed honoree to the university.

James W. Abbott

President/Superintendent Signature

6-20-17

Date



June 7, 2017

Dr. Michael Rush, Executive Director
SD Board of Regents
306 East Capitol Avenue, Suite 200
Pierre, SD 57501

Dear Dr. Rush:

On behalf of the University of South Dakota, I am pleased to request approval from the SD Board of Regents to establish the Nolop Institute for Medical Biology at the University of South Dakota.

To honor the life and legacy of alumnus Keith Nolop, a medical doctor who graduated with a bachelor's degree in biology from the University of South Dakota in 1975, his estate has donated \$5 million through the USD Foundation to establish the Nolop Institute for Medical Biology. Activities supported by the Nolop Institute for Medical Biology will include:

- Four fully-funded academic scholarships for undergraduate students majoring in medical biology who wish to participate in research and plan to attend medical school.
- Two endowed professorships – the Nolop Distinguished Professorship and the Nolop Professorship – awarded to scientists recognized for their contributions in fundamental or applied medically relevant research who teach in the medical biology program.
- A fully-equipped Nolop Research Laboratory focused on medically-oriented research.
- Stipends for three undergraduate researchers through the Nolop Summer Research Scholar Program.
- Funding for medically-oriented research by undergraduates in the form of support for supplies and student travel to scientific meetings to present results.

The University of South Dakota is honored and privileged to receive this gift and we look forward to the opportunities associated with the establishment of the Nolop Institute for Medical Biology. Please feel free to contact me if you have questions or need additional information.

Sincerely,

James W. Abbott
President

JAMES W. ABBOTT, PRESIDENT

THE UNIVERSITY OF SOUTH DAKOTA FOUNDATION



MEMORANDUM OF AGREEMENT

Nolop Institute for Medical Biology

1. **Donor & Endowment:** To honor his life and legacy, the estate of Dr. Keith Nolop intends to donate \$4,000,000 at this time to establish the *Nolop Institute for Medical Biology* through the University of South Dakota Foundation, P.O. Box 5555, Vermillion, SD 57069-5555. An additional contribution of \$500,000 - \$1,000,000 is intended. Funding for this endowment will come from the Keith Nolop Irrevocable Trust, of which Neil Nolop is Trustee (the "Donor").
2. **Specific Activities**
 - a. **Scholarships:** This endowment will be used to support basic research in molecular biology, health applications (such as delivery mechanisms) in biomedical engineering, and to recruit and fully fund academic scholarships for talented and ambitious students majoring in Medical Biology who wish to participate in meaningful research and plan to attend a medical school of their choosing.
 - b. **Nolop Professorships:** The Nolop Distinguished Professorship and the Nolop Professorship will be established. The professors awarded these honors will be scientists recognized for their contributions in fundamental or applied medically relevant research and who teach courses in the Medical Biology program.
 - c. **Nolop Research Laboratory:** The Nolop Research Laboratory will be a fully-equipped lab to support medically-oriented research. Funds will be expended primarily for equipment and technical support for the students.
 - d. **Nolop Summer Research Scholar Program:** This program will provide stipends for summer research for three outstanding undergraduates. Eligible research projects will investigate topics with relevance to medical applications, and may include research in the fields of genetics, physiology, neuroscience or cell and medical biology, among others. The Nolop Summer Research Scholars will work with faculty in the biology, biomedical engineering, or basic biomedical sciences. The program will be competitive, ensuring that only the best and brightest students are selected.

- e. **Education Enrichment Fund:** This fund will provide support for medically-oriented research of undergraduate working faculty in the biology, biomedical engineering, or basic biomedical sciences. The fund will be used primarily for research supplies and for travel to scientific meetings to present research.
3. **Procedure:** All expended funds will be personally signed off by the chair of the Department of Biology in the College of Arts & Sciences. USD shall observe all applicable laws and regulations, including the South Dakota Board of Regents' policy on Equal Opportunity, Non-discrimination, and Affirmative Action, as revised from time to time.
4. **Payout Policy:** The amount distributed from the Endowment will be determined annually by the USD Foundation. The Foundation will release the funds to the chair of the Department of Biology in the College of Arts & Sciences for the benefit of the *Nolop Institute for Medical Biology*.
5. **Donor Recognition and Stewardship:** Payout amounts shall be awarded in the name of the *Nolop Institute for Medical Biology*. The Foundation will provide an annual financial report on the Endowment to whomever the Donor may designate. The report will include the value of the Endowment and the funds paid out from the Endowment.
6. **Endowment Management:** The principal of this Endowment, including contributions and retained investment earnings, shall be managed and invested permanently in accordance with the investment policies of the Foundation. The amount paid out for the purpose of the Endowment, gift fee, and the annual administrative fee will be determined each year by the Foundation. The Donor acknowledges that under adverse investment market circumstances, the market value of the Endowment may fall below the contributed value. In such event, the Foundation may elect to utilize Endowment principal to fulfill the Endowment's purpose as deemed prudent by the Foundation Board of Directors. Among criteria for such determination will be preservation of principal, protection from the long-term effects of inflation, current and future funding necessary to fulfill the designated purpose of the fund, continuity in funding the designated purpose, expected total return on investments over the long-term, and other relevant general economic conditions.
7. **Additional Contributions:** Additional contributions may be made to this fund, but all such gifts shall be subject to the terms and conditions outlined in this agreement.
8. **Publicity/Gift Announcement:** Announcement of the Endowment (including gift amount as appropriate) shall be made in the usual USD and/or Foundation manner, which may include but is not limited to publications, press release, donor honor roll, etc. Expenses incurred at the specific request of the Donor for recognition or related purposes will be paid from the Endowment's earnings.

9. Agreement Modification: Except as otherwise provided herein, this agreement may be amended with the written approval of all parties to this agreement. If changes in circumstances no longer allow for the effective administration of the Endowment as specified above, the Foundation will first consult the Donor or its designated representative to determine the best use of the Endowment under the changed circumstances. If no such person is available, the Foundation's Board of Directors may, in its discretion, modify the terms of this agreement in order to carry out, as nearly as circumstances permit, the original intent and purpose of the Donor.

10. Acceptance of Agreement: The undersigned Donor/Donor representative agrees and consents to the foregoing terms and conditions.

Neil C. Nolop

Neil Nolop

Trustee, Keith Nolop Irrevocable Trust

14 February 2017

Date

Accepted for The University of South Dakota Foundation:

Steve Brown

Steve Brown

President and CEO

February 13, 2017

Date

Accepted for The University of South Dakota College of Arts & Sciences:

Matt Moen

Matt Moen

Dean, College of Arts & Sciences

2/14/17

Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – I(1)

DATE: June 27 – 29, 2017

SUBJECT: Joint Powers Agreement – SDSU & Dept. of Agriculture

The South Dakota Department of Agriculture (DOA) entered into an agreement with South Dakota State University (SDSU) to grant SDSU Specialty Crop Block Grant funds for their project entitled “The Use of Conservation Strips for Increasing Beneficial Insects and Decreasing Plant Pests in Pumpkin Planting” (see Attachment I). The agreement provided \$16,225 to SDSU, with the project commencing on October 2, 2014 and ending October 2, 2017. The parties now wish to amend to the agreement as set forth in Attachment II, to provide an addition \$1,200 to print fact sheets associated with the outcomes of the project, bringing the total funding amount to \$17,425.

BOR Policy 5:3 (“Contracts Requiring Board Action...D. Joint powers agreements”), requires Board approval of Joint Powers Agreements (JPA), to include any subsequent amendments or addendums thereto. As such, Board approval of the JPA set forth in Attachment I and the subsequent amendment thereto set forth in Attachment II, is necessary.

DRAFT MOTION 20170627_7-I(1): I move to approve the Joint Powers Agreement The South Dakota Department of Agriculture and South Dakota State University as set forth in Attachment I and the subsequent amendment thereto set forth in Attachment II.

SOUTH DAKOTA DEPARTMENT OF AGRICULTURE
STATE OF SOUTH DAKOTA
2014SDU01

AGREEMENT made and entered into by and between the South Dakota Department of Agriculture, an agency of the State of South Dakota, 523 East Capitol Ave., Pierre, SD 57501-3182, (hereinafter "STATE") and South Dakota State University (hereinafter "SUBGRANTEE").

I

GENERAL PROVISIONS

The STATE hereby enters into this Agreement for services with SUBGRANTEE in consideration of and pursuant to the terms and conditions set forth herein.

The STATE has received funds from the United States Department of Agriculture, under Section 101 of the Specialty Crops Competitiveness Act of 2004, Public Law 108-465 (hereinafter "Act") as amended by Section 10109 of the Food, Conservation, and Energy Act of 2008, Public Law 110-246. Such funds are to be used "to enhance the competitiveness of U.S. specialty crops." Specialty crops are defined within the Act as "fruits and vegetables, dried fruit, tree nuts, and nursery crops (including floriculture)." The STATE has chosen to distribute these funds through its Specialty Crop Block Grant Program (hereinafter "Grant Program").

1. The SUBGRANTEE and STATE will perform those services described in the Work Plan, attached hereto as **Exhibit A**, and by this reference incorporated herein.

2. The SUBGRANTEE's services under this Agreement shall commence on the **2nd Day of October, 2014** and end on the **2nd Day of October, 2017**, unless sooner terminated pursuant to the terms hereof.

3. The STATE will make payment for services upon satisfactory completion of the services. The TOTAL CONTRACT AMOUNT is an amount not to exceed **\$16,225**. Twenty-five percent (25%) of the total subgrant amount will be held until a satisfactory final performance report is received. The STATE will not pay SUBGRANTEE's expenses as a separate item. Payment will be made pursuant to itemized invoices or receipts along with a reimbursement request. Reimbursement requests may be made quarterly. Payment will be made consistent with SDCL ch. 5-26.

4. Nothing in the 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 by third persons arising out of and during this agreement shall be determined according to applicable law.

5. SUBGRANTEE agrees to report to the STATE any event encountered in the course of performance of this Agreement which results in injury to the person or property of third parties, or which may otherwise subject SUBGRANTEE or the STATE to liability. SUBGRANTEE shall report any such event to the STATE immediately upon discovery.

SUBGRANTEE's obligation under this section shall only be to report the occurrence of any event to the STATE and to make any other report provided for by their duties or applicable law. SUBGRANTEE's obligation to report shall not require disclosure of any information subject to privilege or confidentiality under law (e.g., attorney-client communications). Reporting to the STATE under this section shall not

excuse or satisfy any obligation of SUBGRANTEE to report any event to law enforcement or other entities under the requirements of any applicable law.

6 This Agreement may be terminated by either party hereto upon thirty (30) days written notice. In the event the SUBGRANTEE breaches any of the terms or conditions hereof, this Agreement may be terminated by the STATE at any time with or without notice. If termination for such a default is effected by the STATE, any payments due to SUBGRANTEE at the time of termination may be adjusted to cover any additional costs to the STATE because of SUBGRANTEE's default. Upon termination the STATE may take over the work and may award another party an agreement to complete the work under this Agreement. If after the STATE terminates for a default by SUBGRANTEE it is determined that SUBGRANTEE was not at fault, then the SUBGRANTEE shall be paid for eligible services rendered and expenses incurred up to the date of termination.

7 This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate funds or grant expenditure authority, or 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.

8 This Agreement may not be assigned without the express prior written consent of the STATE. This Agreement may not be amended except in writing, which writing shall be expressly identified as a part hereof, and be signed by an authorized representative of each of the parties hereto.

9 This Agreement shall be governed by and construed in accordance with the laws of the STATE of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

10 The SUBGRANTEE will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements, including the SCBGP-FB Award Terms and Conditions, USDA Uniform Federal Assistance Regulations – 7 CFR Part 3015 applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

11 The SUBGRANTEE may not use subcontractors to perform the services described herein without the express prior written consent of the STATE. The SUBGRANTEE will include provisions in its subcontracts requiring its subcontractors to comply with the applicable provisions of this Agreement, to indemnify the STATE, and to provide insurance coverage for the benefit of the STATE in a manner consistent with this Agreement. The SUBGRANTEE will cause its subcontractors, agents, and employees to comply, with applicable federal, STATE and local laws, regulations, ordinances, guidelines, permits and requirements and will adopt such review and inspection procedures as are necessary to assure such compliance.

12 Any notice or other communication required under this Agreement shall be in writing and sent to the address set forth above. Notices shall be given by and to **Jodi Bechard, Program Specialist** on behalf of the STATE, and by **James J Doolittle, Associate VP for Research** on behalf of the SUBGRANTEE, or such authorized designees as either party may from time to time designate in writing. The Principal Investigator for this project is **Dr. Roda Burrows, Pofessor and Extension Specialist**. Notices or communications to or between the parties shall be deemed to have been delivered when mailed by first class mail, provided that notice of default or termination shall be sent by registered or certified mail, or, if personally delivered, when received by such party.

13. The SUBGRANTEE is required to submit a written request to the STATE for prior approval on any scope or objective changes, extension of the grant agreement period of performance and budget changes over 20% of the project's total approved budget.

14. In the event that any court of competent jurisdiction shall hold any provision of this Agreement unenforceable or invalid, such holding shall not invalidate or render unenforceable any other provision hereof.

15. All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

16. The STATE or any of their duly authorized representatives, shall have the right of access to any books, documents, papers or other project-related records of the SUBGRANTEE and its contractors under this grant for examination and audit purposes and to obtain excerpts and transcripts. All records relating to the grant must be kept available for a period of three years following completion of the project in compliance with 7 CFR Part 3016.42.

17. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transaction. The SUBGRANTEE certifies that neither it nor any of its principals or agents are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this Agreement by any federal or state department or agency. SUBGRANTEE acknowledges that any false certification entitles the STATE to pursue any and all available remedies, including suspension and debarment from this Agreement and any future such Agreements with the STATE. Nothing contained in this paragraph shall be construed to require SUBGRANTEE to establish a system of records beyond the record keeping system maintained in the ordinary course of business, in order to make the certification required by this clause in good faith.

18. SUBGRANTEE agrees that any and all printed materials, radio advertisements, or similar informational resources must contain the following statement, **“This publication [or project] was supported by the Specialty Crop Block Grant Program at the U.S. Department of Agriculture through grant 12-25-B-1487. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the USDA.**

19. SUBGRANTEE shall submit annual performance reports and a final performance report as described in the Work Plan, attached hereto as Exhibit A.

20. By signature of their respective representatives below, **SDSU** and **SDDA** certify that approval of this AGREEMENT by ordinance, resolution or other appropriate means has been obtained by that governmental body's governing body or officer pursuant to SDCL 1-24-3 and 1-24-6, and that the representative is authorized to sign on the party's behalf.

21. Program income earned during the grant period must be retained by the SUBGRANTEE and used in accordance with the additive alternative for:

- 1) expanding the project or program;
- 2) continuing the project or program after the grant or subgrant support ends; and/or
- 3) supporting other projects or programs that further enhance the competitiveness of eligible specialty crops.

Subgrantees are not accountable for program income earned after the period of grant support.

22. Subgrantees certify that they comply with 2 CFR Part 175, Award Term for Trafficking in Persons.

Subgrantees are prohibited by 31 U.S.C. 1352, from using appropriated Federal funds to pay any person for influencing or attempting to influence any officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress with respect to the award, extension, continuation, renewal, amendment, or modification of any of these instruments.

23. Inventors are required to disclose inventions within 2 months of development and declare election to the title within 2 years. The STATE has the right to request and receive data from the SUBGRANTEE on demand. Disclosure requirements and disposition will be determined in accordance with the provisions of the Bayh-Dole Act of 1980 (35 U.S.C. 200), as implemented in 37 CFR Part 401, apply.

II. JOINT POWERS

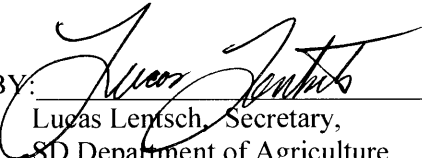
A. The STATE and SUBGRANTEE agree to the following provisions pursuant to the Joint Powers Act (SDCL 1-24):

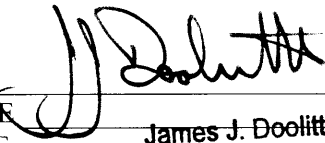
1. This Agreement does not establish a separate legal entity as contemplated by SDCL 1-24-5. The cooperative undertaking described herein will be financed and conducted under the provisions of this Agreement by the STATE and SUBGRANTEE respectively. Each party has responsibilities under the terms of this Agreement and no joint board or joint administrator will be used. Purchase and maintenance of equipment used to fulfill the Agreement will be undertaken by the respective agencies as described herein. No real property will be purchased to use for this Agreement.
2. A copy of this Agreement will be filed by the SUBGRANTEE, with the Attorney General and the Legislative Research Council not more than 14 days after execution as required by SDCL 1-24-6.1
3. Financing required by this Agreement will come from regular annual budgets of the parties.
4. This Agreement may be terminated by either party upon thirty (30) days written notice without cause.
5. All parties must comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352, 42 U.S.C. 2000d) and, in accordance with Title VI of that act, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this Agreement.

In Witness Whereof, the parties signify their Agreement effective the date above first written by the signatures affixed below.

STATE

SUBGRANTEE

BY: 
Lucas Lentsch, Secretary,
SD Department of Agriculture

BY: 
NAME James J. Doolittle
TITLE Associate VP for Research
South Dakota State University

Dated this 14 Day of Nov, 2014. Dated this 29 Day of Oct, 2014

This is a Standard form and any modification requires new legal review.

- State Agency Coding (MSA Center) _____.
- State Agency MSA Company for which contract will be paid _____.
- Object/subobject MSA account to which voucher will be coded _____.
- Name and phone number of contact person in State Agency who can provide additional information regarding this contract is _____.

WORK PLAN – EXHIBIT A**APPLICANT: SOUTH DAKOTA STATE UNIVERSITY****TITLE: THE USE OF CONSERVATION STRIPS FOR INCREASING BENEFICIAL INSECTS AND DECREASING PLANT PESTS IN PUMPKIN PLANTINGS****ABSTRACT**

Evaluate the impact of combined trap crops/conservation strips on the presence and functions of beneficial insects and insect pests on cucurbit crops (pumpkins) in South Dakota.

PROJECT PURPOSE

Cucurbit crops, including muskmelon, watermelon, cucumbers, squash, pumpkins, and gourds, comprise a relatively small but significant industry in South Dakota with 626 acres of reported commercial production (2007 Census of Agriculture). It is estimated that the gross sales of vegetables in 2013 (including the cucurbit crops listed) topped one million dollars in SE South Dakota alone (Monnens, 2013) <http://igrow.org/up/resources/05-2002-2014.pdf>. Cucurbits make up a significant portion of crops grown by diversified producers and crop failures due to insects, or diseases transmitted by insects, pose a threat to producers across the state.

Insect pest in cucurbits can be difficult to control as there is often only a brief window of opportunity. Beneficial insects such as pollinators and predators are declining for many reasons including conventional spraying practices and habitat loss. Planting strategically designed, diverse conservations strips around cucurbit crops may provide a double benefit by both decreasing pests by acting as a trap crop or confusing pest and increasing beneficial insects by providing food sources and habitat.

Cucurbits are strictly a specialty crop in SD, therefore the specific project does NOT have the potential to enhance the competitiveness of non-specialty crops; however the themes of the research would improve the adoption/transfer of conservation strips to other cropping systems with additional work.

This project has NOT been submitted to or funded by another Federal or state grant program.

POTENTIAL IMPACT

According to the 2013 SD Local Food Directory distributed by Dakota Rural Action, 73 producers in the state identify themselves as producing vegetable (including cucurbit) crops for direct sale to consumers. This list is not exhaustive and the number of specialty vegetable producers continues to grow with the increased interest in and demand for local foods.

Economic benefits to producers would be reduced input costs associated with pesticides (trap crops and increased predation would reduce pesticide use) and through increased yields associated with enhanced pollinator communities. Consumers would also benefit by having less exposure to pesticides.

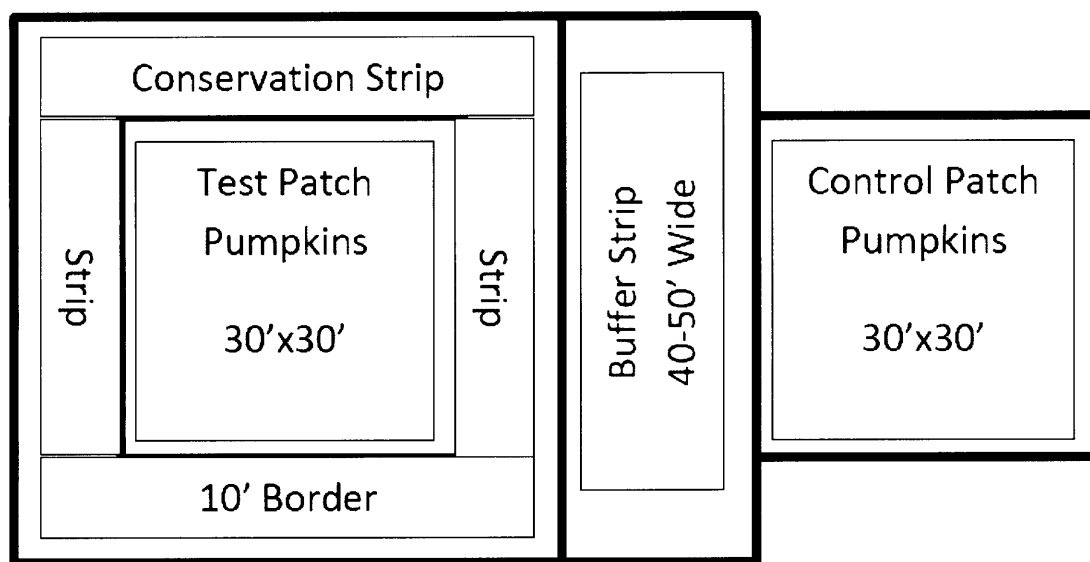
EXPECTED MEASURABLE OUTCOMES

GOAL	PERFORMANCE MEASURES	BENCHMARK	TARGET
Project will result	Effectiveness of the	Current	Demonstrate that

in the knowledge of whether or not conservation strips are a good management strategy to reduce pests and increase pollination in northern plains cucurbit crops.	management technique will be determined by insect counts and fruit set in conservation strips, adjacent crops, and control plots. Economic injury levels (EIL) for key pests will be calculated for each management type, based on outcomes and inputs.	knowledge of pest levels in South Dakota cucurbit crops is purely anecdotal. The effect of conservation strips is unknown.	conservation strips can economically reduce pest populations below EIL, and can significantly increase yield above that of conventional management.
<i>If conservation strips are successful, growers will be able to reduce pesticide sprays.</i>	<i>See above</i> At the end of the project, growers will be surveyed to determine whether they have or plan to implement the technique	Currently, the vast majority of cucurbits are grown without conservation strips.	Of respondents, a minimum of 25% will report using or plans to use conservation strips.
Producers will learn to identify and monitor pest and beneficial insect levels	Growers will be taught identification of common pests and beneficials; growers will be surveyed at the end of the project to determine their implementation of this knowledge.	Currently pest presence is assessed primarily by damaged fruit, or the presence of obvious insect pests.	At least 20 growers will learn basic ID and monitoring techniques; at least 50% of survey respondents will use this knowledge to survey their fields.

WORK PLAN

Populations of squash vine borers in pumpkins will be measured in plots produced with or without the benefit of a conservation strip plots. Each of the three geographical locations (Good Roots Farm and the N.E. Hansen Research Center in Brookings, The Good Earth in Lennox, and SDSU S.E. Research Farm in Beresford, SD will hold three test plots laid out as illustrated below:



TIMELINE AND RESPONSIBILITIES

Outcomes for this project will be measured for two growing seasons, 2014 and 2015. The activities and dates of this project are listed in the chart below.

Project Activity	Responsible Party	Timeline
Analyze 2014 Data	Brett Owens	January- Feb 2015
Design Test Plots	Brett Owens	February 2015
Contract Plot Growers	Brett Owens	March 2015
Deliver Traps and Seed	Brett Owens	May 2015
Insect Monitoring and Collection	Brett Owens and Producers	June- October 2015
Fruit Distribution and Field Day	Brett Owens And Producers	October 2015
Analyze Data	Brett Owens	November- Dec 2015

Brett Owens, a graduate student with the SDSU Plant Sciences Department will be responsible for all overall activities of this project and participating plot site owners (Bill Ross, Good Roots, Brookings; and Jeff Kirstein, Good Earth, Lennox) will assist in monitoring and collection activities. The monitoring and data collection for this project will be on-going throughout the growing season, but weekly captures and counts will be accomplished by Owens and producers. Following curation, insects will be stored at the South Dakota State University Insect Collection in Brookings, SD. Owens will travel to each site minimally every two weeks for monitoring while plots owners will assist with counts as needed, will compile and analyze data, and develop reports. Dr. Jonathan Lundgren (USDA-ARS, Brookings, SD) will advise Owens in design and implementation of the entomological aspects of the project. Lundgren is a world leader in

applied ecology research involving insect pest management, with particular expertise in conservation biological control. Dr. Rhoda Burrows, Extension Horticulturist, will assist with planning and publicity, including publications, with grower surveys, and with project reports.

The final results of the project will be made available to growers through two field tours (Fall 2015), publication in appropriate venues (extension websites, scientific journals), and through personal contact with Owens for consultation in the field. Further, presentations on results will be made at either (or both) the Northern Plains Sustainable Ag Conference or the Great Plains Growers Conference Winter Conference in 2016. Measurement of data outsourced will be measured through an email data base collection system with follow up surveys after 90 days. Owens will maintain responsibility for these programs.

BUDGET

Claim Cost Category	SCBG request	Applicant Matching funds	Partner Organizer Matching Funds
A) Personnel	\$9,431		
B) Contractual	\$1,000		
C) Travel	\$1,545		
D) Supplies	\$630		
E) Equipment			
F) Lease/Rental	\$380		
G) Other	\$3,239		
Total Budgets	\$16,225		

A. Graduate student (Brett Owens) will conduct all research and work on the project under the guidance of Rhoda Burrows and a team of advisors. His work under this grant will be conducted year-round for 12 months from Jan 2015-Dec 2015. Funding in the amount of \$9431 is requested for salary (\$9246) and fringe benefits (\$185) for the equivalent of ¼ MS assistantship. Fringe benefits are calculated at 2% of wages.

B. Two specialty producers (Mr. Bill Ross and Mr. Jeff Kirstein) will each receive \$500 as reimbursement for time and effort in assisting with insect and data collection and use of land.

C. Nine trips to Beresford (178 mi RT) and nine to Lennox (150 mi RT) at \$.40 /mi will be conducted to each site throughout the growing season for set-up, monitoring and tear down(\$1,180). This includes travel for field days. The per diem for lunches (\$9) on the 18 days is \$162. In addition, project personnel will present findings at Aberdeen, SD (306 mi RT= \$122 + \$54 hotel + \$26 per diem) to present results.

D. Supply costs for this project include \$320 for various trap collection devices at each plot including drop jars, vent traps and sweep nets
\$310 for the seed required for testing plots, control plots, and conservation strips.

The current cost for pumpkin seed is \$120, trap crop is \$25 and \$150 for the conservation strip seed; plus shipping. The conservation mix we are planning on using includes the following species.

The cost for pumpkin seed is \$118, trap crop is \$25 and \$150 for the conservation strip seed. The conservation mix we are planning on using includes the following species.

Species	% of Mix	Lbs/ac	Species	% of Mix	Lbs/ac
Phacelia	10	.7	Sainfoin	5	2.5
Safflower	10	3.0	Alsike Clover	10	.6
Buckwheat	20	10	Ladino Clover	10	.25
Sunflower	10	1	Blk-Eyed Susan	2	.05
Partridge Pea	3	.6	Red Clover	5	0.25
Mustard	5	.25			
Alfalfa	10	1.5	TOTALS	100	20.7

E. \$0

F. Land use costs for the S.E. Research Farm are \$380 for 3 ¼-acre plots and general plant care.

G. Other -

\$650 publication fees, field day handouts and advertising.

\$1,550 for the required tuition remission

\$1,039 for the 8% Indirect Costs.

PROJECT OVERSIGHT

SDSU has the organizational structure and expertise to carry out numerous sponsored projects and to manage a large portfolio of grants and contracts in full compliance with federal regulations and with full financial accountability. SDSU, a comprehensive doctoral-level public university, is the largest university in South Dakota and has a Carnegie Foundation classification of Research University - High Research. In addition to annual appropriated federal funds for research, SDSU receives approximately \$66 million per year in external funding for sponsored projects. Most of the university's funding received from grants and contracts is awarded by federal sponsors. At any given time, SDSU has about 650 active sponsored projects. Oversight and fund management will be done through SDSU's grant management offices with support from plant science accounts personnel. Project accountability will go through Rhoda Burrows, SDSU Horticulture Extension Specialist and member of Owens' graduate committee member. Departmental oversight will be conducted by another committee member, Kimberly James, SDSU Instructor of Horticulture, Student Farm Director, and local food producer. Project will be conducted by MS grad student, Brett Owens. Owens is a non-traditional student with over 20 years' experience in non-profit management. His responsibilities have included budgets and reporting efforts of up to \$500,000 annually. A record keeping system and reporting methodology approved by the College of Agriculture will be put in place to ensure proper practices.

PROJECT COMMITMENT

This project is wholly supported by the Owens graduate committee, the South Dakota State University College of Agriculture and the plot owners/local farmers. The farmers are all local

food producers in South Dakota and are vested in the outcome of this project. Dakota Rural Action, a non-profit organization that produces the Local Food Directory for the state and operate the Farm Beginnings Program for new farmers, supports these efforts and has offered to assist in advertising for field days by disseminating information to producers through their Farmer Network. Producers will be invited to attend the open field day presentations at the end of the season. SDSU extension has also pledged support with outreach activities.

REPORTING

As referenced in section 27, two (2) annual reports and one (1) final report must be submitted to the STATE. All reports **must** be submitted electronically via email to Jodi Bechard at Jodi.Bechard@State.SD.US or other designee as authorized in writing by the State. The first report is due **December 31, 2015**, with a second annual report due **December 31, 2016**. Reports must include: activities performed, problems and delays, future project plans, and funds expended to date. A final report will be due **December 31, 2017** which must include: project summary, project approach, goals and outcomes achieved, beneficiaries, and lessons learned.

SOUTH DAKOTA DEPARTMENT OF AGRICULTURE
STATE OF SOUTH DAKOTA
AMENDMENT TO 2014SDU01

Background:

1. On November 14, 2014, the South Dakota Department of Agriculture, (hereinafter “STATE” and South Dakota State University, (hereinafter “SUBGRANTEE”) entered into a joint powers agreement to grant to SDSU Specialty Crop Block Grant funds to fund their project titled “The Use of Conservation Strips for Increasing Beneficial Insects and Decreasing Plant Pests in Pumpkin Planting”, (hereinafter “Agreement,” was signed by representatives of each party and assigned Agreement Number 2014SDU01 by the SDDA; and
2. The parties wish to amend the Agreement to update paragraph 3 on Page 1 of the approved agreement.
3. The parties wish to amend the Agreement to update the “Budget” portion of the approved budget in Exhibit A of the Agreement.

The STATE and the SUBGRANTEE mutually agree to amend the Agreement as Follows:

3. The STATE will make payments for services upon satisfactory completion of the services. The TOTAL CONTRACT AMOUNT is an amount not to exceed **\$17,425.** Twenty-five percent (25%) of the total subgrant amount will be held until satisfactory final performance report is received. The STATE will not pay SUBGRANTEE’s expenses as a separate item. Payment will be made pursuant to itemized invoices or receipts along with a reimbursement request. Reimbursement request may be made quarterly. Payment will be made consistent with SDCL ch. 5-26.

Exhibit A of the Agreement is revised to read as follows:

Budget Claim Cost Category	Applicant Matching Funds	SCBG Request	Partner Organizer Matching Funds
A Personnel		\$9,431	
B Contractual		\$1,000	
C Travel		\$1,545	
D Supplies		\$1830	

E Equipment	
F Lease/Rental	\$380
G Other	\$3239
Total Budget	\$17,425.00

A. Graduate student (Brett Owens) will conduct all research and work on the project under the guidance of Rhoda Burrows and a team of advisors. His work under this grant will be conducted year-round for 12 months from Jan 2015-Dec 2015. Funding in the amount of \$9431 is requested for salary (\$9246) and fringe benefits (\$185) for the equivalent of ¼ MS assistantship. Fringe benefits are calculated at 2% of wages.

B. Two specialty producers (Mr. Bill Ross and Mr. Jeff Kirstein) will each receive \$500 as reimbursement for time and effort in assisting with insect and data collection and use of land.

C. Nine trips to Beresford (178 mi RT) and nine to Lennox (150 mi RT) at \$.40 /mi will be conducted to each site throughout the growing season for set-up, monitoring and tear down (\$1,180). This includes travel for field days. The per diem for lunches (\$9) on the 18 days is \$162. In addition, project personnel will present findings at Aberdeen, SD (306 mi RT= \$122 + \$54 hotel + \$26 per diem) to present results.

D. Supply cost for this project include \$320 for various trap collection devices at each plot including drop jars, vent reaps and sweet nets.

\$310 for the seed required for testing plots, control plots, and conservation strips. The current cost for pumpkin seed is \$120; trap crop is \$25 and \$150 for the conservation strip seed; plus shipping. The conservation mix we are planning on using includes the following species. The cost for pumpkin seed is \$118, trap crop is \$25 and \$150 for the conservation strip seed.

\$1200.00 for 500 copies full-color, 6 pages, stapled. This publication will help growers identify common cucurbit pest, important beneficial insects, and recommended management techniques, including strategies developed from trap crop and pollination strip.

Except as amended above, all other provisions of the original Agreement will remain in full force and effect.

By signature of the parties' representatives below, each agency certifies that approval of this Agreement by ordinance, resolution, or other appropriate means has been obtained by that agency's governing body of officer pursuant to SDCL 1-24-3 and SDCL 1-24-6.

STATE

SUBGRANTEE

BY: _____
Mike Jaspers, Secretary
South Dakota Department of Agriculture

BY: _____

Name: _____

Dated this ____ Day of _____, 2017

Dated this ____ Day of _____, 2017

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – I(2)

DATE: June 27 – 29, 2017

SUBJECT: Joint Powers Agreement – SDSU & Department of Environment and Natural Resources

The South Dakota Department of Environment and Natural Resources (DENR) is seeking to enter into a Joint Powers Agreement (JPA) with South Dakota State University (SDSU) to extend development and capability of the statewide voucher collection and digital database to meet the needs of water resource and aquatic species managers and researchers in the state (see Attachment I). DENR would provide \$25,000 to SDSU, with the project commencing upon execution of the JPA and ending September 30, 2019. SDSU has reviewed the JPA and is in agreement with the terms and conditions contained therein.

BOR Policy 5:3 (“Contracts Requiring Board Action...D. Joint powers agreements”), requires Board approval of Joint Powers Agreements. As such, Board approval of the JPA set forth in Attachment I is necessary.

DRAFT MOTION 20170627_7-I(2) : I move to approve the Joint Powers Agreement between the South Dakota Department of Environment and Natural Resources and South Dakota State University as set forth in Attachment I.

STATE OF SOUTH DAKOTA
DEPARTMENT OF ENVIRONMENT AND NATURAL RESOURCES

JOINT POWERS AGREEMENT
WITH

SOUTH DAKOTA STATE UNIVERSITY

JOINT POWERS AGREEMENT by and between the South Dakota Department of Environment and Natural Resources, 523 East Capitol Avenue, Joe Foss Building, Pierre, SD 57501-3182 (the "Department") and South Dakota State University, of 100 Administration Lane, Box 2201, Brookings, SD 57007 (the "University").

WHEREAS, the University in cooperation with the Department developed a statewide aquatic macroinvertebrate voucher collection and digital database to store and organize macroinvertebrate information collected from state-wide water quality assessment efforts; and,

WHEREAS, the Department has several macroinvertebrate vouchers that need to be included into the collection and database requiring assistance from Dr. Nels H. Troelstrup, Jr. the Principal Investigator and Curator; and,

WHEREAS, the Department has statutory authority to cooperate and enter into agreements with other entities to carry out its programs; and,

WHEREAS, the University is a governmental entity which has the authority under SDCL Titles 13-53 and 13-57 to enter into a Joint Powers Agreement with the Department, and has the necessary expertise and is willing to provide the services described herein for the consideration stated herein in accordance within the covenants, terms and conditions set forth herein; and,

WHEREAS, the Department and the University have the authority and power to enter into joint powers agreements pursuant to SDCL chapter 1-24; believe it is a more efficient use of scarce state resources to enter into this joint undertaking for the work described herein; and believe that such an agreement is to their mutual benefit.

NOW THEREFORE IT IS MUTUALLY AGREED AS FOLLOWS:

1. The University will perform those services set forth with particularity in the Project work plan attached hereto as Exhibit A and by this reference incorporated herein.
2. This Agreement shall commence upon execution of this Agreement by both parties, and end on September 30, 2019, unless sooner terminated pursuant to the terms hereof.

3. The Department will make payment for services upon satisfactory completion of the services, but not more often than monthly in an amount not to exceed \$25,000.00. Payment will be made pursuant to itemized invoices submitted with a signed state voucher. The Department will not pay University's expenses as a separate item. Payment will be made consistent with SDCL ch. 5-26. The TOTAL CONTRACT AMOUNT is an amount not to exceed \$25,000.00. All requests for disbursement for eligible costs under this Agreement not presented by 90 days following the end of this Agreement are barred from payment.

4. The University will comply with all applicable provisions of US EPA Section 106 Administrative and Programmatic Conditions for Grant #I-96840801-0 attached as Exhibit B and incorporated herein.

5. This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the Department. Termination for any of these reasons is not a default by the Department nor does it give rise to a claim against the Department.

6. This Agreement may be terminated by either party hereto upon 30 days written notice. The University will deliver all work product produced up to the time of termination and the Department shall reimburse the University for all work completed to the date of termination. In the event the University breaches any of the terms or conditions hereof, this Agreement may be terminated by the Department at any time with or without notice. If termination for such a default is effected by the Department, any payments due to the University at the time of termination may be adjusted to cover any additional costs to the Department because of University's default. Upon termination the Department may take over the work and may award another party an agreement to complete the work under this Agreement. If after the Department terminates for a default by the University it is determined that the University was not at fault, then the University shall be paid for eligible services rendered and expenses incurred up to the date of termination.

7. The rights and remedies herein conferred shall be cumulative and not alternative and shall be in addition and not in substitution of or in derogation of rights and remedies conferred by any other agreements between the parties hereto or by any applicable law. The failure of either party to enforce strict performance of any covenant, promise, term, or condition herein contained, shall not operate as a waiver of that party's right thereafter to require that the terms hereof be strictly performed.

8. The parties acknowledge that no separate entity as contemplated in SDCL 1-24-4 is being created to implement this Agreement, and that the undertakings herein described shall be administered by the Secretary, Department of Environment and Natural Resources for the Department and the Director of Research and Sponsored Programs, on behalf of the University, or their designees as contemplated in SDCL 1-24-5. The parties acknowledge that the Department will file a true copy of this Agreement with the Office of Attorney General and the

Legislative Research Council within 14 days of the execution hereof, as required by SDCL 1-24-6.1.

9. This Agreement may not be assigned without the express prior written consent of the Department. This Agreement may not be amended except in writing, which writing shall be expressly identified as a part hereof, and be signed by an authorized representative of each of the parties hereto.

10. This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

11. The University will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

12. The University may not use subcontractors to perform the services described herein without the express prior written consent of the Department. The University will include provisions in its subcontracts requiring its subcontractors to comply with the applicable provisions of this Agreement, to indemnify the State, and to provide insurance coverage for the benefit of the State in a manner consistent with this Agreement. The University will cause its subcontractors, agents, and employees to comply, with applicable federal, state and local laws, regulations, ordinances, guidelines, permits and requirements and will adopt such review and inspection procedures as are necessary to assure such compliance.

13. Any notice or other communication required under this Agreement shall be in writing and sent to the addresses set forth above. Notices shall be given by and to Steven M. Pirner, Secretary, on behalf of the Department, and by and to _____, on behalf of the University, or such authorized designees as either party may from time to time designate in writing. Notices or communications to or between the parties shall be deemed to have been delivered when mailed by first class mail, provided that notice of default or termination shall be sent by registered or certified mail, or, if personally delivered, when received by such party.

14. The University certifies, by signing this Agreement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency or any state or local government department or agency. University further agrees that it will immediately notify the State if during the term of this Agreement Sponsor or its principals become subject to debarment, suspension or ineligibility from participating in transactions by the federal government, or by any state or local government department or agency.

15. In the event that any provision of this Agreement shall be held unenforceable or invalid by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

16. All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

17. By the signature of their representative below, the Department and the University certify that approval of this Agreement has been obtained by that governmental entity's governing body or officer pursuant to SDCL 1-24-3 and 1-24-6, by appropriate means, and that the representative is authorized to sign on that party's behalf.

In Witness Whereof, the parties signify their agreement effective the date above first written by the signatures affixed below.

DEPARTMENT

UNIVERSITY

BY: _____
 Steven M. Pirner (Date)
 Secretary, Department of Environment
 and Natural Resources

BY: _____
 Dr. James J. Doolittle (Date)
 Director of Research and Sponsored
 Programs South Dakota State University

EXHIBIT A

DEVELOPMENT AND ON-LINE ACCESS TO THE SOUTH DAKOTA AQUATIC INVERTEBRATE COLLECTION DATABASE

Progress Report and Supplemental Workplan

Nels H. Troelstrup, Jr., Ph.D.
Department of Natural Resource Management
South Dakota State University

History of Development

The South Dakota Aquatic Invertebrate Collection was conceived through interaction between Nels H. Troelstrup, Jr. (SDSU) and the late Gene Steuven (SD DENR). These interactions began in 2006 with the realization that none of the South Dakota institutions or natural resource agencies had a comprehensive natural history collection focused on aquatic invertebrates. A decision was made to pursue a state collection and digital database. We reasoned that most of the Earth's biodiversity was comprised of invertebrate species, aquatic invertebrates played critical roles in freshwater ecosystems and that aquatic invertebrates were increasing being used to monitor biotic integrity within the state's surface waters. Shortly after these discussions began, Gene and I agreed that SD Game, Fish and Parks would be an important partner. GF&P's non-game program had critical needs which needed to be met regarding invertebrate biodiversity, distribution, biomass and production not only for biodiversity's sake but also in the pursuit of managing fisheries. Andy Burgess (SD GF&P) was brought into our discussion to establish a three-institution partnership toward the development and maintenance of the South Dakota Aquatic Invertebrate Collection. Each of the partner institutions would fill different roles. SDSU would be the home for the collection along with most of the other state natural history collections. The university would provide faculty curatorial time and space to house and maintain the collection. SD DENR would provide funding support for continued curation of new vouchers and acquisition of equipment and supplies needed to support development of the collection. SD GF&P would provide support for long-term maintenance with a focus on support for student labor that could devote time to maintenance of the collection and database. This student would also assist with data acquisition and reporting. SDSU submitted the first proposals for development and maintenance of the collection in 2006. The collection has continued to grow over the past 11 years. Early versions of the database were created in EXCEL, but a new SPECIFY database was created with a pilot set of vouchers through collaboration with the University of Kansas in 2008. The SPECIFY database has been maintained and upgraded since its initial establishment. Thousands of new vouchers and specimens have been added to the database and collection. Furthermore, all of this work was accomplished with the assistance of undergraduate technicians. At no time has graduate student support been provided.

Several attempts were made to install SPECIFY and transfer the database to SD DENR and SD GF&P over the past few years. In each instance, SDSU personnel traveled to Pierre, installed the software, uploaded the database and had the system working on two machines prior to departing the Foss Building. However, agency personnel experienced

repeated IT issues (mostly associated with JAVA updates and internal IT security) which prevented the software from running. Recent advances in SPECIFY now offer an on-line version of the application which eliminates the need for software installation. It is our belief that this may resolve the technical issues and allow both agencies on-line access to the database from any location.

Current Status of the Collection and Database

The objective of this proposal is to extend development and capability of the statewide voucher collection and digital database to meet the needs of water resource and aquatic species managers and researchers in the state of South Dakota. Specimens collected from studies of macroinvertebrates have been curated and vouchered within the Department of Natural Resource Management at South Dakota State University. Metadata associated with each specimen has been entered into EXCEL and then uploaded into SPECIFY. SPECIFY is a Google Earth enabled curatorial software package that provides a means to catalogue, organize and track voucher specimens. It is a natural history collection curatorial software package ideally suited to serve as a database for the collection. It is designed and managed by the University of Kansas with long-term support from the National Science Foundation. It is free and software support is readily available through the University of Kansas at no charge.

SPECIFY has progressed from stand-alone CPU versions to a new on-line version. This new version also offers Cloud-based storage (a separate back-up) of the database. The database not only allows management of collection data, but also offers the means to query database holdings, create distribution maps in Google Earth and manage transfer of specimens on loan. The user may query metadata by various taxonomic, ecological, geographic and project specific fields (see data dictionary). In addition, query sets may be displayed in Google Earth, allowing visual display of distributions. Standard digital pictures (dorsal, ventral and diagnostic) and measurements are made of all vouchers. In addition, the database provides links to the final project completion reports (pdf format) and final data sets (EXCEL) generated by the groups who collected the vouchers. Thus, the database provides a means to easily query information about specimens and the projects which generated them.

The South Dakota Aquatic Invertebrate Collection currently holds 7,387 vouchers and 39,927 specimens (Fig 1) from 908 sampling locations distributed throughout South Dakota and neighboring states (Fig 2). The taxonomic tree within the database documents vouchers from 15 Classes, 41 Orders, 156 Families, 545 Genera and 684 Species from these locations. All of the taxonomy in our database is cross-checked against the ITIS database at the time of curation. Over the past two years (since our last proposal) we have added over 200 Unionidae vouchers from throughout South Dakota and hundreds of new vouchers from western counties which were previously poorly represented. Our physical collection is organized within slide and vial cabinets within the Natural Resource Management (NRM) department of South Dakota State University. The NRM department is the home to many of the state's natural history collections but continues to be the only complete collection managed entirely within SPECIFY. All of

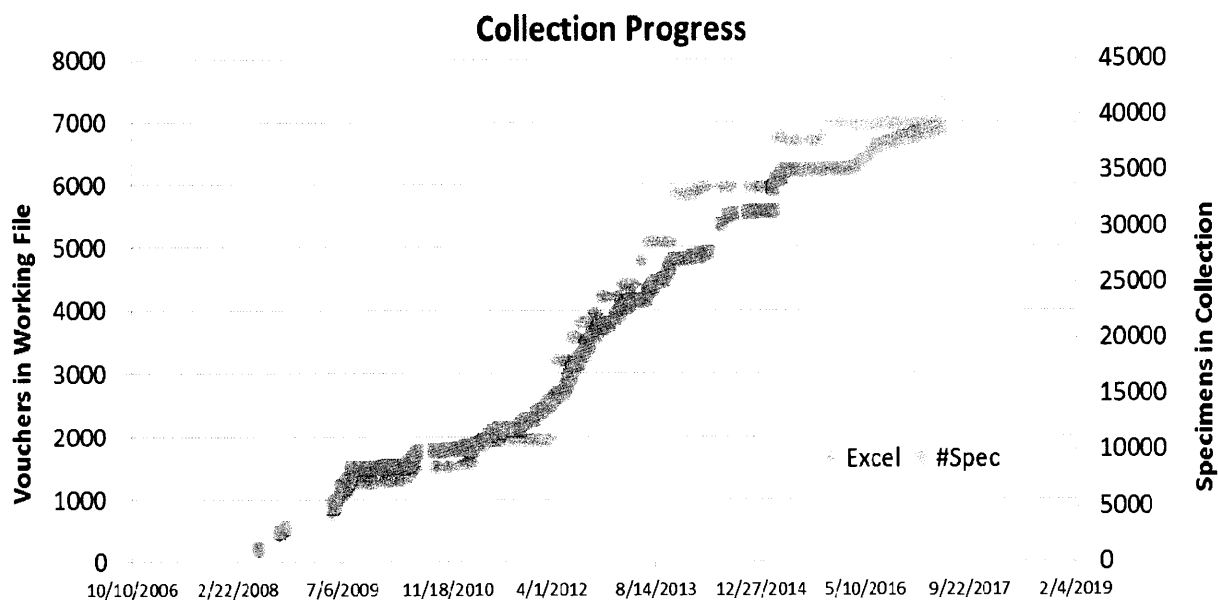


Figure 1. Total vouchers and individual specimens added to the South Dakota Aquatic Invertebrate collection since its creation.

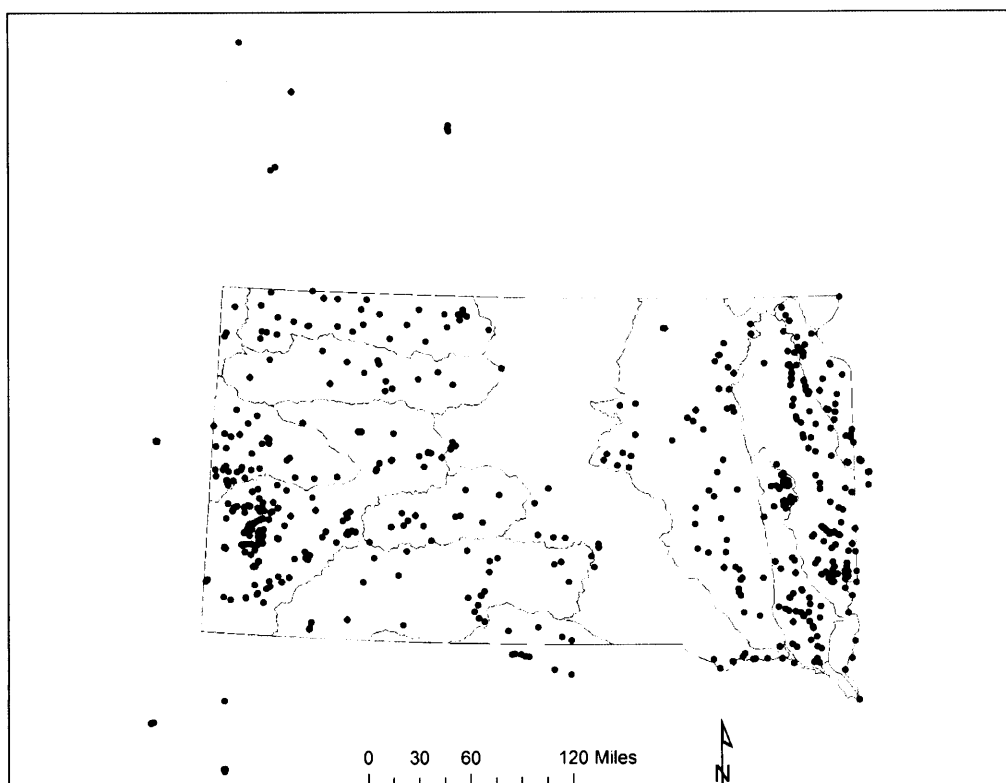


Figure 2. Distribution of collecting locations reported by those who have contributed vouchers to the South Dakota Aquatic Invertebrate Collection.

5,842 vouchers currently uploaded to SPECIFY have been measured, photographed, transferred to new vials, fitted with new labels and added to our slide and vial cabinets. All are also georeferenced, allowing the creation of distribution maps. Our holdings also include 1,545 vouchers still in need of edited photographs and/or database information. These latter vouchers will not be uploaded until everything is complete.

Vouchers submitted for curation into the collection and database are generated by funded aquatic research within the state of South Dakota. Most of these projects are funded by SD DENR and SD GF&P. Most of the identifications performed on specimens within those projects are conducted by consultants. Each project has different objectives and different needs in relation to taxonomic resolution. Funding has never been provided to carry identifications of every voucher specimen to the species level. Curatorial staff work with the identifications of specimens as they came to us. We confirm the identifications provided on each vial and check the taxonomy against the ITIS database to ensure that information going into the database is accurate.

Collection personnel have responded to numerous data requests since our SPECIFY database was requested. These have included data requests from SD GF&P and SD DENR related to specific taxonomic groups, special status species and/queries related to species presence/absence within the state. We have also answered calls and traveled to Pierre to work with agency personnel wishing to use the database.

The South Dakota Aquatic Invertebrate Collection and SPECIFY database has served as a model for other natural history collections. We provided the model and early pilot database design for the South Dakota Fish Collection. Our group assembled a pilot SPECIFY database for that collection to assist in its development. Since SPECIFY has the ability to simultaneously handle multiple collection databases, it has been our desire to combine all the natural history collections under SPECIFY. This would provide a standard platform for natural history data management which is NSF supported.

Workplan and Budget Request

This workplan seeks funding to support for continued collection development and database capability improvement (Table 1). Workplan objectives over the next two years will include (1) quality control and corrections to the database in preparation for conversion to the on-line version of SPECIFY, (2) uploading new vouchers to SPECIFY following acquisition of missing data and photographs, (3) addition of new vouchers collected by state funded projects over the next two years and (4) establishment of a new on-line version of the SPECIFY database. As before, we request support for one undergraduate student, working 12 hours per week during the school year and full-time during the summer. This student will work with the curator to address the objectives outlined above and will also assist in maintaining vial and slide vouchers, and maintaining the database and back-up system. Thus, requested funding would support the addition of 750 SD DENR backlogged vouchers into the collection, maintenance of the database and existing collection and transfer of the collection database files to SD DENR.

Curation of any new vouchers will be charged the new vouchering fee of \$25 per voucher to cover the cost of technician time, materials and supplies.

Networking charges have been added to the budget as our collection machine must be connected to accommodate the new on-line version of SPECIFY (Table 1).

Objective Descriptions

- 1) Quality control and corrections to the database in preparation for conversion to the on-line version of SPECIFY – We employ quality control practices throughout the vouchering and curation of new specimens to the database. However, errors and typos creep into a large database through day to day manipulations. Thus, it is important to QA the entire database prior to it's conversion and availability on-line. We anticipate this effort to be completed by the end of summer 2017.
- 2) Uploading new vouchers to SPECIFY following acquisition of missing data and photographs – The collection currently includes 1,545 vouchers which are missing database information (from the collectors/project coordinators) or which need final pictures. Obviously, we can't force collectors/project coordinators to provide this missing information, but we will expend time this summer trying to recover missing data so most of these vouchers can be uploaded. Similarly, we will invest time this summer and into next fall completing all digital photography and editing so that those vouchers currently missing photographs can be uploaded to the database.
- 3) Addition of new vouchers collected by state funded projects over the next two years. SD DENR has a small number (a few hundred) of additional vouchers which have been collected recently. We will curate those vouchers into the collection. Time on task will depend on the actual number of vouchers received, when they are submitted and the degree to which database data requirements are fulfilled.
- 4) Establishment of a new on-line version of the SPECIFY database – Once our quality control and upload of vouchers currently in progress is complete, we will work with the University of Kansas to transfer the database into the on-line version SPECIFY 7. We will also request that the database be hosted on their CLOUD based server to provide an additional back-up. Once the database has been converted, we will arrange a training session in Pierre for GF&P and DENR personnel wishing to use the database as SPECIFY 7. We expect to initiate the transition to SPECIFY 7 during fall 2017 with an anticipated roll out of the new version during spring 2018 and a training day in later spring 2018.
- 5) Collection personnel will respond to data queries from SD GF&P and SD DENR throughout the project period.

Table 1. Budget requested to support continued collection development and SPECIFY database enhancements for the South Dakota Aquatic Invertebrate collection.

Objective	Total
QA Database for Creation of SPECIFY 7	\$4,630.00
Acquiring Missing Data and Photographs	4,780.00
Addition of 350 New Vouchers (@ \$25 ea)*	8,750.00
Creation of SPECIFY 7 and Training Session	200.00
Response to Data Queries and Reporting	975.00
<u>Other Expenses</u>	
Database Networking Charges	\$257.00
Total Direct Costs	\$19,592.00
Indirect (@27%)	5,408.00
Total	\$25,000.00

*Vouchering expenses include student labor and expendable supplies required to inventory and process vouchers into the collection and database.

Exhibit B

Administrative Conditions

I-96840801-0

1. GENERAL TERMS AND CONDITIONS

The recipient agrees to comply with the current EPA general terms and conditions available at: <https://www.epa.gov/grants/epa-general-terms-and-conditions-effective-march-29-2016-or-later>. These terms and conditions are in addition to the assurances and certifications made as a part of the award and the terms, conditions or restrictions cited throughout the award.
The

EPA repository for the general terms and conditions by year can be found at <http://www.epa.gov/grants/grant-terms-and-conditions>.

2. State Grant Cybersecurity Condition

(a) The recipient agrees that when collecting and managing environmental data under this assistance agreement, it will protect the data by following all applicable State law cybersecurity requirements.

(b) (1) EPA must ensure that any connections between the recipient's network or information system and EPA networks used by the recipient to transfer data under this agreement, are secure. For purposes of this Section, a connection is defined as a dedicated persistent interface between an Agency IT system and an external IT system for the purpose of transferring information. Transitory, user-controlled connections such as website browsing are excluded from this definition. If the recipient's connections as defined above do not go through the Environmental Information Exchange Network or EPA's Central Data Exchange, the recipient agrees to contact the EPA Project Officer (PO) and work with the designated Regional/Headquarters Information Security Officer to ensure that the connections meet EPA security requirements, including entering into Interconnection Service Agreements as appropriate. This condition does not apply to manual entry of data by the recipient into systems operated and used by EPA's regulatory programs for the submission of reporting and/or compliance data.

(2) The recipient agrees that any subawards it makes under this agreement will require the subrecipient to comply with the requirements in (b)(1) if the subrecipient's network or information system is connected to EPA networks to transfer data to the Agency using systems other than the Environmental Information Exchange Network or EPA's Central Data Exchange. The recipient will be in compliance with this condition: by including this requirement in subaward agreements; and during subrecipient monitoring deemed necessary by the recipient under 2 CFR 200.331(d), by inquiring whether the subrecipient has contacted the EPA Project Officer. Nothing in this condition requires the recipient to contact the EPA Project Officer on behalf of a subrecipient or to be involved in the negotiation of an Interconnection Service Agreement between the subrecipient and EPA.

3. UTILIZATION OF SMALL, MINORITY AND WOMEN'S BUSINESS ENTERPRISES**GENERAL COMPLIANCE, 40 CFR, Part 33**

The recipient agrees to comply with the requirements of EPA's Disadvantaged Business Enterprise (DBE) Program for procurement activities under assistance agreements, contained in 40 CFR, Part 3

SIX GOOD FAITH EFFORTS, 40 CFR, Part 33, Subpart C

Pursuant to 40 CFR, Section 33.301, the recipient agrees to make the following good faith efforts whenever procuring construction, equipment, services and supplies under an EPA financial assistance agreement, and to require that sub-recipients, loan recipients, and prime contractors also comply. Records documenting compliance with the six good faith efforts shall be retained:

(a) Ensure DBEs are made aware of contracting opportunities to the fullest extent practicable through outreach and recruitment activities. For Indian Tribal, State and Local and Government recipients, this will include placing DBEs on solicitation lists and soliciting them whenever they are potential sources.

(b) Make information on forthcoming opportunities available to DBEs and arrange time frames for contracts and establish delivery schedules, where the requirements permit, in a way that encourages and facilitates participation by DBEs in the competitive process. This includes, whenever possible, posting solicitations for bids or proposals for a minimum of 30 calendar days before the bid or proposal closing date.

(c) Consider in the contracting process whether firms competing for large contracts could subcontract with DBEs. For Indian Tribal, State and local Government recipients, this will include dividing total requirements when economically feasible into smaller tasks or quantities to permit maximum participation by DBEs in the competitive process.

(d) Encourage contracting with a consortium of DBEs when a contract is too large for one of these firms to handle individually.

(e) Use the services and assistance of the SBA and the Minority Business Development Agency of the Department of Commerce.

(f) If the prime contractor awards subcontracts, require the prime contractor to take the steps in paragraphs (a) through (e) of this section.

CONTRACT ADMINISTRATION PROVISIONS, 40 CFR, Section 33.302

The recipient agrees to comply with the contract administration provisions of 40 CFR, Section 33.302.

BIDDERS LIST, 40 CFR, Section 33.501(b) and (c)

Recipients of a Continuing Environmental Program Grant or other annual reporting grant, agree to create and maintain a bidders list. Recipients of an EPA financial assistance agreement to capitalize a revolving loan fund also agree to require entities receiving identified loans to create and maintain a bidders list if the recipient of the loan is subject to, or chooses to follow, competitive bidding requirements. Please see 40 CFR, Section 33.501 (b) and (c) for specific requirements and exemptions.

Objective/Goals of Loan Recipients

As a recipient of an EPA financial assistance agreement to capitalize revolving loan funds, the recipient agrees to either apply its own fair share objectives negotiated with EPA to identified loans using a substantially similar relevant geographic market, or negotiate separate fair share objectives with its identified loan recipients. These separate objectives/goals must be based on demonstrable evidence of the availability of MBEs and WBEs in accordance with 40 CFR, Part 33, Subpart D.

The recipient agrees that if procurements will occur over more than one year, the recipient may choose to apply the fair share objective in place either for the year in which the identified loan is awarded or for the year in which the procurement action occurs. The recipient must specify this choice in the financial assistance agreement, or incorporate it by reference therein.

MBE/WBE REPORTING, 40 CFR, Part 33, Subpart E

MBE/WBE reporting is required annually for assistance agreements where there are funds budgeted for procuring construction, equipment, services and supplies, including funds budgeted for direct procurement by the recipient or procurement under subwards or loans in the "Other" category, that exceed the threshold amount of \$150,000, including amendments and/or modifications.

Based on EPA's review of the planned budget, this award meets the conditions above and is subject to the Disadvantaged Business Enterprise (DBE) Program reporting requirements. However, if recipient believes this award does not meet these conditions, it must provide Region 8 with a justification and budget detail within 21 days of the award date clearly demonstrating that, based on the planned budget, this award is not subject to the DBE reporting requirements.

The recipient agrees to complete and submit a "MBE/WBE Utilization Under Federal Grants, Cooperative Agreements and Interagency Agreements" report (EPA Form 5700-52A) on an annual basis. All procurement actions are reportable, not just that portion which exceeds \$150,000.

When completing the annual report, recipients are instructed to check the box titled "annual" in section 1B of the form. For the final report, recipients are instructed to check the box indicated for the "last report" of the project in section 1B of the form. Annual reports are due by October 30th of each year. Final reports are due by October 30th or 90 days after the end of the project period, whichever comes first.

The reporting requirement is based on total procurements. Recipients with expended and/or budgeted funds for procurement are required to report annually whether the planned procurements take place during the reporting period or not. If no budgeted procurements take place during the reporting period, the recipient should check the box in section 5B when completing the form.

The current EPA Form 5700-52A can be found at the EPA Office of Small Business Program's Home Page at http://www.epa.gov/osbp/dbe_reporting.htm

This provision represents an approved deviation from the MBE/WBE reporting requirements as described in 40 CFR, Part 33, Section 33.502; however, the other requirements outlined in 40 CFR Part 33 remain in effect, including the Good Faith Effort requirements as described in 40 CFR Part 33 Subpart C, and Fair Share Objectives negotiation as described in 40 CFR Part 33 Subpart D.

Programmatic Conditions

1. States and insular areas will provide EPA with an annual update of the electronic data required under CWA Section 106(e)(1), not later than April 1, 2010, as required under CWA Section 305(b). Failure to comply with the grant condition will result in partial termination of the grant, withholding of payments, or other actions under 40 CFR 31.43. Further, no subsequent Section 106 grant will be awarded until the State or insular area complies with the grant condition to provide an annual update of the electronic data.
2. Beginning with FY2001, and in all odd-numbered fiscal years thereafter (i.e. 2003, 2005), all grant awards to States and territories which include Section 106 grant funds should be conditioned to require the State or territory to provide EPA with an annual update of the electronic data required under CWA Section 106(e)(1), not later than April 1 of the respective odd-numbered year, as required under CWA Section 305(b). Failure to comply with the grant condition will result in partial termination of the grant, withholding of payments, or other actions under 40 CFR 31.43. Further, no subsequent Section 106 grant will be awarded until the State complies with the grant condition to provide an annual update of the electronic data.
3. In 2002, and for all even-numbered fiscal years thereafter (i.e. 2004, 2006), all grant work programs supported by Section 106 funds should be conditioned to require the State or territory to provide the final

Section 305(b) electronic database and narrative report required under CWA Section 106(e)(1), not later than April 1 of the respective even-numbered year, as required under CWA Section 305(b). Failure to provide the Section 305(b) electronic database and narrative report will result in partial termination of the grant, withholding of payments, or other actions under 40 CFR 31.43. Further, no subsequent Section 106 grants will be awarded until the State complies with the grant condition to provide the Section 305(b) electronic database and narrative report.

4. The recipient must submit ANNUAL Performance/Progress Reports to the EPA Project Officer within 30 days after the reporting period and a final report within 90 days after the expiration or termination of grant support in accordance with 40 CFR Part 30.51(b) or 40 CFR Part 31.40(b)(1) as applicable. The reporting period start with the start of the project period. The reports do not have to be extremely detailed, but they must follow a standard format. The format includes the following five sections:

- (1) Summary of activities. This section will provide a short summary of the grant activities that have taken place during the reporting period.
- (2) Accomplishments/Problems. This section will discuss the performance to date, including the major milestones that have been met. This section will also discuss any problems that have occurred or are expected and what steps are planned to resolve those problems.
- (3) Schedules. This section will compare the completed milestones against the program schedules and provide an explanation of any discrepancies.
- (4) Funds. This section will compare the funds spent during the reporting period against the planned expenditures and provide an explanation of any discrepancies.
- (5) Estimates. Section 5 will provide estimates of the time and funds necessary to complete the project and compare these to the time and funds remaining. The difference between Sections 3, 4 and 5 is that Section 3 and 4 mainly reflect the previous reporting period, while Section 5 focuses on the remaining grant period.

5 The recipient shall continue to implement and adhere to its EPA -approved QAPP in accordance with 2 CFR 1500.11, as appropriate.

6. EPA may terminate the assistance agreement for failure to make sufficient progress so as to reasonably ensure completion of the project within the project period, including any extensions. EPA will measure sufficient progress by examining the performance required under the workplan in conjunction with the milestone schedule, the time remaining for performance within the project period, and/or the availability of funds necessary to complete the project.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 7 – J

DATE: June 27-29, 2017

SUBJECT: Memorandum of Understanding – SDBOR & SDSU Alumni Association, Inc.

South Dakota State University seeks approval of a Memorandum of Agreement between the Board of Regents and the SDSU Alumni Association, Inc. in accordance with BOR Policies [5:9](#) and [5:3\(1\)\(I\)](#).

The SDSU Alumni Association, Inc. is a nonprofit corporation organized in the State of South Dakota as a 501(c)(3) entity in 1992, and by its Amended Articles of 2008, for the purpose of promoting the objectives of South Dakota State University by: (i) representing alumni and their interests with regard to the University, (ii) establishing and fostering quality and lasting relationships between the University and its alumni, (iii) supporting the mission and best interests of the University, and (iv) maintaining official alumni records. The corporation is authorized by law to accept gifts for its purposes. The corporation is required by its Articles of Incorporation to transfer any funds remaining at dissolution to South Dakota State University.

The MOU between the Board of Regents and SDSU Alumni Association, Inc. sets forth the general recognition of the SDSU Alumni Association, Inc. as an affiliated entity of SDSU that can accept financial support from and provide services to the University pursuant to the written agreement of the SDSU Alumni Association, Inc. and the University. The SDSU Alumni Association, Inc. could also accept gifts for University related purposes in accordance with the Board of Regents and University policies.

Accountability and reporting is required by this MOU in order to ensure compliance with all applicable laws, regulations, and policies.

The MOU has been approved as to form by the BOR General Counsel in accordance with BOR Policy [5:9](#). SDSU requests that the Board of Regents authorize the Executive Director and CEO of the Board of Regents to execute the MOU.

DRAFT MOTION 20170627_7-J: I move to approve the Memorandum of Understanding between the South Dakota Board of Regents and the South Dakota State University Alumni Association, Inc.

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE SOUTH DAKOTA BOARD OF REGENTS
AND SOUTH DAKOTA STATE UNIVERSITY ALUMNI ASSOCIATION, INC.**

In the pursuit of resources necessary to sustain and enhance the quality of public higher education in South Dakota, the Board of Regents (“Regents”), South Dakota State University (“University”), and the South Dakota State University Alumni Association, Inc. (“Association”) are bound by mutually supportive visions, values and objectives.

Acknowledging a common objective to help the University continue its progressive development as an institution of higher education, the Regents and the Association agree to coordinate their efforts in order to more effectively advance their common purposes. This document is intended to set forth policies and procedures that will aid in that coordination.

The Board of Regents recognizes that the Association is an entity separate and independent from the University, the Board of Regents, and the State of South Dakota. Both the Regents and the Association recognize the need to work in concert to more effectively advance their common interests in the growth and development of the University. Therefore, it is incumbent upon them to formalize their working relationship by agreeing on the policies and procedures set forth below.

Priorities on all undertakings by the University involving the Association will be determined by mutual agreement between the University and, when appropriate, the Regents.

Policies and Procedures – Regents, University, and Association

1. Governance and Authority

A. Board of Regents

- i. The Board of Regents is the Governing Board of South Dakota State University and is responsible for setting priorities and long-term plans for the University.
- ii. The Board of Regents selects the University President and approves the appointment of all University personnel. The Regents are ultimately responsible for the employment, compensation, and evaluation of all University employees. The Regents are solely responsible for determining the compensation and benefit program to be paid to the President and other employees of the University in accordance with state personnel and Board of Regents policy.
- iii. The Board of Regents is legally responsible for the performance and oversight of all aspects of University operations including overseeing the mission, leadership, and operations of the University.
- iv. The Regents and University recognize that the Association President and CEO, or successor, speaks for the Association in an official capacity.

B. South Dakota State University Alumni Association, Inc.

- i. The South Dakota State University Alumni Association, Inc. is an independent 501(c)(3) nonprofit corporation created to foster a spirit of loyalty and fellowship among graduates, faculty, former students, and friends of South Dakota State University, and to direct an organized cooperative effort for the advancement, development, achievement, and honor of both the University and its alumni.
- ii. The Association Board of Directors is responsible for the control and management of all assets of the Association.
- iii. The Association Board of Directors is responsible for the employment, compensation, and evaluation of all Association employees.
- iv. The Association Board of Directors is legally responsible for the performance and oversight of all aspects of Association operations.
- v. The Association recognizes that the University President and/or Regents speak for the University.

2. Association Representation in Institutional Planning

- A. The Association President and CEO, or successor, shall be included as a member of the University President's extended management team.
- B. The Association shall be an active and prominent participant in the strategic planning for the University.
- C. The Association shall select any appointees to boards and/or committee positions which are designated to represent the Association.

3. University Representation on the Association Board of Directors

- A. The University President shall serve as an ex-officio member of the Association Board and an ex-officio member of the Association's Executive Committee. Other University employees may serve on the Association Board by mutual agreement between the Association and the University President.

4. Access to Records

- A. The Association shall provide access to data and records to the University on a need-to-know basis in accordance with applicable laws, policies and guidelines.
- B. The University will provide access to data and records to Association on a need-to-know basis in accordance with applicable laws, policies, and guidelines.

5. Use of University Name

- A. The Association may use the name and marks of the University in addition to its own, so long as the use complies with Regents and University policies.

6. Association Financial Management

- A. The Association is responsible for establishing a financial plan to underwrite the cost of the Association programs, operations, and services.
- B. The Association may accept donations from any source it may deem acceptable, but solicitation and acceptance of gifts shall be subject to Regents and University policies.
- C. The University may enter into agreements for financial support and services of the Association when appropriate.

7. Association Audit

- A. The Association shall provide the Regents and University with a copy of its annual financial statements audited by an independent public accounting firm selected by the Association's Board of Directors.

8. Reporting to the University

- A. On an annual basis, the Association shall provide to the Regents and University:
 - i. An annual report on its activities;
 - ii. A copy of current policies on investment and payout (if altered from the prior year); and
 - iii. A statement confirming that all gifts made to the Association during the prior year were appropriately acknowledged.
- B. In addition, interim reports shall be available to designated University personnel, and the Association shall provide such other schedules, records, and data as may be reasonably requested by the Regents.

9. Third Party Agreement by Association

- A. The Association shall not enter into any contract that would obligate the University or the Board of Regents without prior written approval of the Board of Regents and the University President, and which shall be for the benefit of the University.

10. Insurance and Indemnification

- A. The Association, as well as its officers and agents shall procure insurance policies for all of its regular functions, including liability for actions, covered perils, errors and omissions, property, and similar coverage. Losses incurred by the Association shall be borne by the Association.

- B. The Association agrees to indemnify, defend and save harmless the University and the Board of Regents, their officers, agents, and employees from any and all loss, damage, or liability that may be suffered or incurred by them, caused by, arising out of or in any way connected with the use of any facilities by the Association in connection with this agreement.

11. Legal Counsel

- A. The Association shall be responsible for its own legal counsel.

12. Termination of the Association

- A. In the event that Association ceases to operate for any reason, all of the Association's assets shall accrue to the University for its exclusive purposes as set forth in Association's Articles of Incorporation and shall be transferred to the South Dakota State University Foundation, Inc. for the benefit of the University.

13. Term of Agreement

- A. This agreement may be terminated upon ninety (90) days' written notice of a party. The University and Association shall review this agreement every three (3) years and propose any necessary changes to the Board of Regents for consideration. This agreement may be modified upon the written agreement of all parties.

IN WITNESS WHEREOF, this agreement is first executed on behalf of the South Dakota Board of Regents, South Dakota State University, and the South Dakota State University Alumni Association, Inc. on this _____ day of _____, 2017.

South Dakota Board of Regents:

By: _____
Executive Director and CEO Date

Regents Legal Review:

By: _____
General Counsel Date

South Dakota State University:

By: _____
University President Date

University Legal Review:

By: _____
University Counsel Date

South Dakota State University Alumni Association, Inc.:

By: _____
Association President/CEO Date

By: _____
Chair, Board of Directors Date

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 7 – K

DATE: June 27-29, 2017

SUBJECT: Maintenance and Repair Projects

According to BOR Policy 6:6 Maintenance and Repair, projects not on an approved list 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.

The executive director can provide emergency approval of projects when necessary to protect public health and safety, a building's integrity or where substantial cost savings can be realized. The emergency approval is granted in consultation with the Board president.

Below are the projects submitted by the universities and that were given emergency approval by the executive director.

Dakota State University requests approval of the following items:

Madison Cyber Labs Building – DSU requests emergency approval to use \$550,000 of institutional funds to pay for design services for the Madison Cyber Labs (MadLabs). An architecture/engineer firm was selected to assist with programming and site selection and will now begin design. The Facility Program Plan for this \$18,000,596 project was approved by the Board during the May 2017 meeting. This building would be dedicated to providing secured areas for IT research that will house the latest most advanced technology in IT security. This facility will also provide advanced technology infrastructure, networking and labs that are not presently available in South Dakota.

Karl Mundt Library Office Renovations – DSU requests emergency approval to create office space in the Karl Mundt Library to accommodate the IT help desk and ITS staff. IT services and K12 data center are currently located in Lowry Hall tentatively scheduled to be demolished to make room for the new MadLabs building. Using \$66,343 of general funds and \$305,000 of HEFF funds previously approved for other projects (total \$371,343), DSU will design and construct office space per the recommendation of the A/E firm.

DRAFT MOTION 20170627_7-K: I move to approve the requested maintenance and repair projects as described in this item and approved by the executive director as emergencies.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 7 – L

DATE: June 27-29, 2017

SUBJECT: FY18 HEFF M&R Projects

The Higher Education Facilities Fund (HEFF) represents eleven and one-half percent of all tuition (on-campus and off-campus) collected except for the first \$875,000 of medical school revenue. The funds are used for maintenance and repair (M&R) needs of the universities, long-term indebtedness for capital improvements, and new construction. The FY18 available funding is \$16,262,074.

The HEFF allocation formula is based on fifty percent of the replacement values and fifty percent of the gross square footage for academic buildings. Attachment I provides the formula distribution for the FY18 HEFF allocation. The Board Policy 6:6 requires that up to five percent of the M&R allocation may be assigned towards planning and design to assist the universities in determining appropriate work scope of each proposed project. The funding for planning and design is identified as part of the allocation.

In July 2011, the Board of Regents bonded for M&R projects on behalf of Black Hills State University, Northern State University, South Dakota State University, and the University of South Dakota through the South Dakota Building Authority. The debt obligation for each campus is based on the ratio of the bonded M&R projects for the university to the total amount bonded. A portion of the university's HEFF allocation is dedicated to that M&R bond retirement.

Attachment II provides the FY18 maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Other according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$50,000 to \$250,000 must be submitted for the Executive Director's approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$50,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

DRAFT MOTION 20170627_7-L: I move to approve the HEFF M&R allocation and the requested projects for FY18.

FY18 HEFF M&R Allocation Formula Distribution

Line											
1	M&R Funding Available	\$16,262,074									
2	Gross Sq. Feet	6,389,298									
3	Replacement Value	\$1,383,744,066									
		<u>BHSU</u>	<u>DSU</u>	<u>NSU</u>	<u>SDSM&T</u>	<u>SDSU</u>	<u>USD</u>	<u>SSOM</u>	<u>BHSU-RC</u>	<u>UC-SF</u>	<u>TOTAL</u>
4	Academic Square Feet	512,126	309,354	606,673	586,140	2,414,314	1,683,454	91,895	56,272	129,070	6,389,298
5	Current FY Gross Square Feet										
	Disbursement Factor: (Line 4/Line2)*.5	4.01%	2.42%	4.75%	4.59%	18.89%	13.17%	0.72%	0.44%	1.01%	50.00%
6	Current FY Gross Square Feet Portioned M&R Funds										
	Line 5*Line 1	\$651,733	\$393,685	\$772,054	\$745,923	\$3,072,462	\$2,142,368	\$116,946	\$71,612	\$164,256	\$8,131,039
7	Academic Replacement Value	113,281,870	59,779,242	115,759,552	121,454,699	502,842,420	403,620,930	16,311,446	15,300,336	35,393,571	1,383,744,066
8	Current FY Institutional Replacement Value										
	Disbursement Factor: (Line 7/Lines 3)*.5	4.09%	2.16%	4.18%	4.39%	18.17%	14.58%	0.59%	0.55%	1.28%	50.00%
9	Current FY Replacement Value Portioned M&R Funds										
	Line 8 * Line 1	\$665,656	\$351,270	\$680,216	\$713,682	\$2,954,758	\$2,371,722	\$95,848	\$89,906	\$207,977	\$8,131,035
10	Institutions M&R Allocation for FY17										
	Line 6 + Line 9	\$1,317,389	\$744,955	\$1,452,270	\$1,459,605	\$6,027,220	\$4,514,090	\$212,794	\$161,518	\$372,233	\$16,262,074
23	Series 2011 M&R Bond	\$108,014	\$0	\$135,377	\$0	\$522,283	\$428,693	\$0	\$0	\$0	1,194,367
43	5% Planning and Design (Maximum)	\$65,869	\$37,248	\$72,614	\$72,980	\$301,361	\$225,705	\$10,640	\$8,076	\$18,612	\$813,105
	Balance of HEFF Allocation for M&R Projects	\$1,143,506	\$707,707	\$1,244,279	\$1,386,625	\$5,203,576	\$3,859,692	\$202,154	\$153,442	\$353,621	\$14,254,602

FY18 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
<u>Black Hills State University</u>					
6H1801		Series 2011 M&R Bond			\$108,014
6H1802		Planning & Design			\$65,869
6H18XX	Campus	Miscellaneous Road Repair	Campus Infrastructure	Repair	\$150,000
6H18XX	Young Center	Locker Room Renovation	Programmatic Suitability	Renovation	\$150,000
6H18XX	Young Center	Locker Room Shower Tile Repair	Building Integrity	Repair	\$48,000
6H18XX	Ida Henton Park	Stairway Repair	Campus Infrastructure	Repair	\$175,000
6H18XX	Jonas Academic	Faculty Office Renovations	Programmatic Suitability	Renovation	\$385,606
6H18XX	Young Center	Concession Stand Renovation	Programmatic Suitability	Renovation	\$48,500
6H18XX	Jonas Academic & YC	Unit Ventilator Upgrades	Energy and Utility Savings	Repair	\$49,750
6H18XX	Life Science Laboratories	HVAC Mechanical Upgrade	Energy and Utility Savings	Repair	\$48,900
6H18XX	Meier Hall	Mechanical Upgrade	Building Integrity	Repair	\$48,750
6H18XX	Library	HVAC Mechanical Upgrade	Building Integrity	Repair	<u>\$39,000</u>
FY18 HEFF M&R Projects Total					\$1,317,389
<u>Black Hills State University - Rapid City</u>					
6H1852		Planning & Design			\$8,076
6H18XX	Parking Lot/Exterior	Lighting Upgrade	Energy and Utility Savings	Maintenance	\$49,000
6H18XX	BHRC	Exterior Signage	Programmatic Suitability	Maintenance	\$49,000
6H18XX	BHRC	Student Service Remodel	Programmatic Suitability	Renovation	\$55,442
FY18 HEFF M&R Projects Total					\$161,518
<u>Dakota State University</u>					
8H1802		Planning & Design			\$37,188
8H18XX	Campus	Classroom/ Office Renovations	Programmatic Suitability	Renovation	\$287,410
8H18XX	LEC	Learning Engagement Centers Renovations	Programmatic Suitability	Renovation	<u>\$420,357</u>
FY18 HEFF M&R Projects Total					\$744,955
<u>Northern State University</u>					
5H1801		Series 2011 M&R Bond			\$135,377
5H1802		Planning & Design			\$72,614
5H18XX	Soccer Field	Synthetic Turf	Programmatic Suitability	Renovation	\$303,314
5H18XX	Heating Plant	Boiler Replacement	Campus Infrastructure	Repair	<u>\$940,965</u>
FY18 HEFF M&R Projects Total					\$1,452,270

2344

FY18 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
<u>South Dakota School of Mines & Technology</u>					
4H1802		Planning & Design			\$72,864
4H18XX	McLaury Building	Completion of Phase I Renovation	Building Integrity	Renovation	\$350,000
4H18XX	O'Harra Stadium	Drainage Improvements	Campus Infrastructure	Repair	\$200,000
4H18XX	Various Buildings	Upgrade the Pneumatic Controls to Digital Controls	Building Integrity	Maintenance	\$225,000
4H18XX	Various	Campus HVAC Emergency	Public Health Safety and Compliance	Maintenance	\$80,000
4H18XX	Various	Campus Fire & Life Safety	Public Health Safety and Compliance	Maintenance	\$50,000
4H18XX	Various	Campus Building Integrity	Building Integrity	Maintenance	\$40,000
4H18XX	Campus	Utility Infrastructure	Campus Infrastructure	Repair	\$349,317
4H18XX	Various	Roof Replacements	Building Integrity	Repair	<u>\$92,424</u>
FY18 HEFF M&R Projects Total					\$1,459,605
<u>South Dakota State University</u>					
3H1801		2011 Series M&R Bond			\$522,283
3H1802	Campus	Planning & Design	Planning	Renovation	\$40,000
3H1803	Campus	Planning & Design for FY19 HEFF Projects	Planning	Repair	\$30,337
3H1804	Lincoln Music Hall	Planning & Design for Future Building Renovations	Planning	Renovation	\$100,000
3H1805	Pugsley Center	Planning & Design for Future Building Renovations	Planning	Renovation	\$65,000
3H1806	Campus	Campus Utility - Steam & Chilled Water Upgrades (BOR Capital Project)	Campus Infrastructure	Repair	\$2,500,000
3H1807	Berg Ag Hall	Replace & Upgrade Motor Control Center	Building Integrity	Repair	\$50,000
3H1808	Campus	Replacement of Sidewalks, Entry Paving & Equipment Pads	Campus Infrastructure	Repair	\$125,000
3H1809	Central Heating Plant	Water Softener Replacement	Building Integrity	Repair	\$60,000
3H1810	Central Heating Plant	Equipment Upgrades and Repairs	Building Integrity	Repair	\$200,000
3H1811	Central Heating Plant	Site Restoration & Canopy Replacement	Building Integrity	Repair	\$300,000
3H1812	Enrollment Services Center	Relocate Chiller & ADA Site Improvements	Public Health Safety and Compliance	Repair	\$152,000
3H1813	McFadden Northern Plains Biostress	DDC Replacement of HVAC Controls	Building Integrity	Repair	\$480,000
3H1814	McFadden Northern Plains Biostress	Variable Air Volume Units Replacement	Building Integrity	Repair	\$925,000
3H1815	South Dakota Art Museum	Replace West Exterior Stairs	Building Integrity	Repair	\$120,000
3H1816	Campus	Matching Funds for Energy Conservation	Energy & Utility Savings	Renovation	\$65,000
3H1817	Campus	Remedial Roof Repairs (DM, WEX, ESC, AGM)	Building Integrity	Repair	\$50,000
3H1818	Wagner Hall	Replace AHU Fan	Building Integrity	Repair	\$102,000
3H1819	Morrill Hall	Renovate 222 Office Suite	Programmatic Suitability	Renovation	\$83,600
3H1820	Morrill Hall	Renovate 217 & 221 into Building Conference Room	Programmatic Suitability	Renovation	<u>\$57,000</u>
FY18 HEFF M&R Projects Total					\$6,027,220

FY18 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
<u>University of South Dakota</u>					
2H18XX		Series 2011 M&R Bond			\$428,777
2H18XX	Campus	Planning & Design			\$252,637
2H18XX	Campus	Hazardous Materials Abatement (asbestos, lead paint)	Public Health, Safety & Compliance	Maintenance	\$100,000
2H18XX	Campus	Steam System Component Repairs	Energy & Utility Savings	Maintenance	\$125,000
2H18XX	Campus	Generator Testing	Public Health, Safety & Compliance	Maintenance	\$70,000
2H18XX	Campus	Testing & Repair Fire Alarm	Public Health, Safety & Compliance	Maintenance	\$120,000
2H18XX	Campus	Transformer Inspections and Repairs	Campus Infrastructure	Maintenance	\$50,000
2H18XX	Campus	RO Water Service Inspection & Repairs	Building Integrity	Maintenance	\$20,000
2H18XX	Campus	Boiler Inspection & Repairs	Public Health, Safety & Compliance	Maintenance	\$71,349
2H18XX	Campus	Roof Inspections and Repairs	Building Integrity	Maintenance	\$50,000
2H18XX	Campus	Campus AC and Chiller Maintenance Repair	Energy & Utility Savings	Maintenance	\$150,000
2H18XX	Campus	Building Control Systems (HVAC) Maintenance & Replacement	Energy & Utility Savings	Maintenance	\$100,000
2H18XX	Campus	Controls Inspections & Repairs	Energy & Utility Savings	Renovation	\$30,000
2H18XX	Campus	Meters	Energy & Utility Savings	Renovation	\$25,000
2H18XX	Campus	Insulation Repairs and Replacement	Building Integrity	Maintenance	\$65,000
2H18XX	Campus	Maintenance Floor Covering Replacement - Various Building	Building Integrity	Maintenance	\$50,000
2H18XX	Campus	Maintenance Painting and Finishes - Various Buildings	Building Integrity	Maintenance	\$60,000
2H18XX	Campus	Sidewalk Safety And Accessibility Improvements / Repair	Public Health, Safety & Compliance	Maintenance	\$125,000
2H18XX	Campus	Elevator Repairs	Public Health, Safety & Compliance	Maintenance	\$25,000
2H18XX	Campus	Data Closet Code Modification	Building Integrity	Maintenance	\$75,000
2H18XX	Campus	Campus Camera and Emergency System Install and Upgrades	Public Health, Safety & Compliance	Maintenance	\$75,000
2H18XX	Campus	Classroom Critical Maintenance & Repair	Building Integrity	Maintenance	\$50,000
2H18XX	Campus	Academic Buildings - Replace Windows, Carpet, Painting, Door Locks	Building Integrity	Maintenance	\$50,000
2H18XX	Campus	Campus Tuckpointing/Building Repair	Building Integrity	Maintenance	\$130,000
2H18XX	Campus	Irrigation Line Maintenance	Campus Infrastructure	Maintenance	\$35,000
2H18XX	Campus	Rebuild East Sub-station	Campus Infrastructure	Maintenance	\$95,000
2H18XX	Dakota Dome	Pool Maintenance	Public Health, Safety & Compliance	Maintenance	\$20,000
2H18XX	Campus	Blue light Phones	Public Health, Safety & Compliance	Maintenance	\$25,000
2H18XX	Campus	North East Campus Infrastructure	Campus Infrastructure	Renovation	\$316,636
2H18XX	Campus	Connect North and South Well Systems	Campus Infrastructure	Renovation	\$175,000
2H18XX	Campus	Continuing Education and Commons Space Renovation	Programmatic Suitability	Renovation	\$103,191
2H18XX	Akeley Lawrence	Replace Roof	Building Integrity	Repair	\$250,000
2H18XX	Akeley Lawrence	Structural Repairs	Building Integrity	Repair	\$75,000
2H18XX	Belbas	Replace Windows	Building Integrity	Repair	\$250,000
2H18XX	Davidson	Window Replacement	Energy & Utility Savings	Maintenance	\$50,000
2H18XX	Davidson	Boiler Removal	Energy & Utility Savings	Maintenance	\$100,000
2H18XX	Dome	Turf for Den	Building Integrity	Alteration	\$71,500
2H18XX	Med School	Water Softener Replacement	Public Health, Safety & Compliance	Maintenance	\$50,000
2H18XX	Med School	Potable Water booster pump	Public Health, Safety & Compliance	Maintenance	\$15,000
2H18XX	Med School	Replace Med Gas Compressor	Public Health, Safety & Compliance	Maintenance	\$55,000
2H18XX	ID Weeks Library	Replace Chillers	Energy & Utility Savings	Renovation	\$250,000
2H18XX	Fine Arts	Fire Alarm Phase II	Building Integrity	Renovation	\$200,000

FY18 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
2H18XX	Tennis Courts	Resurface Tennis Courts	Campus Infrastructure	Maintenance	\$65,000
2H18XX	Vucurevich Center	Porch Renovation/ Demolition	Building Integrity	Maintenance	<u>\$15,000</u>
FY18 HEFF M&R Projects Total					\$4,514,090

FY18 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
<u>Sanford School of Medicine</u>					
2H1852		Planning & Design			\$49,206
2H18XX	Health Science Center - Sioux Falls	Renovate Unoccupied Wet Labs into Classroom / Student Study Space	Campus Infrastructure	Renovation	<u>\$163,588</u>
FY18 HEFF M&R Projects Total					\$212,794
<u>University Center - Sioux Falls</u>					
2H1862		Planning & Design			\$18,612
2H18XX	UC1, UC2, GEAR	Roof Repairs	Building Integrity	Maintenance	\$10,000
2H18XX	UC1, UC2	HVAC repairs	Building Integrity	Maintenance	\$52,621
2H18XX	GEAR	GEAR Repairs	Building Integrity	Repair	\$100,000
2H18XX	UC2, UC2, GEAR	Upgrade exterior lighting to LED	Building Integrity	Alteration	\$65,000
2H18XX	UC2, UC2, GEAR	Security Camera Upgrades	Public Health, Safety, and Compliance	Maintenance	\$25,000
2H18XX	UC1, UC2, GEAR	Sidewalk/Landscaping Replacement/Repairs	Public Health, Safety, and Compliance	Repair	\$45,000
2H18XX	UC1, UC2	Whiteboard Replacement	Programmatic Suitability	Maintenance	\$15,000
2H18XX	UC1	UPS Server Battery Replacement	Public Health, Safety, and Compliance	Maintenance	\$11,000
2H18XX	UC1, UC2	Paint Classroom & Hallways	Building Integrity	Maintenance	\$10,000
2H18XX	GEAR	Re-Carpet Entry Ways	Building Integrity	Maintenance	\$5,000
2H18XX	UC1, UC2	Wallpaper and Chair Rails	Building Integrity	Maintenance	<u>\$15,000</u>
FY18 HEFF M&R Projects Total					\$372,233
Grand Total FY18 Fee M&R Projects					\$16,262,074

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance **Consent**

AGENDA ITEM: 7 – M

DATE: June 27-29, 2017

SUBJECT: FY18 General Fund M&R Projects

Because state-wide sales tax revenues were drastically down, the Legislature passed a \$907,302 base cut for maintenance and repair (M&R) of the academic buildings. The general fund M&R funding level for FY18 is now at \$7,799,945.

Table 1 identifies distribution for the FY18 general fund M&R allocation for the universities. The University Centers are not in this allocation because the Centers do not receive general fund support. The general fund M&R allocation formula, like the HEFF M&R allocation formula, is based on 50% of the replacement values and 50% of the gross square footage for academic buildings. Board Policy 6:6 requires that up to 5% of the M&R allocation may be assigned towards planning and design to assist the universities in determining appropriate work scope of each proposed project.

Table 1
FY18 General Fund M&R Allocation
Academic Buildings

	Square Feet	Allocation	Replacement Value	Allocation	Total Allocation
BHSU	512,126	\$321,936	113,281,870	\$331,418	\$653,354
DSU	309,354	\$194,468	59,779,242	\$174,890	\$369,358
NSU	606,673	\$381,371	115,759,552	\$338,666	\$720,037
SDSM&T	586,140	\$368,463	121,454,699	\$355,328	\$723,791
SDSU	2,414,314	\$1,517,702	502,842,420	\$1,471,116	\$2,988,818
USD	1,683,454	\$1,058,264	403,620,930	\$1,180,834	\$2,239,098
SSOM	91,895	\$57,768	16,311,446	\$47,721	\$105,489
TOTAL	6,203,956	3,899,972	1,333,050,159	3,899,973	7,799,945

Attachment I lists the FY18 maintenance and repair projects submitted by the institutions for approval. The projects are categorized by Building Integrity, Campus Infrastructure, Energy and Utility Savings, Programmatic Suitability, or Public Health, Safety and Compliance. Projects are also classified as maintenance, repair, renovation, or alteration according to Board Policy 6:6.

(Continued)

DRAFT MOTION 20170627_7-M: I move to approve the general fund M&R allocation and the requested projects for FY18.

The maintenance and repair policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$50,000 to \$250,000 must be submitted for the executive director's approval and new projects costing more than \$250,000 must be submitted for Board approval. Projects under \$50,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

FY18 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
<u>Black Hills State University</u>					
6G1801		Planning & Design			\$32,668
6G1802	Young Center	Carpet Replacement	Building Integrity	Repair	\$275,000
6G18XX	Young Center	Door & Window Replacement	Building Integrity	Repair	\$125,000
6G18XX	Facilities Services	Fire Suppression & HVAC	Public Health, Safety & Compliance	Renovation	<u>\$220,686</u>
FY18 General Fund M&R Projects Total					\$653,354
<u>Dakota State University</u>					
8G1801		Planning & Design			\$18,437
8G18XX	Heston Hall	Hydronic Loop Replacement	Energy and Utility Savings	Renovation	\$150,000
8G18XX	Campus Wide	Steam Trap Replacement	Campus Infrastructure	Maintenance	\$25,000
8G18XX	Karl Mundt Library	1st floor renovations	Programmatic Suitability	Renovation	<u>\$175,921</u>
FY18 General Fund M&R Projects Total					\$369,358
<u>Northern State University</u>					
5G1801		Planning & Design			\$36,002
5G18XX	Heating Plant	Boiler Replacement	Campus Infrastructure	Repair	<u>\$684,035</u>
FY18 General Fund M&R Projects Total					\$720,037
<u>South Dakota School of Mines & Technology</u>					
4G1801		Planning & Design			\$36,130
4G1802	Power Plant	Boiler Replacement	Campus Infrastructure	Alteration	\$400,000
4G18XX	McLaury	McLaury Renovation Phase 1	Building Integrity	Renovation	\$100,000
4G18XX	McLaury	McLaury Renovation Phase 2	Building Integrity	Renovation	<u>\$187,661</u>
FY18 General Fund M&R Projects Total					\$723,791
<u>South Dakota State University</u>					
3G1801	Rotunda Hall	HVAC System Upgrades Planning	Planning	Repair	\$80,000
3G18XX	Animal Science Complex	Replace Refrigeration Systems	Building Integrity	Repair	\$290,000
3G18XX	Rotunda Hall	Replace/Upgrade 2 AHU's & Controls (phase 1 of 3)	Building Integrity	Repair	\$670,000
3G18XX	Rotunda Hall	Building Exhaust System Renovations	Building Integrity	Repair	\$145,000
3G18XX	Campus	Landscaping & Hardscaping Improvements	Programmatic Suitability	Renovations	\$530,000
3G18XX	Campus	Steam Distribution System - Annual PPM	Campus Infrastructure	Maintenance	\$171,400
3G18XX	Campus	Classroom Upgrades	Programmatic Suitability	Renovations	\$230,000
3G18XX	Berg Ag Hall	Replace & Upgrade Motor Control Center	Building Integrity	Repair	\$390,000
3G18XX	Morrill Hall	Renovate First Floor Restrooms	Public Health, Safety & Compliance	Renovation	\$140,000
3G18XX	Campus	Masonry Repairs (NPB Walls, CEH Precast Calking, BL Exterior Stairs, IM Parapet, WEC graffiti removal)	Building Integrity	Repair	\$260,000
3G18XX	Campus	Terrazzo Floor Repairs	Building Integrity	Repair	\$48,000
3G18XX	Woodbine Cottage	Exterior Painting	Building Integrity	Maintenance	<u>\$34,418</u>
FY18 General Fund M&R Projects Total					\$2,988,818

FY18 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
<u>University of South Dakota</u>					
2G1801		Planning & Design			\$111,955
2G18XX	Slagle	Replace Roof	Building Integrity	Renovation	\$250,000
2G18XX	Davidson Power Plant	Repairs to Diesel Tanks Phase 1	Building Integrity	Repair	\$700,000
2G18XX	Fine Arts	Replace Main Doors	Building Integrity	Repair	\$50,000
2G18XX	Fine Arts	Replace the Roof Section	Building Integrity	Repair	\$90,000
2G18XX	Churchill Haines	Chiller Maintenance and Tuning	Energy & Utility Savings	Renovation	\$75,000
2G18XX	Campus	Continuing Education and Commons Space Renovation	Programmatic Suitability	Renovation	\$652,143
2G18XX	Pardee Labs	Install electric boiler	Building Integrity	Renovation	\$60,000
2G18XX	ID Weeks	ID Weeks Floors 2-3 Carpet	Building Integrity	Maintenance	<u>\$250,000</u>
FY18 General Fund M&R Projects Total					\$2,239,098
<u>Sanford School of Medicine</u>					
2G1841		Planning & Design			\$5,266
2G184X	HSC SF	HSC Fire Alarm Upgrade	Public Health, Safety & Compliance	Maintenance	<u>\$100,223</u>
FY18 General Fund M&R Projects Total					\$105,489
Grand Total FY18 General Fund M&R Projects					\$7,799,945

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 7 – N

DATE: June 27-29, 2017

SUBJECT: BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (Emergency Approval)

Attached are the proposed changes to BOR Policy 5:5: Tuition and Fees: On-Campus Tuition. The policy has been updated to include the purpose of the policy and definitions.

DRAFT MOTION 20170627_7-N: I move emergency approval of the revisions to BOR Policy 5:5:1 – Tuition and Fee: On-Campus Tuition.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: On-Campus Tuition

NUMBER: 5:5:1

A. PURPOSE

To establish the tuition structure used for on-campus students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. **Higher Education Facilities Fund (HEFF):** Represents 11.5% of all tuition collected and can be used for maintenance and repair of academic facilities, building new facilities, and paying rent on specific facilities as authorized in §13-53-15 and §13-53-15.3 and §13-51-2.
2. **On-Campus Tuition:** The charge, whether per credit hour, per semester, or annual, that is assessed to students taking courses delivered on campus for the support of instruction and administrative costs.

C. POLICY

1. On-Campus Tuition

~~The six universities receive state appropriated dollars that are used to support the on-campus operations.~~ All courses taught on campus will be at the Board approved on-campus tuition rate except for remedial courses.

A.—1.1 **Standard On-Campus Tuition Rates:** The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. The on-campus tuition rates are per credit hour rates for the following classifications of students:

- 1.—Undergraduate resident
- 2.—Undergraduate nonresident
- 3.—Graduate resident
- 4.—Graduate nonresident

1.2. The on-campus tuition rates are per semester for the following classifications of students:

- ~~1.~~ Law school resident
- ~~2.~~ Law school nonresident
- ~~3.~~ Pharmacy resident
- ~~4.~~ Pharmacy nonresident

~~1.3.~~ The on-campus tuition rates are per annual rates for the following classifications of students:

- ~~1.~~ Medical school resident
- ~~2.~~ Medical school nonresident

2. Tuition Allocations

~~A.2.1.~~ All on-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the higher education facilities fund with the exception of the first \$875,000 of Medical School tuition which shall be deposited 100% into the system tuition fund (SDCL 13-53-15).

~~B.2.2.~~ Salary Competitiveness: Salary competitiveness is a component of tuition. The proceeds shall be used to enhance faculty and non-faculty exempt salaries. The Board will identify the per credit hour rate annually that is committed to the enhancement of salaries as part of the annual tuition and fee setting process.

~~C.2.3.~~ Institutional Maintenance and Repair: The campuses are required to allocate a portion of each on-campus credit hour to maintenance and repair. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The Board will identify the per credit hour rate that is to be committed to maintenance and repair as part of the annual tuition and fee setting process.

~~D.2.4.~~ Critical Maintenance and Repair: The critical deferred maintenance bonds are supported by revenue from each on-campus tuition credit. The critical deferred maintenance funds are deposited centrally. The Board will identify the per credit hour rate that is to be committed to the critical maintenance and repair bonds as part of the annual tuition and fee setting process.

~~E.2.5.~~ Technology Funds: The Board has identified a portion of each on-campus credit hour that is to be dedicated to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund. The Board will identify the per credit hour rate that is to be committed to these technology investments.

3. Board Approved Reduced Tuition Programs

A university may request that the Board approve the use of reduced nonresident tuition rates to support enrollment ~~S~~ strategies. A university may also request that the Board set differential tuition rates if necessary to maintain or increase the enrollment of selected types of students.

~~A.~~ ~~3.1.~~ **Persons 65 Years of Age or Older:** The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be 55% of the cost of resident tuition.

- B.—3.2. Graduate Fellows and Assistants:** Resident graduate assistants and graduate student fellows shall be assessed 53% of the resident graduate tuition rate for all on-campus courses, nonresidents shall be assessed 63%. (Policy 5:17).
- C.—3.3. Reserve Officer Training Corps Cadets:** South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged 50% of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters. (BOR, May 1989, pp. 531 and 533).
- 1.—A senior cadet is eligible for the special tuition rate as long as he or she:
 - **2.—**remains a resident of South Dakota throughout each semester he or she has applied for benefits;
 - **3.—**has met all the contract eligibility requirements for Senior ROTC and has signed the contract for the programs;
 - **4.—**maintains satisfactory academic progress as defined by the United States Army or Air Force Cadet Command;
 - **5.—**is not receiving a ROTC scholarship and is not a member of the simultaneous membership program.
- D.—3.4. North Dakota Residents Attending Northern State University:** First-time freshmen and new transfer students from North Dakota enrolled beginning with the summer 2004 term at Northern State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- E.—3.5. Military Science Courses:** Military Science courses offered to military science students shall be offered without payment of tuition. All other required fees shall apply.
- F.—3.6. Western Regional Graduate Program (WRG):** Students from the WICHE states can participate in the Western Regional Graduate Program. The graduate programs that have been approved by the Board for South Dakota allow students to pay in-state tuition rates.
- G.—3.7. Wyoming Residents Attending Black Hills State University:** First-time freshmen and new transfer students from Wyoming enrolled beginning with the summer 2013 term at Black Hills State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- H.—3.8. Iowa Residents Attending Dakota State University, Northern State University, South Dakota State University, and the University of South Dakota:** First-time freshmen and new transfer students from Iowa enrolled at DSU, NSU, SDSU or USD beginning with the summer 2016 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- I.—3.9. Western Undergraduate Exchange Tuition Rate for Residents of WICHE States:** Undergraduate residents of WICHE states are eligible to attend any of the SD universities at 150% of the resident on-campus tuition rate. Students attending SDSM&T who are new freshmen and first-time transfers starting the summer of 2016 shall be charged the Western Undergraduate Exchange (WUE) tuition rate for undergraduate courses. The states included are: Alaska, Arizona,

California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.

- ~~J.~~ 3.10. **Children of Alumni:** Effective Summer 2015, non-resident undergraduate freshmen students or first-time transfers attending the same university from which one of their parents or legal guardian received a degree can attend at the resident on-campus tuition rate. Eligibility criteria approved by the Board differ between institutions and are available from each university.

4. Tuition and Fee Reductions and Waivers Established by the Legislature

The Legislature has established several tuition and fee reductions and waivers for the benefit of specific groups of South Dakota residents. The information in this policy on the legislated reductions and waivers contains only excerpts from the South Dakota Codified Laws and is not intended to provide the necessary detail to administer the programs. Normal fees should be assessed unless specifically waived. SDCL must be referenced for specific guidelines and eligibility criteria. Current information about eligibility requirements is provided in SDCL and shall be available from the Executive Director's office.

~~A.4.1.~~ Employees of the State of South Dakota (SDCL §3-20): Employees of the state who meet the following requirements and who are admitted to the university may be eligible for a 50% tuition reduction for state support undergraduate and graduate courses up to a maximum of six credit hours per semester. An employee of the state is eligible for tuition reduction as long as he or she:

- 1.—is continuously employed by the state for a period of one year in a benefit eligible position;
- 2.—is a bona fide resident of the state;
- 3.—maintains an academic grade of 2.0 or better;
- 4.—maintains an academic rating of competent or better in the most recent merit appraisal or is otherwise certified as competent by the immediate supervisor; and
- 5.—is a benefit-eligible employee.

Registration in any course at the reduced tuition rate shall be limited to space available, as determined by the President or designee; after all of the full-time or full tuition paying student have registered. The Board of Regents shall maintain an annual record of the number of participants and the tuition dollar value of such participation.

~~B.~~ 4.2. **Members of the South Dakota National Guard (SDCL §33-6-5):** Any member of the South Dakota National Guard can qualify for a reduced tuition benefit by meeting the following qualifications in SDCL §33-6-7:

- 1.—Be a member of the South Dakota Army National Guard Unit or Air National Guard Unit throughout each semester or vocational program for which the member applies for benefits;
- 2.—Have satisfactorily completed required initial basic training;

- ~~3.~~ Have satisfactorily performed duty upon return from basic training, including a minimum ninety percent attendance on scheduled drill dates and at annual training with the member's parent unit;
- ~~4.~~ Maintain satisfactory academic progress; and
- ~~5.~~ Provide proper notice to the institution at the time of registration for the term in which the benefits are sought.

~~C.~~ **4.3. Veterans and Others Who Performed War Service (SDCL §13-55-2):**

Veterans and others who performed active war service may pursue any undergraduate course or courses without payment of charges for tuition for each month of qualified service or major fraction thereof a month in academic time. No eligible person shall be entitled to less than one or more than four academic years of free tuition. Residence at the time of entry into military service or active war service shall not affect eligibility for this entitlement. Eligibility is limited to persons who reside in this state and who:

- ~~1.~~ are veterans or others as defined in SDCL §33-17-2;
- ~~2.~~ are qualified for resident tuition;
- ~~3.~~ comply with all the requirements for admission;
- ~~4.~~ are not entitled to have such tuition paid by the United States or are entitled to receive in part from the United States for education and training allowance and in part the expenses of his or her subsistence, tuition, fees, supplies, books and equipment per SDCL §13-15-4.

~~D.~~ **4.4. Children and Spouses of National Guardsmen Disabled or Deceased in Line of Duty (SDCL §13-55-10):** South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty as a member of the South Dakota National Guard, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of student.

~~E.~~ **4.5. Visually Impaired Persons (SDCL § 13-55-11 through 13-55-13):**

Residents of South Dakota who are visually impaired and who are eligible for admission may pursue any course of student without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.

A person shall be deemed to be visually impaired if he or she cannot, with use of correcting glasses, see sufficiently to perform ordinary activities for which eyesight is essential. The impairment shall be certified according to SDCL §13-55-11.1.

~~F.~~ **4.6. Children of Residents Who Died During Service in Armed Forces (SDCL §13-55-6 through 13-55-9):** Certain children of residents who died while in the service of the armed forces of the United States are entitled to free tuition and to any course or courses of study without the payment of any charges or costs, therefore:

- ~~1.~~ **4.6.1** Eligibility is limited to South Dakota residents under the age of twenty-five years.

~~2.~~ ~~4.6.2.~~ The deceased parent, mother or father, must have been a veteran as defined in SDCL § 33-17-1, must have been a bona fide resident of South Dakota for at least six months immediately prior to entry into active services, and must have died from any cause while in the service of the armed forces of the United States.

~~G.~~ ~~4.7.~~ **Dependents of Prisoners or Missing in Action (SDCL §13-55-9):** Dependents of prisoners of war or persons missing in action, upon being admitted to a university, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees, other than subsistence expenses, for either full- or part-time student, for so long as he or she is eligible.

~~H.~~ ~~4.8.~~ **Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL §13-55-24):** Certain elementary and secondary school teachers and vocational instructors may pursue any undergraduate or graduate course upon payment of 50% of tuition and 100% of required fees.

Eligibility is limited to teachers and vocational instructors who:

- ~~1.~~ are bona fide residents of South Dakota;
- ~~2.~~ are employed by an accredited school as a teacher as defined in Title 13;
- ~~3.~~ are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;
- ~~4.~~ are certified as eligible for this program by the school district or private school by which they are employed; and
- ~~5.~~ maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying student have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

~~I.~~ ~~4.9.~~ **Survivors of Certain Fire Fighters, Certified Law Enforcement Officers and Emergency Medical Technicians (SDCL §13-55-22):** If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.

~~J.~~ ~~4.10.~~ **Reciprocity Tuition Rate for Minnesota Residents (SDCL §13-53B):** Minnesota residents shall be charged the rate established in the tuition reciprocity

agreement between the South Dakota Board of Regents and the Minnesota Higher Education Coordinating Board. (See Policy 1:16 – Interstate Tuition Agreements.)

~~K.~~ **4.11. Resident Tuition for Rehabilitation Services Clients:** All nonresidents who are receiving tuition support from the South Dakota Division of Rehabilitation Services are entitled to pay tuition at resident rates.

5. Reduced Tuition Program Limitation

A student is only eligible to participate in one reduced tuition program at any point in time. The student will be assigned the appropriate student type that provides the student with the greatest reduced tuition benefit.

FORMS/APPENDICES:

None.

SOURCE: BOR October 2014; August 2006; June 2011; April 2013; March 2016, December 2016; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 7 – O

DATE: June 27-29, 2017

SUBJECT: BOR Policy 5:5:2 – Tuition & Fees: Off-Campus Tuition (Emergency Approval)

Attached are the proposed changes to BOR Policy 5:5:2 Tuition and Fees: Off-Campus Tuition. The policy has been updated to include the purpose of the policy, definitions, and tuition allocations.

DRAFT MOTION 20170627_7-O: I move emergency approval of the revisions to BOR Policy 5:5:2 – Tuition and Fee: Off-Campus Tuition.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: Off-Campus Tuition

NUMBER: 5:5:2

A. PURPOSE

To establish the tuition structure for off-campus student; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. Off-Campus Tuition: The per credit hour charge that is assessed to students taking courses delivered off-campus for the support of instruction and administrative costs.
2. Remedial Courses: Courses delivered either on- or off-campus to students requiring additional assistance in the areas of English, Reading, or Mathematics in an effort to achieve expected competencies in these core academic skill areas.

C. POLICY

1. Off-Campus Tuition

All courses offered off campus and at the Centers will be at off-campus tuition rates established by the Board unless on-campus rates have been specifically authorized by the Board.

- A.—1.1. Standard Off-Campus Tuition Rates:** The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. This rate is comprised of the off-campus tuition rate plus an eleven and one-half percenter (11.5%) HEFF component, and a surcharge for the support of the Electronic University Consortium (EUC).
- B.—1.2. Per Credit Hour Rates:** The off-campus tuition rates are per credit hour rates for undergraduate and graduate students. There is no distinction between resident and non-resident students as there is with on-campus tuition.
- C.—1.3. Remedial On-Campus Courses:** These courses will be assessed an amount equal to the undergraduate off-campus tuition rate. No fees are to be charged in addition to this rate.

2. Tuition Allocations

- 2.1. All off-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the higher education facilities fund.

2.2. General Activity Fee: The campuses are required to allocate the equivalent of the per credit hour General Activity Fee (GAF) to the institution's GAF pool of funds for all off-campus credit hours taken by on-campus students.

23. Off-Campus Reduced Tuition Programs

Legislated and Board approved tuition and fee reductions and waivers apply only to on-campus courses and programs except where noted below. (SDCL §13-55-23)

A.—32.1. Reduced Tuition Benefit for South Dakota National Guard Members (SDCL §33-6-5): The undergraduate and graduate off-campus tuition rates assessed to members of the South Dakota National guard may be reduced by the tuition benefit provided for on-campus courses, the adjust being one-half of the resident on-campus tuition rate. This benefit is applied after the federal tuition benefits and may not exceed 100% of the tuition costs.

B.—32.2. Reduced Tuition Benefit for Employees of the State of South Dakota: State employees attending a University Center, who meet the eligibility requirements for reduced tuition, will receive the same tuition reduction as that provided for on-campus courses up to a maximum of six credit hours per semester. The benefit will equal one-half the resident on-campus tuition rate for undergraduate or graduate courses for any face-to-face course at a Center.

C.—32.3. Reduced Tuition Benefit for Elementary or Secondary Teacher or Vocational Instructor (SDCL §13-55-24): Certain elementary and secondary school teachers and vocational instructors pursuing any undergraduate or graduate off-campus course, distance education course, or other course not subsidized by the general fund, will receive the same tuition reduction as that provided for on-campus courses. The benefit will equal one-half the resident on-campus tuition rate.

Eligibility is limited to teachers and vocational instructors who:

- 1)—are bona fide residents of South Dakota;
- 2)—are employed by an accredited school as a teacher as defined in Title 13;
- 3)—are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;
- 4)—are certified as eligible for this program by the school district or private school by which they are employed; and
- 5)—maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying students have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the

academic year shall begin with the fall semester and include all of the following summer.

FORMS/APPENDICES:

None.

SOURCE:

BOR October 2004; June 2011; April 2013; May 2013; December 2014; May 2016:_____.

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resources Development

AGENDA ITEM: 8 – B

DATE: June 27-29, 2017

SUBJECT: Student Organization Awards – NSU

NSU Award for Academic Excellence: Speech & Debate Team

The purpose of the NSU Speech & Debate Team is to enhance critical thinking and speaking skills by giving students opportunities to practice and compete in both debate and competitive speaking events. The Team has had immense success over the course of the past year. One of its debate teams took second place at the National Pi Kappa Delta tournament, which has spring boarded not only the group's continued success but has also increased its recognition both within the campus and the forensics circuit around the tri-state area. With this recognition, the Team has seen a 125% increase in membership, growing from a small competitive debate team of about eight people to a team of at least twenty competitors who have produced numerous successes in debate and individual events. Most recently the Team took second place for the debate sweepstakes at the state tournament.

NSU Award for Community Service: Collegians in Christ's Service, (C.I.C.S.) Lutheran Campus Ministry

In addition to supporting students in their spiritual development and growth during their college experience, the purpose of C.I.C.S. is to promote dedication to community service, social justice, and diversity through local service and national service learning trips and experiences. The C.I.C.S. promotes community service by gathering and donating goods to local nonprofits. Additionally, the group recently took a service learning trip to Washington, D.C. where members volunteered at a day care and preschool for children of families who identify as homeless in the area. They learned how quickly homelessness occurs for families in D.C. due to job loss, the high cost of childcare, and other factors. Furthermore, by volunteering at the D.C. Central Kitchen the group learned about hunger, food waste and sustainability, as well as vocational opportunities for individuals who seek to make a new start after recovering from addictions and incarceration.

NSU Award for Organizational Leadership: Korean Student Association

The purpose of the Korean Student Association is to help students from Korea adjust to American life as well as to provide information about Korean culture to the NSU and Aberdeen communities. The group has hosted many activities to promote Korea and the Korean culture. These include a Korean Thanksgiving Day, Korean New Year's Day, and participation in the Gypsy Day parade and CultureFest events. Korean Student Association also teaches a Woori Class, a class devoted to teaching the Korean language. This class averages 30 students and visits local elementary schools to teach children about Korean culture and language.

INFORMATIONAL ITEM

The NSU Student Organization Awards will be presented at the meeting

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 8 – F

DATE: June 27-29, 2017

SUBJECT: Interim Actions of the Executive Director

Clerical BOR Minutes Update

The August 2016 BOR Minutes were updated in April 2017 to reflect the following clerical errors (noted in red below) within section 6-I. BOR Policy 3:4 – Student Code of Conduct:

...

IT WAS MOVED by Regent Jewett, seconded by Regent Adam, to remove sections 4.E.1.g and 4.E.2.a.ii of BOR Policy 3:4, which effectively deletes all mandatory sanctions including mandatory minimum sanctions, and to strike the language in section 3.J. 2.f “and except that, in lieu of suspension or expulsion, the organization shall suspend or revoke the privileges of membership, including residence privileges” and to declare emergency implementation. Motion passed.

...

Clerical BOR Policy Update

BOR Policy 1:27 was updated on June 13, 2017, to reflect the following clerical error in section 2.iv:

- iv. If a fund raising drive or a contractual agreement may ~~involving~~ involve naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.

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

(Continued)

INFORMATIONAL ITEM

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

Maintenance and Repair Projects

South Dakota State University

Brown Hall – Veterans Affairs Office: SDSU requests to renovate the former apartment area on the first floor of Brown Hall and convert it to Veterans Affairs offices. The area to be renovated was an unaccepted alternate to the completed Brown Hall renovations project so was unaltered by the renovation of the building. This project estimated to cost \$140,000 would convert an apartment into office space for Veterans Affairs, conference space for veteran's services, and gathering space for students who are vets. Existing walls will be demolished and replaced with new steel stud partitions, solid core doors, hollow metal frames, common finishes, and associated plumbing, electrical and HVAC work. Institutional funds (tuition) will be used to pay for this project.

Hansen Hall – Kitchenette M&R: Using residential life repair and renovation funds, SDSU requests to design and construct a kitchenette on the first floor of Hansen Hall, previously this space was used for two sleeping rooms. The scope of the project will include demolition, new finishes, kitchen exhaust, lighting upgrades, and minor plumbing work at a cost of \$57,000. The modifications will create an accessible kitchenette for residents of Hansen Hall and will impact approximately 350 sf of the building. The project will be designed and constructed by in-house professionals.

Hansen Hall – Food Service M&R: At a cost of \$126,000, SDSU requests to upgrade the food services capabilities in Hansen Hall. The scope of this project will include finish upgrades, HVAC upgrades, lighting upgrades, and minor plumbing work for the existing Erbert and Gerberts and C-Store. The modifications will allow for the expansion of food service options in Hansen Hall. In-house professionals will design and construct the project that is funded by food service revenues.

Sanford Jackrabbit Athletic Center – Golf Practice Area: Using \$118,750 of donated funds, SDSU requests to create a practice area for the golf team on the northeast mezzanine of Sanford Jackrabbit Athletic Complex. Work includes installing a second exit from the mezzanine (consisting of a metal bridge spanning west to the top of stands), installing shaped turf practice surfaces, and netting. The exit bridge will be designed by an outside structural engineer and

installed by a contractor through the competitive bid process. Turf surfaces and netting will be acquired through sole source purchase due to the nature of the specialty product and application.

Reduced Tuition Externally Sponsored Courses For June 2017 Board of Regents						
Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
USD	BIOC 192: PROMISE Biomedical Research Techniques and Training	3	6/5/17-8/11/17	Sanford Center, Sioux Falls, SD	Sanford Research	5/9/2017
USD	BADM 101: Survey of Business	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	PHYS 792: Special Topics: APPS Advanced Principles of Physical Science	1 or 2	5/16/17-8/11/17	Huron, SD	South Dakota NCLB Act Title II-A Grant	5/9/2017
SDSU	ACCT 210: Principles of Accounting	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	SOC 100: Introduction to Sociology	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	HDFS 410: SOID Parenting	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	HDFS 210: Lifespan Development	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	HDFS 210: Lifespan Development	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	STAT 381: SOID Introduction to Probability & Statistics	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	ACCT 211: Principles of Accounting II	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	ACCT 210: Principles of Accounting	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	AGED 494: Internship	1	5/8/17-8/4/17	TBA	Jump Start	5/9/2017
SDSU	AS 161: Companion Animals	2	5/8/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	ART 111: Drawing I	3	5/8/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	BADM 460: Human Resource Management	3	7/5/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	BIOL 101: Biology Survey I	3	7/25/17-8/17/17	SDSU	Jump Start	5/9/2017
SDSU	CHEM 106: Chemistry Survey	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	CHEM 106L: Chemistry Survey Lab	1	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	ECON 202: Principles of Macroeconomics	3	5/8/17-5/26/17	Online	Jump Start	5/9/2017
SDSU	ENGL 201: Composition II	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	ENGL 277: Technical Writing Engineering	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	ENGL 201: Composition II	3	7/3/17-8/4/17	Online	Jump Start	5/9/2017

Interim Actions of the Executive Director

June 27-29, 2017

Page 4 of 11

SDSU	ENGL 283: Creative Writing I	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	ENGL 210: Introduction to Literature	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	ECON 202: Principles of Macroeconomics	3	7/3/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	ECON 201: Principles of Microeconomics	3	7/3/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	ENGL 201: Composition II	3	7/25/17-8/17/17	SDSU	Jump Start	5/9/2017
SDSU	FREN 310: French Language Skills	3	6/5/17-7/28/17	Online	Jump Start	5/9/2017
SDSU	ENTR 236: SOID Innovation & Creativity - EXPL	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	ECON 301: Intermediate Microeconomics	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	GEOG 131: Physical Geography Weather/Climate	4	7/3/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	GEOG 131L: Physical Geography Weather/Climate Lab	0	7/3/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	GEOG 132: Physical Geography Natural Landscapes	4	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	HDFS 210: Lifespan Development	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	HDFS 227: Human Development I: Childhood	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	HDFS 250: Development of Human Sexuality	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	HIST 121: Western Civilization I	3	7/3/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	HIST 151: United States History I	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	HIST 425: Medieval Europe	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	HIST 492: Special Topics: Alcohol Prohibition: Reform....	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	ID 480: Travel Study	2	5/15/17-5/21/17	Los Angeles, CA	Jump Start	5/9/2017
SDSU	MATH 123: Calculus I	4	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	MATH 095: Pre-College Algebra	3	5/8/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	MATH 102: College Algebra	3	5/8/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	MCOM 160: Introduction to Film	3	5/8/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	MATH 321: Differential Equations	3	5/8/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	NRM 230: Natural Resource Management Technique	3	7/22/17-7/29/17	Oak Lake Field Station	Jump Start	5/9/2017

Interim Actions of the Executive Director

June 27-29, 2017

Page 5 of 11

SDSU	PHIL 100: Introduction to Philosophy	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	PHYS 111: Introduction to Physics I	4	5/15/17-6/22/17	SDSU	Jump Start	5/9/2017
SDSU	PHYS 113: Introduction to Physics II	4	7/3/17-8/10/17	SDSU	Jump Start	5/9/2017
SDSU	BIOL 151: General Biology I	4	5/15/17-6/21/17	University Center Sioux Falls	Jump Start	5/9/2017
SDSU	BIOL 221: Human Anatomy	4	5/16/17-6/22/17	University Center Sioux Falls	Jump Start	5/9/2017
SDSU	PSYC 101: General Psychology	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	PSYC 414: Drugs and Behavior	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	PHIL 220: Introduction to Ethics	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	POLS 100: American Government	3	5/30/17-6/30/17	Online	Jump Start	5/9/2017
SDSU	PSYC 451: Psychology of Abnormal Behavior	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	REL 250: World Religions	3	7/3/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	SPAN 201: Intermediate Spanish	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	SOC 400: Social Policy	3	5/30/17-7/21/17	Online	Jump Start	5/9/2017
SDSU	SPCM 101: Fundamentals of Speech	3	5/30/17-7/21/17	Online	Jump Start	5/9/2017
SDSU	SPCM 201: Interpersonal Communication	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	SPAN 350: Spanish for Business Communication	3	6/26/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	SOC 455: Juvenile Delinquency	3	5/30/17-8/4/17	Online	Jump Start	5/9/2017
SDSU	SPCM 101: Fundamentals of Speech	3	5/16/17-8/3/17	Online	Jump Start	5/9/2017
DSU	ACCT 210: Principles of Accounting	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	BADM 360: Organization and Management	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	BADM 370: Marketing	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	BIOL 165/165L: General Zoology & Lab	4	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	CIS 130: Visual Basic Programming	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	CIS 206: Advanced Computer Applications: Wordprocess	1	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	CIS 207: Advanced Applications: Spreadsheet	1	6/26/17-8/4/17	Online	Jump Start	5/9/2017

Interim Actions of the Executive Director

June 27-29, 2017

Page 6 of 11

DSU	CIS 208: Advanced Applications: Database	1	6/26/17-8/4/17	Online	Jump Start	5/9/2017
DSU	CIS 275: Web Application Programming I	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	CIS 332: Structured System Analysis/Design	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	CIS 340: Java Programming	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	CIS 150: Computer Science I	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	CSC 245: Info Security Fundamentals	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	CSC 260: Object Oriented Design	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	CSC 328: Operating Environments	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	EDFN 338: Foundations of American Education	2	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	ENGL 201: Composition II	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	ENGL 201: Composition II	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	ENGL 210: Introduction to Literature	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	EPSY 210: Lifespan Development	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	GEOG 132/132L: Physical Geography Natural Landscapes & Lab	4	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	HIST 151: United State History I	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	HIST 152: United States History II	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	INED 211: SD American Indian Culture/Education	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	INED 211: SD American Indian Culture/Education	3	6/26/17-8/4/17	Online	Jump Start	5/9/2017
DSU	LIBM 205: Children's Literature	2	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	MATH 095: Pre-College Algebra	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	MATH 102: College Algebra	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	MATH 120: Trigonometry	3	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	MATH 123: Calculus I	4	5/15/17-8/4/17	Online	Jump Start	5/9/2017
DSU	MUS 100: Music Appreciation	3	6/26/17-8/4/17	Online	Jump Start	5/9/2017
DSU	SOC 100: Introduction to Sociology	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	SOC 285: Society and Technology	3	5/15/17-6/23/17	Online	Jump Start	5/9/2017
DSU	SOC 291: Service Learning	2	5/15/17-8/4/17	DSU & Online	Jump Start	5/9/2017

Interim Actions of the Executive Director

June 27-29, 2017

Page 7 of 11

DSU	THEA 100: Introduction to Theatre	3	6/26/17-8/4/17	Online	Jump Start	5/9/2017
DSU	THEA 201: Film Appreciation	3	6/26/17-8/4/17	Online	Jump Start	5/9/2017
DSU	CET 692: Computer Networking in the K-12 Environment	2	6/5/17-6/8/17	DSU	Golden West Technologies	5/10/2017
USD	ADS 315: Ethical & Legal Issues in the Alcohol Drug Profession	3	7/10/2017-7/21/17	Pierre, SD	Mountain Plains Evaluation	5/10/2017
USD	A&S 100: College Success Strategies	2	6/12/17-7/7/17	USD	Upward Bound	5/10/2017
USD	EXPL: 186: Service Learning	2	5/15/17-8/18/17	USD/Online/Field Experience	Jump Start	5/10/2017
USD	SEED 492/592: GIS/GPS Training for CTE/HS Teachers	2	6/5/17-8/1/17	Mitchell Technical Institute	Mitchell Technical Institute	5/10/2017
USD	SEED 492/592: GIS/GPS Training for CTE/HS Teachers	2	7/17/17-9/1/17	Mitchell Technical Institute	Mitchell Technical Institute	5/10/2017
USD	SPED 593: Creating an Inclusive Classroom	1	7/25/17-8/17/17	University Center Sioux Falls	CORE Grant	5/10/2017
USD	SPED 593: Engaging and Instructing Diverse Learners	1	7/27/17-8/18/17	University Center Sioux Falls	CORE Grant	5/10/2017
USD	SPED 593: Supported Decision Making	1	7/24/17-8/16/17	University Center Sioux Falls	CORE Grant	5/10/2017
BHSU	AIS 494: Internship	3	5/15/17-7/21/17	Online	Jump Start	5/16/2017
BHSU	HIST 494: Internship	3	5/15/17-7/21/17	Online	Jump Start	5/16/2017
BHSU	ED 692: Transforming Ordinary into Extraordinary: Three Dimensional Science Learning	2	6/12/17-6/16/17	BHSU	Title IIA Grant	5/18/2017
BHSU	ED 692: Developing Fraction Understanding	1	6/26/17-6/28/17	Rapid City Area Schools	CAMSE	5/18/2017
BHSU	ED 692: Developing Number Knowledge in Elementary Students	1	8/1/2017-8/3/17	Rapid City Area Schools	CAMSE	5/18/2017
BHSU	ED 692: Explicit and Embedded Phonics Instruction Grades K-4	1	6/6/17-6/8/17	Belle Fourche, SD	Belle Fourche School District	5/18/2017
DSU	ELED 303/L: Earth & Physical Science for Elementary Teachers & Lab	4	5/15/17-8/4/17	Online	Jump Start	5/18/2017
DSU	CET 692: STEAM Ed Camp: 2017	1	6/2/17-6/30/17	Online	EPSCOR Grant	5/18/2017
USD	ENGL 191: Independent Study	3	6/10/17-8/6/17	Crazy Horse Memorial	Crazy Horse Memorial Program	5/18/2017

Interim Actions of the Executive Director

June 27-29, 2017

Page 8 of 11

SDSU	CHEM 691: Applications in the Instruction of Chemistry	1-2	7/23/17-7/29/17	SDSU	Chem Ed 2017 Conference	5/18/2017
SDSU	CHEM 691: Green Chemistry Workshop	1	7/22/17-7/23/17	SDSU	Chem Ed 2017 Conference	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2		Online	PAST Foundation	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	4/2/18-5/11/17	Online	PAST Foundation	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	8/7/17-9/15/17	Online	PAST Foundation	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	2/5/18-3/16/18	Online	PAST Foundation	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	1/8/18-2/16/18	Online	PAST Foundation	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	5/7/18-6/15/18	Online	PAST Foundation	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	11/6/17-12/15/17	Online	PAST Foundation	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	3/5/18-3/30/18	Online	PAST Foundation	5/18/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	11/6/17-12/1/17	Online	PAST Foundation	5/18/2017
SDSU	ENGL 101: Composition	3	7/3/17-8/4/17	Online	Jump Start	5/18/2017
SDSU	UC 209: Transition Year Seminar	2	5/30/17-6/30/17	Online	Jump Start	5/18/2017
SDSU	NURS 201: Medical Terminology	1	5/30/17-8/4/17	Online	Jump Start	5/18/2017
SDSU	SEED 492: Public Library Institute	2	6/4/17-6/9/17	SDSU	South Dakota State Library	5/18/2017

Interim Actions of the Executive Director

June 27-29, 2017

Page 9 of 11

BHSU	LIBM 409/509: Library Method Bootcamp	2	7/17/17-7/20/17	Pierre, SD	South Dakota State Library	5/19/2017
NSU	EDAD 715: Supervision & Mentoring	3	5/22/17-6/23/17	Huron Community Campus	Huron Community Campus	5/23/2017
NSU	ELED 760: Math & Engineering Applications in the Classroom	2	7/24/17-8/3/17	Aberdeen Catholic School System	Aberdeen Catholic School System	5/23/2017
NSU	ELRN 750: Teaching & Learning with Digital Technology	3	6/5/17-6/30/17	Huron Community Campus	Huron Community Campus	5/23/2017
SDSU	EDFN 592: P3 Design - Introduction to Transdisciplinary Problem-Based Learning	2	5/29/17-6/29/17	Online	PAST Foundation	5/23/2017
SDSU	HDFS 492: Special Topics: Autism Awareness	1	6/15/17-7/15/17	Children's Museum, Brookings, SD & Online	Michael's Journey (SDSU Foundation)	5/23/2017
SDSU	MATH 792: Implementing Productive Mathematical Discourse	2 + 1	6/19/17-6/23/17 & 2/10/18	SDSU	NCLB Title II-A Improving Teacher Quality Grant	5/23/2017
USD	EDFN 592: Mentoring Student Teachers	2	8/21/17-11/27/17	Online	Vermillion School District	5/23/2017
USD	SPCM 101: Fundamentals of Speech	3	6/12/17-7/7/17	Online	Upward Bound	5/23/2017
SDSU	NUTR 492: Special Topics in Peer Mentoring	1	8/21/17-12/13/17	SDSU/Online	USDA Grant	5/25/2017
USD	ELED/SEED 592: PROMISE Biomedical Science Educator Enrichment Workshop	1 or 2	7/19/17-7/24/17	Sanford Center, Sioux Falls, SD	Sanford Research	5/26/2017
NSU	BIOL 151/L: General Biology I & Lab	4	8/23/17-5/24/18	Brandon Valley High School	Brandon Valley High School	5/26/2017
NSU	BIOL 151/L: General Biology I & Lab	4	8/22/17-5/25/18	Deuel High School	Deuel High School	5/26/2017
NSU	BIOL 151/L: General Biology I & Lab	4	9/5/17-5/25/18	Huron High School	Huron High School	5/26/2017
NSU	BIOL 151/L: General Biology I & Lab	4	8/23/17-5/24/18	Mitchell High School	Mitchell High School	5/26/2017
NSU	BIOL 151/L: General Biology I & Lab	4	8/21/17-12/22/17	O'Gorman High School	O'Gorman High School	5/26/2017
NSU	BIOL 153/L: General Biology II & Lab	4	8/22/17-5/25/18	Deuel High School	Deuel High School	5/26/2017
NSU	CHEM 106-L: Chemistry Survey & Lab	4	9/5/17-5/25/18	Huron High School	Huron High School	5/26/2017

Interim Actions of the Executive Director

June 27-29, 2017

Page 10 of 11

NSU	ENGL 101: Composition	3	8/23/17-1/11/18	Brandon Valley High School	Brandon Valley High School	5/26/2017
NSU	ENGL 101: Composition	3	8/21/17-12/21/17	Canton High School	Canton High School	5/26/2017
NSU	ENGL 101: Composition	3	8/24/17-12/22/17	Watertown High School	Watertown High School	5/26/2017
NSU	HIST 121: Western Civilization I	3	8/21/17-12/22/17	Pierre T.F. Riggs High School	Pierre T.F. Riggs High School	5/26/2017
NSU	HIST 151: United States History I	3	8/22/17-12/22/17	Aberdeen Central High School	Aberdeen Central High School	5/26/2017
NSU	HIST 151: United States History I	3	8/23/17-1/11/18	Brandon Valley High School	Brandon Valley High School	5/26/2017
NSU	HIST 151: United States History I	3	8/23/17-12/21/17	Mitchell High School	Mitchell High School	5/26/2017
NSU	MATH 102: College Algebra	3	8/23/17-5/24/18	Brandon Valley High School	Brandon Valley High School	5/26/2017
NSU	MATH 102: College Algebra	3	8/23/17-5/24/18	Mitchell High School	Mitchell High School	5/26/2017
NSU	MATH 102: College Algebra	3	8/21/17-5/18/18	Pierre T.F. Riggs High School	Pierre T.F. Riggs High School	5/26/2017
NSU	MATH 123: Calculus I	4	8/24/17-5/24/18	Brandon Valley High School	Brandon Valley High School	5/26/2017
NSU	ART 121: Design I 2D	3	8/23/17-12/21/17	Mitchell High School	Mitchell High School	5/30/2017
DSU	CSC 692: Implementing Cybersecurity in the K12 Classroom	3	6/19/17-8/4/17	DSU	NSA Grant	6/7/2017
NSU	ELED 765: Science Applications in the Classroom	2	6/12/17-6/16/17	Aberdeen Catholic School System	Aberdeen Catholic School System	6/7/2017
NSU	ENGL 101: Composition	3	8/24/17-12/22/17	Roncalli High School	Roncalli High School	6/7/2017
NSU	MATH 021: Basic Algebra	3	5/22/17-7/28/17	Huron Community Campus	Huron Community Campus	6/7/2017
NSU	MUS 592: Choral Directors' Seminar	1	8/3/17-8/19/17	NSU	American Choral Directors Association	6/7/2017
NSU	MUS 792: GIML Early Childhood Music: Level 1 Certification	3	6/19/17-6/30/17	NSU	The Gordon Institute for	6/7/2017

Interim Actions of the Executive Director

June 27-29, 2017

Page 11 of 11

					Music Learning	
NSU	ENGL 101: Composition	3	6/26/17-7/28/17	Online	Jump Start	6/7/2017
NSU	ENGL 201: Composition II	3	5/22/17-6/23/17	Online	Jump Start	6/7/2017
NSU	ENGL 201: Composition II	3	5/22/17-6/23/17	Online	Jump Start	6/7/2017
NSU	ENGL 222: British Literature	3	5/22/17-7/28/17	Online	Jump Start	6/7/2017
NSU	HIST 151: United States History I	3	5/22/17-6/23/17	Online	Jump Start	6/7/2017
NSU	HIST 152: United States History II	3	5/22/17-6/23/17	NSU	Jump Start	6/7/2017
NSU	POLS 210: State and Local Government	3	5/22/17-6/23/17	Online	Jump Start	6/7/2017
NSU	SS 360: The Traveling Classroom	3	5/8/17-5/26/17	Online	Jump Start	6/7/2017
NSU	BIOL 101/L: Biology Survey & Lab	3	5/22/17-6/23/17	Online	Jump Start	6/7/2017
NSU	BIOL 211/L: Environmental Biology & Lab	3	5/22/17-6/23/17	Online	Jump Start	6/7/2017
NSU	BIOL 221/L: Human Anatomy	3	5/22/17-7/28/17	Online	Jump Start	6/7/2017
NSU	BIOL 325/L: Physiology & Lab	4	5/22/17-7/28/17	Online	Jump Start	6/7/2017
NSU	CHEM 106/L: Chemistry Survey/Lab	4	5/22/17-7/28/17	Online	Jump Start	6/7/2017
NSU	MATH 102: College Algebra	3	5/22/17-6/23/17	Online	Jump Start	6/7/2017
NSU	MATH 341: Math Concepts for Teachers I	3	5/22/17-7/28/17	Online	Jump Start	6/7/2017
NSU	MATH 342: Math Concepts for Teachers II	3	5/22/17-7/28/17	Online	Jump Start	6/7/2017
NSU	ARTH 100: Art Appreciation	3	6/26/17-7/28/17	Online	Jump Start	6/7/2017
NSU	ECON 202: Principles of Macroeconomics	3	6/26/17-7/28/17	Online	Jump Start	6/7/2017
NSU	EPSY 428: Child & Adolescent Development	3	6/26/17-7/28/17	Online	Jump Start	6/7/2017
NSU	SPED 100: Intro to Persons Exceptionalities	3	5/22/17-7/28/18	Online	Jump Start	6/7/2017
NSU	READ 041: Reading for College Success	3	5/22/17-6/23/17	Online	Jump Start	6/7/2017

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 8 – G

DATE: June 27-29, 2017

SUBJECT: NSU Foundation Report

Mr. Todd Jordre, NSU Foundation President and Chief Executive Director, will provide a report on the NSU Foundation.

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 8 – H

DATE: June 27-29, 2017

SUBJECT: University Center-Sioux Falls Consultant's Report

Background

The Board of Regents discussed a report titled “Future University Models” at their [August 2015 meeting](#). That discussion resulted in the appointment of a committee to oversee development of a new governance, funding, and operations model for the University Center-Sioux Falls (UC-SF). The Board of Regents approved an MOU outlining the new model at the [March-April 2016 meeting](#). Regents, the Executive Director, and the presidents of the partner institutions also agreed that further study needed to occur to align programming with regional needs in Sioux Falls and to complete a strategic planning process.

In March of 2017, the consulting firm of FutureWorks began work on behalf of the UC-SF and the Sioux Falls community to:

- Offer a new mission and vision for UC-SF;
- Complete a post-secondary needs analysis to determine market potential and education needs of residents and employers in the Sioux Falls area; and
- Provide a three-year business plan with action steps to achieve the new mission and vision.

FutureWorks issued their final report June 1, 2017. The report, *University Center-Sioux Falls Strategic Plan: Redefining Pathways into Postsecondary Education for the Sioux Falls Region*, is attached.

Report Summary

Through discussions with stakeholders at universities and the community, FutureWorks identified several organizing principles for the UC-SF as it moves forward: UC-SF must be community-facing by working with local employers and community organizations, must offer demand-driven programming focusing on the certificate and associate degree levels, and must be student-centered by emphasizing services, policies, and procedures that lead to student success.

(Continued)

INFORMATIONAL ITEM

In addition, the report identified strong opportunities for the UC-SF to increase enrollment. These findings related to the growing regional economy centered in Sioux Falls, high demand for workers educated at the associate degree level, lack of an existing strong postsecondary presence in Sioux Falls, and opportunities to better serve demographic populations that have not traditionally participated in postsecondary education.

The report offers eight primary recommendations. Many of the recommendations affirm the decisions made in enacting the current MOU and the progress made at the UC-SF since March of 2017. Recommendations that align with the existing MOU include continued involvement of the Sioux Falls community with UC-SF, greater emphasis on certificate and associate degree credentials in the Sioux Falls region, and efforts to lower cost of enrollment at the UC-SF. In addition, FutureWorks makes new recommendations that will ultimately require Board consideration and action. Further details on each of the following primary recommendations are available within the attached report on the indicated page number:

1. Create a New University Center focused sharply on program offerings with labor market relevance and in high demand fields, and offers greater postsecondary access to Sioux Falls' diverse population. (p. 15-16)
2. Develop associate degrees and related academic programming that give students maximum flexibility for careers and pathways to education. (p. 16-17)
3. Build innovative, collaborative relationships with other postsecondary institutions to serve Sioux Falls education needs and make higher education available and accessible locally. (p. 17-18)
4. Develop a student-centered organization and make student success the organizing principle of programs and services. (p. 18)
5. Create a new Community Strategy and Steering Board to guide the New UC. (p. 19)
6. Create a clearer and closer operating partnership with the University of South Dakota. (p. 19-20)
7. Target growth for a New UC to serve substantially more Sioux Falls area residents. (p. 20-22)
8. Implement a new tuition, cost, and revenue model for the New UC. (p. 22)



University Center-Sioux Falls Strategic Plan: Redefining Pathways into Postsecondary Education for the Sioux Falls Region

Final Report

**Submitted to:
The University of South Dakota
University Center-Sioux Falls
Project Steering Committee**

**Submitted by:
FutureWorks**

June 1, 2017

This report was prepared by FutureWorks for the University of South Dakota, University Center-Sioux Falls, Sioux Falls Development Foundation and Sioux Falls Area Community Foundation. FutureWorks is a research and policy organization that focuses on innovation in regional economic development and education.

FutureWorks' staffing for the research and authors of the report are Erin Flynn, John Hoops, and Stephen Michon. They would like to thank the Steering Committee, Planning Group, and Sioux Falls educators, community leaders and members of the business community for their support and cooperation in this work.

FutureWorks (www.futureworksworld.com) is responsible for the integrity of the data shown in this document. Any errors of fact or interpretation are the sole responsibility of FutureWorks.



Table of Contents

Executive Summary	i
Introduction	1
The Case for a New University Center	2
Needs Assessment	3
A New University Center Mission and Vision	14
Recommended Strategies	15
Business Planning for Implementation of Strategy	24
Appendix A: Methodology for Needs Assessment	47
Appendix B: Postsecondary Enrollment by Peer City	51
Appendix C: Steering Committee, Planning Group, and Interviews	52

University Center-Sioux Falls Strategic Plan: Redefining Pathways into Postsecondary Education for the Sioux Falls Region

Executive Summary

Overview

Sioux Falls is the center of South Dakota's growing economy. With large concentrations of employment in health care, retail, hospitality and tourism, business and finance, and manufacturing, Sioux Falls is home to thirty percent of the state's population and thirty-four percent of its employment base. Unemployment is at record lows and employee demand at record highs in the region.

Sioux Falls' employers struggle to fill jobs in many sectors due to workforce shortages in key areas. Employment demand is particularly high in jobs at the sub-baccalaureate level where many positions go unfilled. At the same time, approximately one-third of Sioux Falls high school graduates fail to enroll in college within 16 months of graduation while a large cohort of working adults with high school degrees have no postsecondary credentials. Recent analysis of the Sioux Falls economy indicates that without concerted action, shortages of talent will curtail growth. Clear actions are needed to address this mismatch, boost the region's workforce skills and availability, and build individual prosperity for a growing, diverse population.

Civic leaders and employers place heightened attention on the availability of educational resources in the Sioux Falls region because of these local conditions. Sioux Falls does not have a major public postsecondary institution that calls the region its home. In part as a response, the South Dakota Board of Regents created the University Center-Sioux Falls (UC-SF) as a partnership of three public universities that primarily deliver Bachelor's degree programs in the region. This report focuses on the University Center's role providing access to and increasing the supply of postsecondary education to fill the talent gap in the greater Sioux Falls region.

The civic and business communities and education leaders recognize that the University Center-Sioux Falls is an important but underutilized educational asset. There is significant interest in restructuring the current model of the University Center to meet the region's workforce needs, tap into new labor pools, build the prosperity of residents, and contribute to continued growth in the region. UC-SF leadership, along with community organizations, hired FutureWorks to facilitate a strategic planning process with internal leadership and external stakeholders to:

- Offer a new mission and vision for UC-SF;

- Complete a post-secondary needs analysis to determine market potential and education needs of residents and employers in the Sioux Falls area; and
- Provide a three-year business plan with action steps to achieve the new mission and vision.

The Case for a New University Center

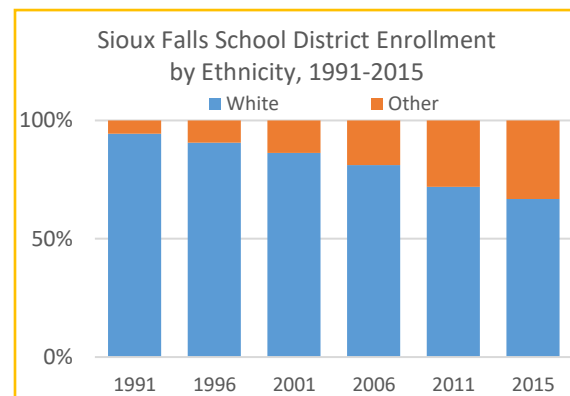
The University Center-Sioux Falls currently delivers degree programs in whole or in part on behalf of three public universities (University of South Dakota, South Dakota State University and Dakota State University). These partners are signatories to an operating and management agreement for the University Center. Despite the availability of higher education through UC-SF, enrollment is in decline and there are concerns from the community that the UC is not reaching its potential. Employer, civic, and community leaders believe that the UC needs to be more responsive to regional labor market demand and find better ways to meet the educational needs of a growing, diverse local population.

Among the most pressing concerns:

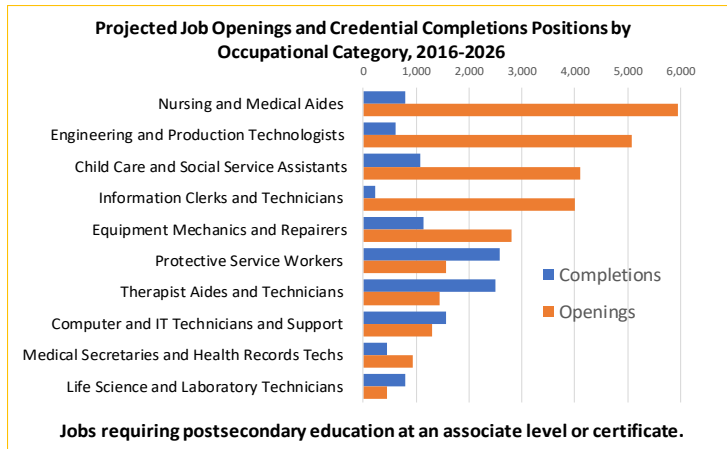
- Sioux Falls lacks a strong, public postsecondary presence despite holding significant importance in the state economy;
- The growing regional economy requires substantially more educational capacity to develop skills and talent at multiple levels and especially skills at the sub-baccalaureate or associate degree levels;
- Lack of skilled, entry and mid-level talent threatens to hamper overall regional economic growth both for existing employers and new firms considering moving into the region;
- The current pipeline of postsecondary education does not offer well-defined or easily navigable pathways so that people can develop needed skills and can realize their aspirations;
- Local postsecondary resources are not serving enough first-generation college students or immigrant populations who would benefit from postsecondary credential attainment;
- Sioux Falls needs more ways to support individual prosperity by enhancing the ability of residents to achieve educational goals quickly and affordably.

Regional labor market and education needs

An important theme that emerged from FutureWorks' analysis and interviews is the rapid shift in the diversity of the local population. Decline in white population in younger cohorts and increases among other racial, ethnic and foreign-born groups has had a dramatic impact on the current demographic mix. The current make up of students in the K-12 system means the diversity of the working age population will increase markedly in the coming decade. Overall, the population groups increasing most rapidly in Sioux Falls are those with less educational attainment. They also experience the least success moving through traditional postsecondary education systems. Sioux Falls' civic and economic leadership have a clear priority and desire to open and develop pathways into postsecondary education for as many area residents as

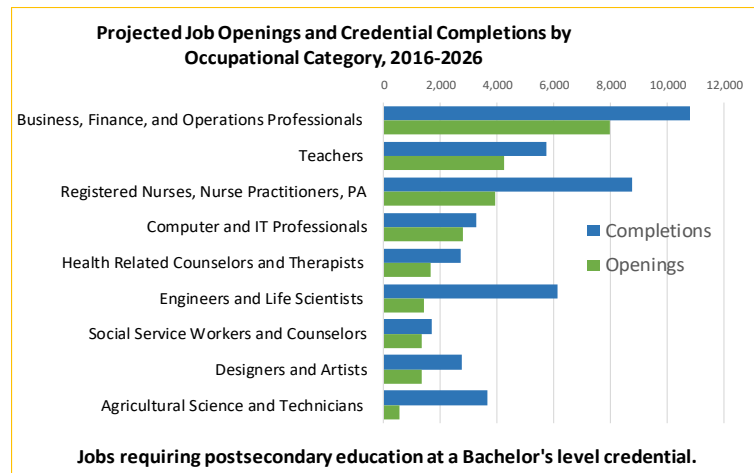


possible. Several recommendations in this report target increased access and educational success for the region's growing, diverse population groups.



FutureWorks' labor market analysis also compared the demand for employment in jobs that required some postsecondary education with the supply of degrees granted by area higher education institutions. The analysis confirmed what local leaders observe: there is significant unmet demand in the Sioux Falls region-- particularly at the sub-baccalaureate level--in healthcare, business and finance, manufacturing, computers, and information technology.

Moreover, what emerges from the analysis of Sioux Falls' educational opportunities is the relative lack of 'capacity' in two-year associate or certificate programs. In other regions, community colleges fill that space and enroll significant numbers of students who intend to enter the labor market or transfer to a Bachelor's program, or both. In South Dakota, there are no community colleges or two-year public colleges other than the technical/occupation focused institutes such as Southeast Technical Institute. Lack of robust programs and opportunities to gain associate degrees or certificates, or a pathway into education different than enrolling in a four-year residential institution, creates a significant gap in the region's talent pipeline and a major barrier to educational access for residents of the Sioux Falls area.



A New University Center

The University Center can address gaps in the educational pipeline, increase access to postsecondary education in Sioux Falls, and create more labor market responsive programming by reimagining and reorganizing its operations. A New University Center model, as described below, is an opportunity to build a suite of educational services that currently Sioux Falls does not have enough of. It is also an opportunity to align programs and education access with the needs of both the regional economy and residents.

Through interviews with stakeholders, discussion with a formal Steering Committee and Planning Group, and data from the needs analysis, several implications quickly surfaced upon which to organize a New University Center (New UC) model. These include:

- *The New UC must be community-facing*
 - Local employers and community-based organizations will be integral to the New UC governance playing a significant role in programming and student services
- *The New UC must offer demand-driven programming*
 - New certificate and associate degree programming will be informed by disciplined labor market and occupational analysis; employers will contribute to curriculum development and help define learning outcomes
- *The New UC must be student-centered*
 - The New UC will implement a student-centered educational model that organizes policy and procedure with student needs in the forefront, helps students stay on track and reach their education and career goals through utilization of effective program designs, technology and intensive support services

After review of several possible operating models for the UC-SF, the Steering Committee and Planning Group proposed a reimagined New University Center to take on “community college-like” functions that can better serve first-time college students, working adults, and employers; all while continuing to provide and develop options for four-year and graduate degree education. Moving forward, leadership agreed that the New UC should build out two key solutions to its model:

- **Develop new, two-year postsecondary program and service functions to:**
 - Address current workforce needs through associate degree programs, stackable certificates, and training to meet specific workforce skill needs
 - Provide students with ways to pursue degree paths through a general/liberal arts associate degree aimed at a four-year degree offered at University Center-Sioux Falls or transfer to a Board of Regents main campus or on-line program (or other four-year institution)
- **Continue to develop and strengthen options for four-year and graduate degrees to:**
 - Ensure that all certificate and associate degree offerings provide clear paths that can lead to four-year and graduate degrees
 - Build a comprehensive educational pipeline through articulation agreements with Southeast Technical Institute, including B.A.S. degree(s) that recognize course credits earned by A.A.S. degreed students

A New University Center Mission and Vision

With these points of clarity and agreement, leadership agreed that new statements of Mission, Vision and Value should be developed. FutureWorks suggests the following Mission, Vision, and Value statements to guide the development and implementation of a New University Center model in Sioux Falls.

New Mission

The New University Center delivers career relevant postsecondary education to a diverse student body and employer community in Sioux Falls. We provide affordable, flexible programming enabling and supporting students to quickly achieve their educational goals. Our approach is student-centered and community-driven.

New Vision

The New University Center will drive individual prosperity and regional economic vitality by aligning student and employers' goals.

New Values

- Student-centered approach to education policy and programs
- Committed to access, affordability and student success
- Focused on the needs of a diverse student body including first generation college students and working adults
- Guided and counseled through close partnership with the Sioux Falls community
- Driven by regional workforce demand and employer engagement
- Focused on sustaining an educational culture to achieve high levels of student retention and completion
- Dedicated to portability of credentials through articulation and collaboration with other educational institutions
- Efficient and effective use of South Dakota regental institutions' strengths and resources in building program offerings and educational pathways

Recommended Strategies

Sioux Falls and the South Dakota Board of Regents have a remarkable opportunity to build a truly student-centered approach to postsecondary education as they embark on a new mission and vision for the University Center. The timing for initiating an innovative, student-centered approach for a New UC could not be better. At the national level, the past decade has given rise to mounting research and evidence regarding organizational supports and strategies that lead to student success. At the local level, business, community and higher education leaders have coalesced around the idea that the University Center needs to develop a new “community college-like” function in addition to providing options for four-year and graduate degrees.

FutureWorks recommends that the UC undertake a significant reorganization in both structure and purpose. Through reorganization, the UC can realign its relationship with Sioux Falls, offer programming and the kinds of degrees and credentials that serve both the labor market and support the educational aspirations of residents, and play a significant role in reshaping the educational landscape—the talent pipeline—in Sioux Falls.

To achieve this transformation, we recommend that the University Center, in partnership with the regental institutions and community, take the following steps:

- ***Create a New University Center that is focused sharply on program offerings with labor market relevance and in high demand fields, and offers greater postsecondary access to Sioux Falls’ diverse population¹***

FutureWorks recommends UC-SF re-purpose and re-organize into a New University Center (New UC) operating model that focuses on building the talent pipeline and increasing access to postsecondary education in the Sioux Falls region. At the core of this re-purposing is a focus and program emphasis on the development and delivery of associate level degree programs. The programs should be designed to achieve maximum access and success for Sioux Falls’ growing, diverse population. Furthermore, the New UC should focus on education for middle-skill jobs which require postsecondary education and credentials, often at the associate degree level, that are responsive to occupational demand and shifts in the labor market. Leadership at the New UC will need to validate and co-develop these programs of study with employer partners. FutureWorks also recommends that the New UC strengthen its role providing access to bachelor’s level programming delivered by its partner organizations, a critical part of achieving greater overall postsecondary attainment in the region.

- ***Develop associate degrees and related academic programming that give students maximum flexibility for careers and pathways to education***

A New UC will play a significant role in building out the Sioux Falls education and workforce pipeline by offering more associate level programs aligned with the regional economy. The chart below

¹ We use “New UC” as a placeholder name for a newly defined University Center. A new name for the Center will be an important element of branding and marketing strategies.

shows sectors with high demand for talent and related fields of study. We recommend that the New UC focus initial associate program and curricula design efforts in these areas and then extend into other high demand and high wage fields.

NEW UC SUGGESTED PROGRAMS OF STUDY		
Industry Sector	Fields of Study	Occupations with Associate Requirements
Health Care	Allied Health	Respiratory Therapist•Diagnostic Medical Sonographer•Radiologic Technologist•Cardiovascular
	Medical Laboratory Sciences	Medical and Clinical Laboratory Technicians
Financial and Business Services	Finance and Business	Bookkeeping, Accounting, and Auditing Clerks•Business Administration•Entrepreneurship•Logistics and Supply Chain Management•Marketing
Manufacturing	Advanced Manufacturing	First-Line Supervisor and Production Management•First-Line Supervisor and Managers, Maintenance•Engineering Technician/Pre-engineering•Project Management•Automation•Robotics•Advanced Materials Welding•Technology Management and Leadership•Manager Quality Systems
Information Technology	Computer and IT Networking	Computer Network Support Specialist•Network Administration•Cyber Security
	Computer and IT Programming	Computer User Support Specialist•Data Analytics Programming Technician•Network Administration

Currently, the UC mainly offers bachelor degree programs and some associate level degrees provided through its partner institutions USD, DSU and SDSU. We recommend that the New UC develop additional associate level programming directly and award degrees and certificates from USD/New UC (including General Studies/Liberal Arts).

- ***Build innovative, collaborative relationships with other postsecondary institutions to serve Sioux Falls education needs and make higher education available and accessible locally***

With its location in the Discovery District, the New UC can offer coordination and space to USD, SDSU and DSU to sustain the universities' abilities to offer classes leading to Bachelors and Masters degrees. There is also considerable opportunity for collaboration with Southeast Technical Institute. Joint programs and robust articulation into New UC associate level programs will help Southeast Technical Institute offer more options to students and help students more easily pursue educational goals. The formation of the new BAS in technology leadership is one example of what could become an education pathway through a series of institutional collaborations.

- ***Develop a student-centered organization and make student success the organizing principle of programs and services***

A student-centered college is one in which student success drives organization and programming. The New UC has the opportunity -- from the beginning of the reorganization -- to implement best practices in the field of two-year education that will help students develop clear educational purpose and pursue well-defined paths toward completion. The New UC can and should significantly revamp student services to provide pro-active, comprehensive and integrated academic and career advising that keeps students on track to meet their educational goals.

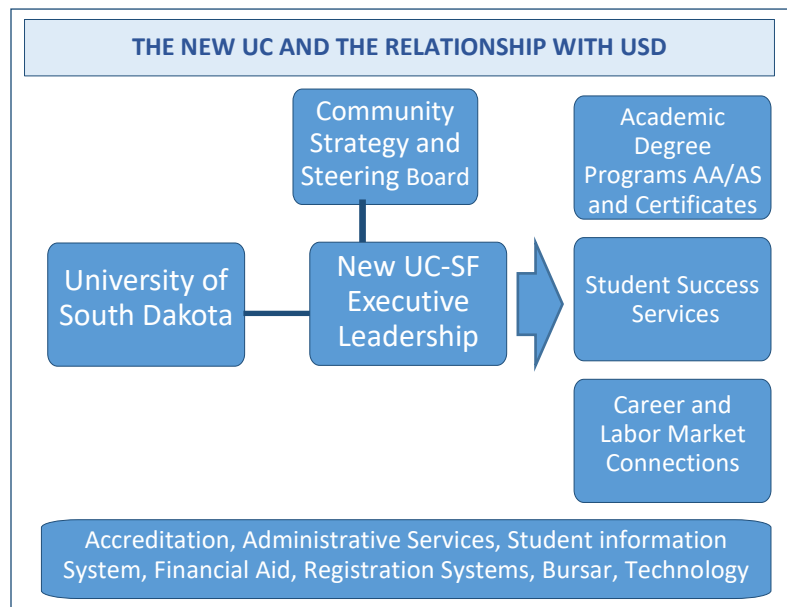
- **Create a new Community Strategy and Steering Board to guide the New UC**

<i>Community Strategy and Steering Board</i>	<i>Strategy and Steering Board Functions</i>
Employers Industry Associations Community-Civic Organizations Development Organizations City K-12 Education	Oversee overall direction for New UC Ensure collaboration with USD Ensure alignment with Sioux Falls workforce and social priorities Oversee program priorities with New UC Director Oversee organizational characteristics with New UC Director Maintain relationships with key constituent groups Identify initial funding strategy

We recommend that a Community Strategy and Steering Board be formed that is composed of representation from Sioux Falls area business, civic, and education communities. The Board will help guide a New UC and closely link the operations and services of a New UC to the Sioux Falls regional economy and education needs and interests of the people of Sioux Falls. While the South Dakota Board of Regents and USD would have ultimate decision-making powers consistent with their statutory responsibilities, the Strategy and Steering Board should play a significant role in crafting the New UC as an institution responsive to Sioux Falls. An agreement on roles and responsibilities should be developed with USD and used as guidance for the Board.

- **Create a clearer and closer operating partnership with the University of South Dakota**

While the current Memorandum of Understanding between USD, DSU and SDSU identifies USD as the lead managerial entity for the UC, we recommend that this agreement be strengthened to clarify USD's role as the sole governing authority for the New UC.² USD, under the purview of the South Dakota Board of Regents, should oversee the operations of the New UC and develop an array of needed certificate and associate degree programming at the New UC aligned with Sioux Falls' needs. This is a necessary step to provide USD a clear mandate and responsibility to re-shape and refocus the New UC. Other regental institutions will continue to offer programs and award

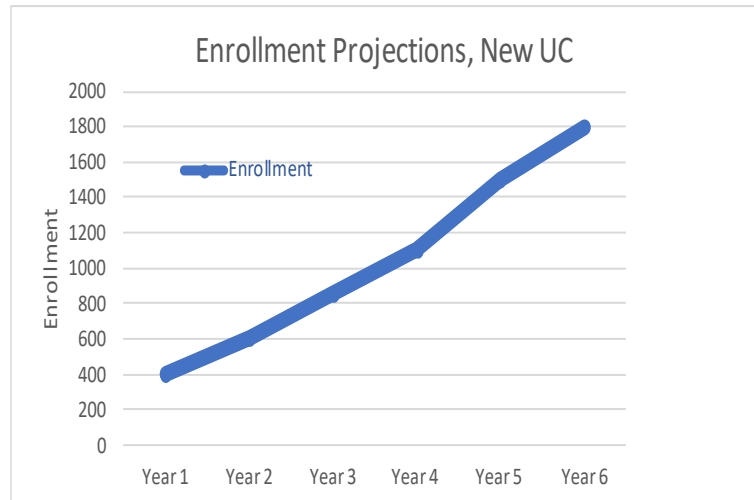


² The Memorandum of Understanding provides for annual reviews and modification of the MOU subject to regental review. This annual review is an opportunity to strengthen the understanding, clarify the role of USD, and build a more solid platform for collaboration among the regental institutions, particularly SDSU and DSU, in developing and delivering postsecondary programming through the New UC.

degrees in partnership with the New UC. These partners should be the institutions of first choice for program design and delivery if they can meet the intent of the mission, vision and values to serve Sioux Falls students and employers.

- **Target growth for a New UC to serve substantially more Sioux Falls area residents**

The New UC should plan to scale up operations and enrollment to serve more Sioux Falls residents. We project incremental enrollment increases beginning with approximately 400 students and achieving enrollment of 1,800 students by year six. FutureWorks estimates that the New UC, with a new associate degree and certificate focus, could achieve a FTE enrollment of about 2,500 students (a headcount of approximately 4,000) as a target for steady-state operations after several years of growth. Enrollment projections will ultimately determine planning for facilities, staffing, and overall cost of operations.



- **Implement a new tuition, cost, and revenue model for the New UC**

Implementing plans for a New UC will require support during a start-up period and a revenue stream during initial growth, eventually reaching a steady-state of enrollments. Because the New UC will focus on associate degree programming it will need a new revenue model based on the costs of enrolling, educating and serving two-year students. This model will not be the same as revenue and cost models for four-year schools or universities. Based on nationally derived estimates of expenditure/revenue-per-students for public two-year colleges, and the enrollment estimates developed for the New UC, expenditures for the New UC will range upwards of \$5,000,000 in its

Expenditure Projections				Average Expenditure per student, = \$12,952			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Steady
FTE Enrollment	400	600	850	1,100	1,500	1,800	2,500
Expenditures (in thousands ,000)	5,181	7,771	11,009	14,247	19,428	23,313	32,380

early years of operations. The outer limits for a total budget to eventually serve 2,500 FTE students – a steady state of

operations – could potentially reach over \$30,000,000. Even so, some cost savings and efficiencies resulting from sharing USD operations and administrative functions could substantially reduce expenditure estimates. The Board of Regents, USD, and the Sioux Falls community should develop a new tuition model, revenue development strategies and careful cost estimates to achieve required levels of support. Of considerable importance is the sources of revenue for such an effort. A distribution of potential revenue sources, based on national data for two-year institutions, is shown

in the full report. Generating these funds for a New UC will be a challenge for educational leadership and civic leaders in Sioux Falls.

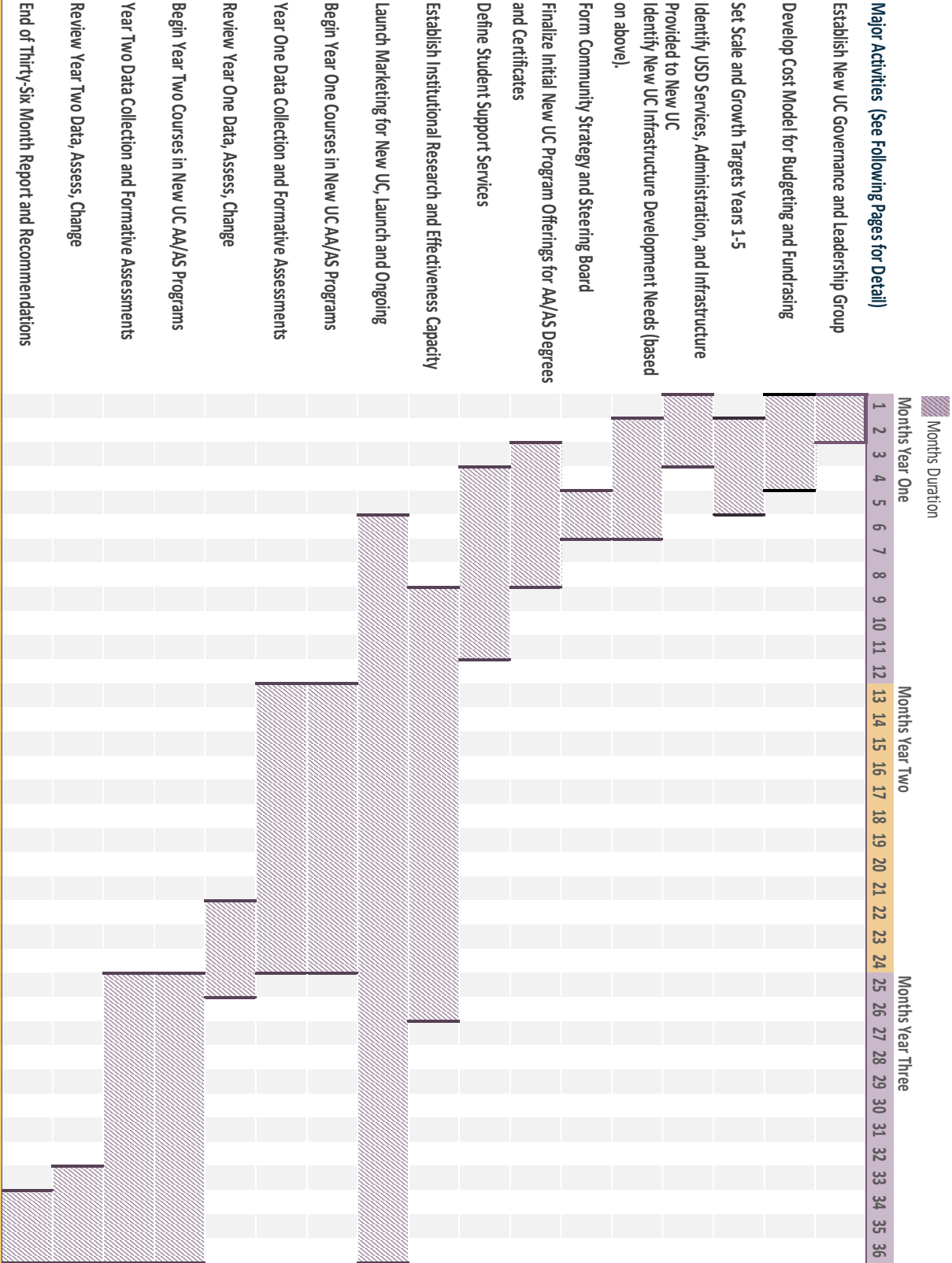
Business Plan for Implementing a New UC

Getting organized and gearing up to transform UC-SF and implement the new mission and vision is no small task. It will require strong support from the educational and civic communities, adherence to a detailed business plan, and commitment from institutional leadership including the South Dakota Board of Regents. The proposed changes will require new capacity, new staff expertise and additional financial resources. Community and employer partners will need to make a long-term commitment to serving in active governance and advisory roles. FutureWorks' recommended business plan identifies key areas of governance, leadership, programming, student services, operations, and costs to develop the New UC and begin enrolling students. Below we list major steps for each element of the business plan. These are followed by a development and implementation timeline and task chart.

- **Governance—*A New Partnership with the University of South Dakota***
 - Review and amend/revise existing partnership memorandum of understanding governing the UC by three institutions of higher education
 - Prepare new language that reflects new relationships between USD and New UC and new mission for the New UC
- **Leadership---*The Community Strategy and Steering Board***
 - Immediately establish an Advisory group of business and community leaders to design/specify how the Community Strategy and Steering Board will function
 - Determine decision making authority relationship with USD
 - Develop organizational by-laws and written description of duties for Community Strategy and Steering Board
 - Develop criteria and begin nomination process for Board members
- **Programs of Study---*Labor Market Relevance and Employer Engagement***
 - Establish employer advisory group to validate new associate degree pathways
 - Select a limited number of new degree pathways with strong enrollment potential based on labor market demand
 - Create working-teams for each industry sector to assist with tasks of skill identification, curriculum development and identification of student learning outcomes
- **Workforce and Community Services---*Professional and Continuing Education***
 - Utilize employer advisory group to determine demand level for professional and continuing education offerings (non-credit)
 - Identify cadre of adjunct, industry-based instructors
- **Guided Pathways and Student Services---*Organizing Services for Student Success***
 - Form work team to assess current student services and advising function
 - Familiarize team with new, best practice in guided pathways and pro-active advising (convene experts and/or bring in technical assistance providers)
 - Develop operational plan for new student services model

- **Operations--- *Administration and Related Services***
 - Identify the administrative, functional, and operational areas that will be administered exclusively by USD, those that will be administered by USD but delivered by the New UC, and those that should be wholly “owned” and delivered by the New UC
 - Design new operations with eye toward efficiency, unnecessary duplication, and responsive student services
- **Costs --- *Estimates for Planning, Implementation, and Growth***
 - Develop revenue to fund a 12-month planning and development phase that will include staffing, convening, and consultation with experts; estimated costs for this phase are between \$300,000 and \$350,000
 - Plan for an estimated total budget that will range upwards of \$5,000,000 in early years of operations, using national average annual revenues/expenditures for two-year institutions of \$12,952 per student
 - Estimated costs for the operating model beyond the planning and development phase will vary depending on projected enrollment, new program elements, and division of labor with USD
 - Once new programming and delivery approaches are designed, USD in partnership with the Strategy and Steering Board can refine cost projections and financial modeling and identify potential funding streams
 - Devising a fundraising strategy for student scholarships and new programming will be a key responsibility of the Community Strategy and Steering Board
- **Timeline --- *Three Year Estimate for Development and Launch (See following pages for task description and timeline)***

New UC Key Activities Development and Implementation: Thirty-six Months



New UC Planning and Implementation 36 Month Task Chart	
Time Frame Start/Complete	Task Description
Month One- Three	1) Establish New UC (NUC) governance and leadership group <ol style="list-style-type: none"> Determine accreditation status, definitions of NUC, requirements Execute new MOU with USD, Regents and NUC Leadership Establish leadership working groups <ol style="list-style-type: none"> Community and education leaders USD and NUC leadership and planning group Begin to select Community Strategy and Steering Board (form in months 5-6)
Month One- Four	2) Develop cost model for budgeting and fundraising <ol style="list-style-type: none"> Define funding sources Seek support and funding for <ol style="list-style-type: none"> planning and development operations Develop new tuition model Prepare funding case statements
Month Two- Five	3) Set scale and growth targets, years 1-5 <ol style="list-style-type: none"> Years 1-5 Estimate numbers of initial enrollments by program Identify faculty loading requirements
Month Two- Three	4) Identify USD services, administration, and infrastructure provided to NUC <ol style="list-style-type: none"> See list of functional areas in full report, page 36 Determine staffing levels based on enrollment
Month Two- Three	5) Identify NUC infrastructure development needs (based on above) <ol style="list-style-type: none"> Balance of functional operations areas Financial Aid Bursar's Technology Marketing Workforce services Academic Affairs Student Services
Month Three- Eighteen	6) Finalize initial NUC program offerings for AA/AS/Certificates <ol style="list-style-type: none"> Health, IT, Advanced Manufacturing, Business and Financial Services Name employer guidance group for each Identify staffing and faculty needs based on targets Identify curricula needs <ol style="list-style-type: none"> Best practice Employer engagement in curricular and course development

New UC Planning and Implementation 36 Month Task Chart

Time Frame Start/Complete	Task Description
	<ul style="list-style-type: none"> iii) Employer engagement in work-based learning and course delivery e) Identify and define Guided Pathway model for each <ul style="list-style-type: none"> i) Hold convening of Guided Pathway experts ii) Use best practice models iii) Use Guided Pathway experts to build out program design f) Assess and select program providers <ul style="list-style-type: none"> i) Define specifications ii) Develop capacity to deliver Guided Pathway models
<i>Month Four-Eight Design and Planning; Month Six-Twenty-Four Buildout and Initial Services</i>	<p>7) Define student support services, student success model</p> <ul style="list-style-type: none"> a) Assemble team of experts in student success service practices <ul style="list-style-type: none"> i) Purpose First model elements ii) Hold convening of experts iii) Designs for services—assessment, advising, counseling, planning. b) Identify staffing and infrastructure needs for support services <ul style="list-style-type: none"> i) Space ii) Staffing/professional development iii) Technology infrastructure c) Build out career center services and organization <ul style="list-style-type: none"> i) Define best practices to incorporate ii) Form advisory groups of employers and experts in key sectors <ul style="list-style-type: none"> (1) Build industry sector partnerships (2) Engage community and local education iii) Build Work-Based Learning and Internships based on sector partnerships iv) Identify technology needs <ul style="list-style-type: none"> (1) Career information tools (2) Labor market information v) Develop collaboration with local education, community services, and other postsecondary partners.
<i>Month twelve - Eighteen</i>	<p>8) Establish institutional research and effectiveness capacity</p> <ul style="list-style-type: none"> a) In collaboration with USD and Regents' capacity b) Develop key outcome measures for New UC c) Data collection and reporting procedures d) Staffing/professional development
<i>Month Seven - Ongoing</i>	<p>9) Launch marketing for New UC, launch and ongoing</p> <ul style="list-style-type: none"> a) Name and branding for New UC b) Collateral materials c) Staffing/professional development d) Enrollment and registration

New UC Planning and Implementation 36 Month Task Chart	
Time Frame Start/Complete	Task Description
<i>Month 13-24</i>	10) Begin first year courses in New UC AA/AS programs
	11) Year one data collection and formative assessment
<i>Month 21-25</i>	12) Review year one data, assess, change practices
<i>Month 25-36</i>	13) Begin second year courses in New UC AA/AS programs
	14) Year two data collection and formative assessment
<i>Month 33-37</i>	15) Review year two data, assess, change practices
<i>Month 33-37</i>	16) End of project (thirty-six months) report and recommendations

**University Center-Sioux Falls Strategic Plan:
Redefining Pathways into Postsecondary
Education for the Sioux Falls Region**

Introduction

Sioux Falls is the center of South Dakota's growing economy. With large concentrations of employment in health care, retail, hospitality and tourism, business and finance, and manufacturing, Sioux Falls is home to thirty percent of the state's population and thirty-four percent of its employment base. Unemployment is at record lows and employee demand at record highs in the region.

Sioux Falls' employers struggle to fill jobs in many sectors due to workforce shortages in key areas. Employment demand is particularly high at the sub-baccalaureate level where many jobs go unfilled. At the same time, approximately one-third of Sioux Falls high school graduates fail to enroll in college within 16 months of graduation while a large cohort of working adults with high school degrees have no postsecondary credentials. Recent analysis of the Sioux Falls economy indicates that without concerted action, the region's current growth trajectory is threatened. Clear actions are needed to address this mismatch and boost the region's workforce skills and availability.

Civic leaders and employers focus heightened attention on the availability of educational resources in the Sioux Falls region because of these local conditions. Sioux Falls does not have a major public postsecondary institution that calls the region its home. In part as a response, the South Dakota Board of Regents created the University Center-Sioux Falls (UC-SF) as a partnership of three public universities that primarily deliver Bachelor's degree programs in the region. This report focuses on the University Center's role providing access to and increasing the supply of postsecondary education to fill the talent gap in the greater Sioux Falls region.

Community and education leaders recognize that the University Center-Sioux Falls is an important but underutilized educational asset. There is significant interest in restructuring the current model of the University Center to meet the region's workforce needs, tap into new labor pools, build the prosperity of residents, and contribute to continued growth in the region. Leadership of UC-SF hired FutureWorks to facilitate a strategic planning process with internal leadership and external stakeholders designed to:

- Offer a new mission and vision for UC-SF;
- Complete a post-secondary needs analysis to determine market potential and education needs of residents and employers in the Sioux Falls area; and
- Provide a three-year business plan with action steps to achieve the new mission and vision.

As part of the strategic planning process, FutureWorks carried out research on the labor market and education needs of residents and employers in the region. We relied on existing reports and studies, interviews with a variety of community leaders, and used secondary and new data to complete the needs assessment that describes educational resources needed to better align with labor market demand. The FutureWorks team also worked closely with a Steering Committee and Planning Group throughout the project. These interactions were part of an iterative process to interpret FutureWorks' findings and identify a new mission and direction for the University Center. The final recommendations and business plan are very much rooted in the discussion and insights that were shared during the process.

The first part of the report begins by describing the case for strategic actions to strengthen the University Center, then details the results from the needs assessment, and ends with what emerged as the core principles and functions leaders say they want in a new University Center. The second half of the report first lays out the recommended strategies to build a new University Center and then outlines the business plan to implement the strategies. The business plan includes action steps and a timeline. The report contains an appendix covering the methodology, supporting data, and a list of participants involved in the interviews and process.

The Case for a New University Center

The University Center-Sioux Falls (UC) is part of an important, future-oriented corridor in Sioux Falls that runs along North Career Avenue. At one end of the corridor is Southeast Technical Institute and the Zeal Center for Entrepreneurship. At the other is the University Center, USD's Graduate Education and Applied Research (GEAR) Center, and the Discovery District. The UC currently delivers degree programs in whole or in part on behalf of three public universities who are signatories to the current operating and management agreement for the UC. These are the University of South Dakota, South Dakota State University and Dakota State University. These institutions and partnerships offer much promise for the development of the Sioux Falls region.

Civic and business leaders view the University Center as a potentially important source of education and talent development for Sioux Falls. At the same time, there are concerns that the UC is not reaching its potential. One of the conclusions from the 2014 report by Maguire Associates is that the UC is at a crossroad, suffering from declining enrollments and revenue, and that "it has had success, but it has not yet fully realized its potential."³ The 2015 Workforce Sustainability Analysis commissioned by Forward Sioux Falls states that structural funding, degree program availability and flexibility, and student-attraction issues hamstringing the UC.⁴ Enrollment data show that lost potential. Undergraduate and graduate headcounts have declined at UC over the last six years, from a high of 2,041 in fall, 2010 to 1,200 in fall, 2016.

FutureWorks' interviews and meetings with employers, civic leaders, education, and local officials largely reinforce these concerns. There is a perceived lack of relevance of the UC to the region's pace of growth, employer needs for talent, and growing, diverse student body. Employers and leaders say that the UC needs to be more responsive to regional labor market demand and the educational needs of key demographic groups residing in Sioux Falls. In short, local leaders express concern that the UC is not offering enough of the programs that students, community, and employers need.

Civic, business, and community leadership in Sioux Falls are also concerned because of the following regional conditions:

³ Maguire Associates, "University Center, Sioux Falls: Final Report," Prepared for South Dakota Board of Regents, July 2014.

⁴ Market Street Services, "Sioux Falls Area Action Agenda Workforce Sustainability Analysis," Prepared for Forward Sioux Falls, April 2015.

- First, the Sioux Falls region lacks a strong public postsecondary education presence for its size. While the region is home to about 30 percent of the state's population, the closest four-year, public postsecondary institutions are more than fifty miles from the center of Sioux Falls. Although not an insurmountable distance for some students, it leaves many with limited choices. The region has a low number of students enrolled in postsecondary education compared to peer cities.
- Second, economic development that is vital to attract new business and grow existing firms depends on a skilled, credentialed talent pool and demonstrated presence of talent development infrastructure. In this regard, the region's overall capacity for talent development is thin. Southeast Technical Institute's relatively small enrollment of 2,000 focuses on skills for technical occupations and offers diplomas and AAS degrees. Two other private universities in the area enroll just over 4,000 students combined.
- Third, current low unemployment levels in the region exacerbate the perception (and the reality) of a truncated talent pipeline for the region's employers. Lack of a community college infrastructure and local public education presence means that the workforce and talent development eco-system that would otherwise supply local employers with technicians, entry-level employees, and those in middle-skill occupations is largely missing in Sioux Falls. Employers who seek these types of employees and skill sets have difficulty finding them. They do not see the current orientation and program emphasis of the UC as a good fit to meet those needs.
- Finally, there is a growing, diverse population in the region that needs better access and support to obtain a postsecondary credential. These populations include first generation students, recent immigrants, minorities, working adults, and other residents of the Sioux Falls area who are not traditional college-bound students. Community leaders see a greater need for the UC to reach these populations and grow postsecondary completion among them.

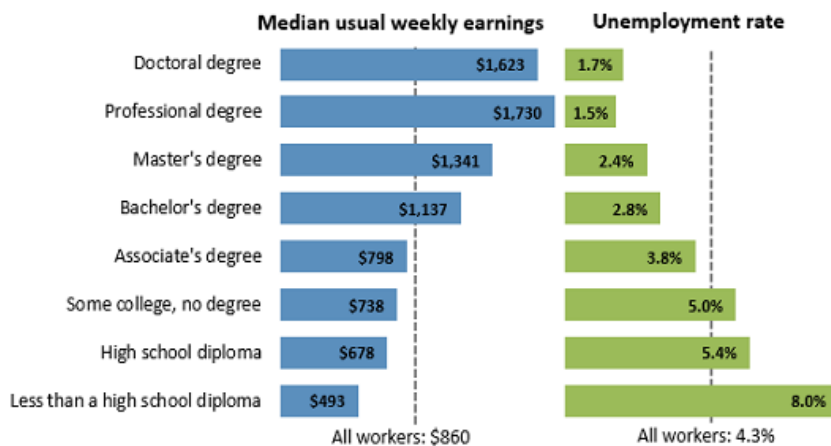
Needs Assessment

The purpose of the needs assessment is to examine the alignment of the demand for credentialed talent by employers in the economy and supply of talent by higher education in the Sioux Falls region. The needs assessment also identifies the potential scale and general characteristics of the student market for the University Center. Our assessment starts with an explanation of the benefits of educational attainment in the region. We then identify key economic sectors and industry clusters in the region, and the occupational groups associated with those sectors and clusters. We use projections of the job openings in these occupational groups to understand demand for talent. Our next step uses a crosswalk to build connections between the projected employment demand for the key occupational groups with program completions from higher education institutions in the Sioux Falls region. The result is a picture of the need for talent by employers in the economy and the talent coming from higher education. Simply put, this shows the balance between the demand for and the supply of talent. This picture also identifies where there are program opportunities and a student market for the University Center to address. We supplement this picture with an analysis of the overall market for more education attainment in the region, and how that market is changing based on regional demographics. The methodology and data sources for the needs assessment are in the Appendix.

Role of Education Attainment

Civic officials, community leaders and local employers express a strong need for increased education and talent development capacity in the region. Research shows that educational attainment is directly related to economic security, social well-being, and regional vitality. In South Dakota, residents with higher levels of educational attainment have higher incomes and lower rates of unemployment. For example, South Dakotan residents who have an associate's or bachelor's degree earn roughly \$6,300 to \$14,000 more per year than residents with only a high school diploma. Their unemployment rates are also lower.⁵ (See chart.) Other research shows that residents with higher levels of education attainment are more civically engaged, more likely to own their home, and less likely to have serious struggles like long-term unemployment, poverty and incarceration.⁶ Moreover, the benefits of education attainment ripple throughout the economy.⁷ For each percentage point increase in educational attainment in the Sioux Falls region, the economy benefits by more than a quarter million dollars. For example, if residents in the Sioux Falls region raised their four-year or more postsecondary attainment rate in 2015 from 31.7 percent to 32.7 percent, income would rise by \$282 million in the area.⁸

South Dakota
Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey

⁵ Hultman, Marcia. "Earnings and Unemployment Rate by Educational Attainment." SD Department of Labor and Regulation. Accessed Web. 18 May 2017.

⁶ Organisation for Economic Co-operation and Development, "Improving Health and Social Cohesion through Education," OECD Publishing: Paris (2010). Organisation for Economic Co-operation and Development, "OECD 2013 Education Indicators in Focus," January 2013.

⁷ See Michael Allgrunn, Travis L. Letellier, Joslynn Clauson, "The Economic Impact of the South Dakota Public University System," South Dakota Board of Regents and the South Dakota Chamber of Commerce & Industry, November 2016.

⁸ For more on the Talent Dividend methodology to calculate the economic return of increased educational attainment, see Joe Cortright, "Why Talent Matters to Cities," 2016, <http://cityobservatory.org/why-talent-matters-to-cities/>.

Workforce Demand from Key Sectors and Clusters

Local business and civic leaders, as well as a recent economic studies and analyses, identify a critical group of economic sectors and clusters driving Sioux Falls' growth and prosperity. These drivers have contributed to Sioux Falls' rise as a center of commerce and industry in the state - employment in the Sioux Falls region as a share of statewide employment has grown from 31 percent in 2001 to 34 percent in 2016. The largest producers of jobs among these critical drivers are the industry sectors of **health care, retail, hospitality and tourism, finance and business, manufacturing, and education and social assistance**. Other critical drivers are still emerging, such as the industry clusters of **information technology and biotechnology**. Still others have deep connections to the region's natural resources such as **energy and construction and agriculture**. Altogether these sectors and clusters represent 110,000 jobs, or fully two-thirds of the region's 153,000 jobs in 2016.⁹

The recent labor market analysis completed by Market Street Services concludes that the region's population and economic growth above and beyond state and national averages is a warning sign that the current growth trajectory in Sioux Falls may not be sustainable unless actions are taken to boost the region's workforce and skills availability.¹⁰ Both quantitative and anecdotal evidence show that thousands of positions in the region's key economic sectors and cluster remain unfilled today. It is projected that 71 percent of all new net job growth in the region over the next 10 years will come from the sectors and drivers that Market Street and others have identified as critical drivers to the city and region's economic prosperity.¹¹

Demand for Credentialed Workers

To understand the current and future demand for jobs openings in these sectors and clusters, FutureWorks analyzed projections for job openings from the Bureau of Labor Statistics over the next 10 years (from 2016-2026) in the Sioux Falls Metropolitan Statistical Area (MSA). These job openings include positions in the labor market opening due to new jobs created by expanding companies, workers leaving the workforce (e.g. retirements, discouraged workers), and openings created by workers moving to different roles, but staying in the workforce. Our analysis looks at the core positions (or occupations) that are common across the sectors and clusters identified above as driving the region's growth and economic opportunity for individuals. Our focus is on job openings requiring some type of postsecondary credential - certifications, one-year certificates, associate's degrees, and Bachelor's degree - for entry into specified occupations linked to the sectors and clusters.

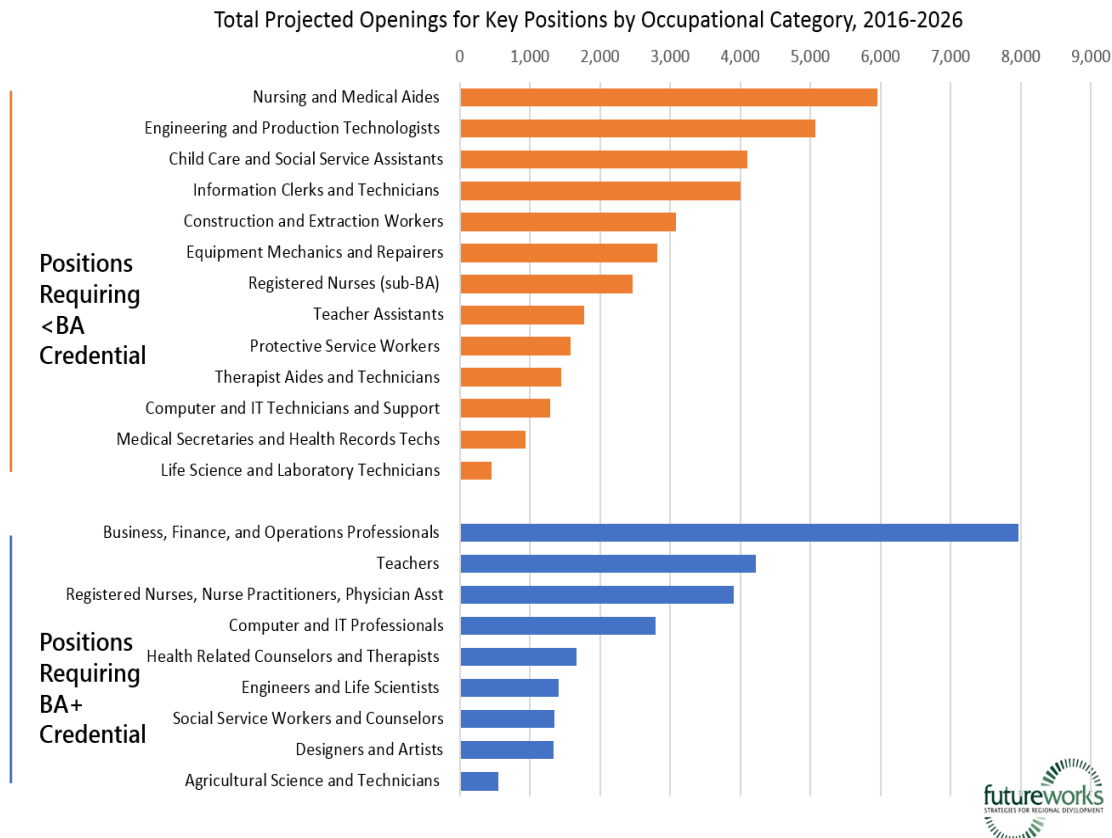
Our analysis reveals some striking areas of demand in the Sioux Falls region for positions requiring a sub-baccalaureate credential. These include groups of **nurses and clinical therapists and aides** – all requiring a postsecondary certification, one-year certificate, or associate's degree. The nursing and

⁹ Bureau of Labor Statistics, 2016. EMSI 2017.1, Sioux Falls Metropolitan Statistical Area (MSA), which includes Lincoln, McCook, Minnehaha, and Turner counties.

¹⁰ Market Street Services, "Strategic Workforce Action Agenda," Prepared for Forward Sioux Falls, 2015.

¹¹ Bureau of Labor Statistics, 2016-2026. EMSI 2017.1.

clinical therapist and aide group is projected to have approximately 10,000 job openings in the next 10 years. Other occupational groups with large quantities of demand are sub-baccalaureate level positions in **engineering technology** and **equipment repairers**, both production-based positions core to manufacturing. Another group of occupations with high demand are those in **business and finance** positions and in **information clerks** and **computer technician** positions. Among positions with job openings requiring a baccalaureate level credential, there is a high quantity of openings projected in **business and finance**, **nursing and clinical support**, **teachers**, and **computer and information technology**. (See chart.)¹²



Demand and Supply Alignment

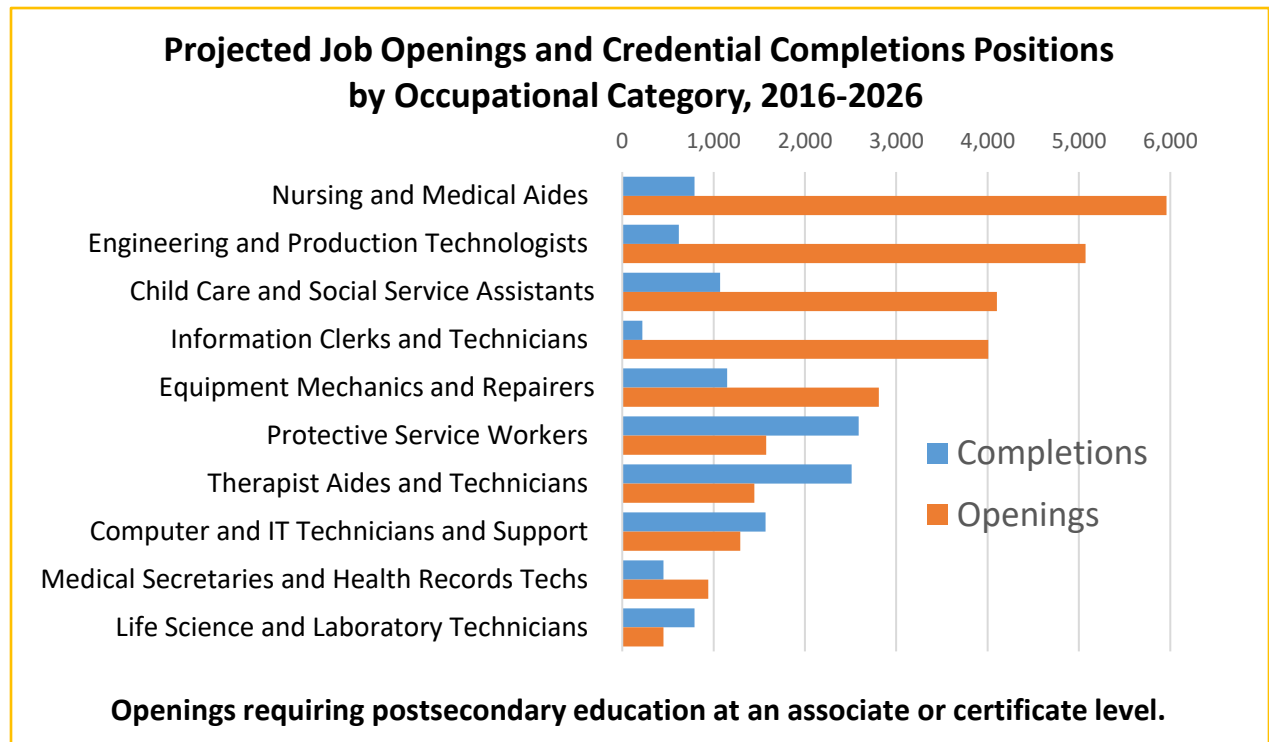
Our analysis next examines the balance between what employers demand for credentialed workers and the supply of credentialed residents from postsecondary institutions in the area. We define demand as the number of projected job openings in the metro area. We define supply as the number of credentials awarded by educational institutions within a 50-mile radius of downtown Sioux Falls.¹³ The result is a picture of alignment between demand for talent by employers in the economy and supply of talent by higher education in the region. Significant imbalance in some fields may represent an untapped student

¹² Source: Bureau of Labor Statistics Annual Job Opening Projections, 2016-2026; EMSI 2017.1, Sioux Falls MSA.

¹³ See the methodology section in the Appendix for a list of postsecondary institutions.

market for the University Center. The charts on this page and the next page provide an approximate picture of how the existing higher education institutions in the region are meeting the demand from employers.¹⁴

Looking first at supply and demand for key occupations requiring *less than a four-year degree*, the data show several areas where job openings significantly outpace the supply of credentialed talent. These are opportunities to increase educational capacity. The largest opportunities are in allied health and STEM related occupations. There are gaps in sub-BA level **nursing and medical aides** and significant gaps for **engineering and production technologists, equipment mechanics and repairers, and information clerks and technicians**. Gaps are also identified in **child care and social service assistance** and **construction and extraction workers**. (See chart.)¹⁵

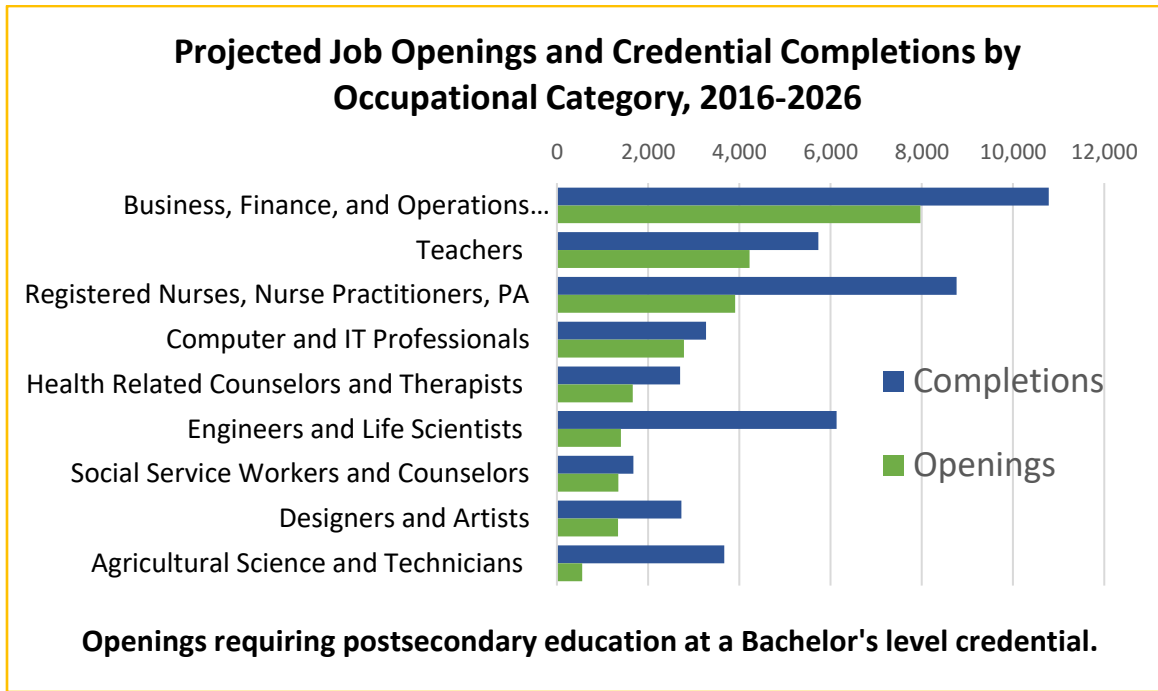


Not surprisingly, given the large number of statewide public four-year colleges and universities in the universe of higher education institutions, there appears to be very few gaps in the occupations needed by employers in the critical sectors and clusters that require a *baccalaureate degree or more*. The almost even balance between supply and demand in **computer and IT professionals**, illustrates a key point in interpreting these data. Schools producing these credentials serve a wide geography that includes Sioux Falls but also serves other areas. At the same time, demand for professionals in these occupations is shown for employers located in the Sioux Falls MSA alone. Given the concentration of information technology related positions in the regional economy, this balance could mask an unmet demand for more talent in this field. This interpretation aligns with the anecdotal evidence provided by

¹⁴ See the methodology section in the Appendix for a note on the limitations of the data.

¹⁵ Source: Bureau of Labor Statistics Annual Job Opening Projections, 2016-2026; EMSI 2017.1, Sioux Falls MSA. National Center for Education Statistics, IPEDS, 2016-2026; EMSI 2017.1 FutureWorks projections, 50-mile radius.

employers and economic development intermediaries that computer and IT skills are in demand across industries throughout the Sioux Falls region and will only be needed more in the future. (See chart.)¹⁶



It is important to note that these data do not suggest South Dakota curtail Bachelor's degree production. For one, employers interviewed for this project frequently cited shortages of Bachelor's level talent in specific occupations and fields not captured in the broad categories shown above. In addition, as noted in the example of computer and IT professionals, demand is from the projected job openings of employers located in the metro area. Supply is from postsecondary institutions from a 50-mile radius that confer degrees and credentials to students who may not reside or return to the region upon completion of their academic program. Our emphasis is on the clear differences in alignment when comparing demand and supply of credentialed talent in *sub-baccalaureate fields* and the demand and supply of credentialed talent in *baccalaureate fields*. A conclusion from the comparison is that the Sioux Falls region has a significant shortage of credentialed talent in many sub-baccalaureate fields.

¹⁶ Source: Bureau of Labor Statistics Annual Job Opening Projections, 2016-2026; EMSI 2017.1, Sioux Falls MSA. National Center for Education Statistics, IPEDS, 2016-2026; EMSI 2017.1 FutureWorks projections, 50-mile radius.

Student Market for Educational Attainment

If there is significant demand for more talent in the region, then how big is the potential pool of students in Sioux Falls who would make up a market for greater educational capacity? Are there enough potential students available to justify increasing the capacity of postsecondary education in the region? Our analysis next examines the overall market for more educational attainment in the region by sizing the population who may be interested in enrolling in and completing a postsecondary credential. There are several submarkets for education attainment that we will examine - students graduating from area high schools who could choose to go to college, adults with some or no college who may want to go back to college to receive education and training, and the professional worker who may already have an associate, bachelors, or other postsecondary credential but may need some additional postsecondary training to advance in his or her career. In addition, we offer an overall estimate of the capture rate of students for two-year college enrollment based on regional population.

Our conclusion, based on these estimates, is that there is a significant unmet market in Sioux Falls for greater access to postsecondary education, especially among those who could be expected to enroll in two-year programs at the associate degree level.

The first market we examine is the opportunity to enroll more students graduating from area high schools. Of the 2,640 students who graduate high school annually in the region, roughly one-third do not enroll in a college within 16 months of their graduation. That is an annual market of 900 graduating students who might otherwise be appropriate students to enroll in college, but otherwise decide not to.¹⁷ Roughly half of this market is high school graduates who are racial/ethnic minorities. Data for graduates from Sioux Falls high school indicate the rate of “college-going” graduates is lower among students who are racial/ethnic minorities than white students even though they are academically qualified.¹⁸

The second market is adults of working age with who graduated high school but never enrolled in college or those who have enrolled but never likely completed a postsecondary credential. Data from the U.S. Census shows that there are more than 21,000 adult residents of working age (18-44 years old) in the region who graduated from high school but never enrolled in college.¹⁹ The Census data also show that there are just over 22,000 working age adults who enrolled in college or some postsecondary program but never completed their degree.²⁰ Not all or even most of these adult residents would be interested, or should be targeted, as potential returning students. On the other hand, it is reasonable to expect that if the right programs and services were delivered at a reasonable price and geared toward a working adult, then some of these adults would be a ready student market. Moreover, analysis of comparable data on college going rates for adults ages 18-44 among peer regions shows that Sioux Falls

¹⁷ South Dakota Department of Education Report Card Dashboard. Data are four-year rolling average of graduates from area high schools from 2012-2016.

¹⁸ South Dakota Board of Regents College Matriculation Dashboard. Students who are “academically qualified” are those who score an 18 or higher on the ACT.

¹⁹ US Census, ACS, Population 18+, 2011-2015 estimates.

²⁰ We recognize that the education attainment category of “some college, no degree” used by the US Census has its methodological limitations, including some respondents possibly under-reporting their award of a sub-associate credential. We use the categorization as a proxy for the general number of adults who likely enrolled in a postsecondary program but did not earn a degree or credential.

is significantly behind. In 2015, 7.9 percent of Sioux Falls residents were enrolled in public or private colleges. That is almost four percentage points lower than the 11.8 percent average among its peer cities.²¹

The third market is the most difficult to scale. These are professional workers who may already have an associate, bachelors, or other postsecondary credential but may need some additional postsecondary training to advance in his or her career. There are 42,800 working age adults in the workforce who have earned a college degree.²² There is likely a significant number of these working professionals interested in returning to college to advance in their career, perhaps at the behest of their employer, due to interest in exploring a new career opportunity, or for some other reason.

Finally, our analysis of the market for more educational attainment concludes with a capture rate estimate for two-year college enrollment in the region. Industry leaders use a methodology to develop enrollment projections that estimates typical enrollment at two-year college institutions in a region at 2.0 to 6.0 percent of the total population ages 18 to 64. Applied to the 166,000 residents ages 18 to 64 in the Sioux Falls region, we project the overall market for local two-year college enrollment to be roughly 5,800 students each year. This is right in line with the student capture for the markets of peer cities.²³ If we subtract the current two-year enrollment of Southeast Technical Institute (2,100), the total market for “unattached” two-year college going students is estimated at 3,700 students each year.²⁴ We address these calculations in more detail later in the report.

Growing, Diverse Student Population

Both quantitative and qualitative analyses of the Sioux Falls metro demonstrate that the region is changing rapidly not just in size but in diversity. According to data collected by Market Street Services, minority residents make up 10 percent of the area’s population but accounted for 22 percent of its growth in the last decade. For example, Market Street analysis shows that the Hispanic population doubled from 2003 to 2012, while the population that reported as black, non-Hispanic nearly tripled during that same time. This diversity is even more pronounced among younger cohorts. Data from officials at the city’s schools show that twenty-five years ago the district’s population was 94 percent white. Today it is 65 percent white. And, the percent of white students is even lower in the elementary schools than the high schools. Over the next decade a much more ethnically and racially diverse cohort of young people will be entering the Sioux Falls labor force who will need postsecondary educational opportunities to enter good jobs and careers. (See chart on next page.)²⁵

²¹ US Census, ACS, Population 18+, 2011-2015 estimates for Sioux Falls MSA and its peer cities identified for the 2015 Market Street Services Workforce Assessment. The peer city regions are: Madison, Omaha, Lincoln, Des Moines, Boise, Fort Collins, Fargo, Cedar Rapids, and Rochester.

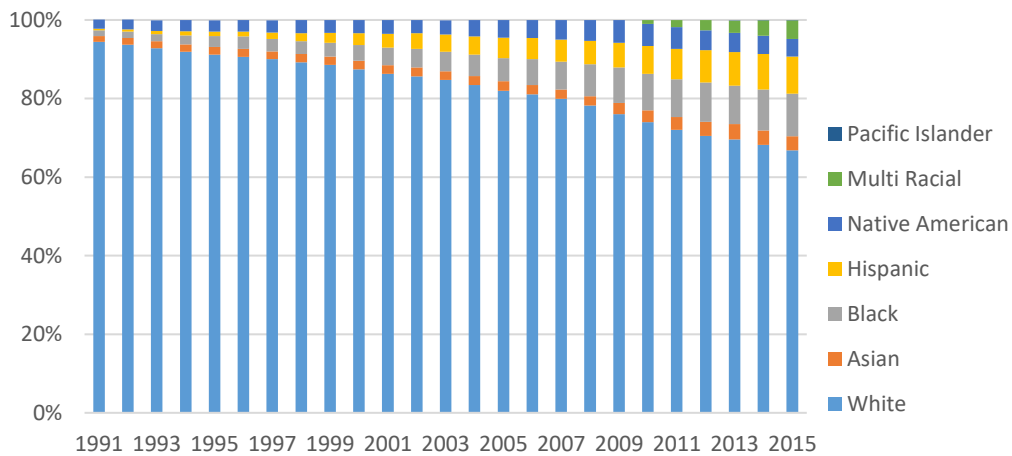
²² US Census, ACS, Population 25-64 with a bachelor’s degree or more, 2011-2015 estimates

²³ See analysis of postsecondary enrollment for peer cities in the Appendix.

²⁴ The range of projected enrollment for two-year college going students in the Sioux Falls region could be as low as 3,300 students (low range) to 9,900 students (high range). We chose a fairly conservative capture rate of 3.5 percent to arrive at our enrollment estimate for two-year college going students in the region.

²⁵ Sioux Falls School District, prepared by Assessments, Technology & Information Services, 2015.

Sioux Falls School District
Enrollment History by Ethnicity
1991-2015



Moreover, recent data and reports note that Sioux Falls has a growing diversity of languages. Data published in a 2014 Argus Leader story notes that 137 languages and dialects are spoken among Sioux Falls residents.²⁶ English language learners also comprise a growing segment of the Sioux Falls public school system. The recently published report on higher education by Hanover Research notes that 60 different languages are spoken in the Sioux Falls school district. Roughly 10 percent of the district's students were English language learners in 2013.²⁷

In addition to language, racial and ethnic diversity, there are growing segments of the student population who are less income-secure. According to school officials, the percentage of students receiving free and reduced lunch has increased by about 1 percentage point each year over the last 20 years. Today the percent of students receiving free and reduced lunch is over 50 percent of the total district population.²⁸

²⁶ Jon Walker, Argus Leader, September 23, 2014. <http://www.argusleader.com/story/news/2014/09/23/park-unfurl-poetry-languages-spoken-sioux-falls-one-time/16087175/>

²⁷ Hanover Research, "Market Analysis of Higher Education in Sioux Falls," Prepared for the University of South Dakota University Center, March 2014.

²⁸ Ibid.

A New University Center

The needs analysis conducted for this project shows that many of the perceptions in the Sioux Falls community about the relationship with the University Center are well-founded. There are gaps between the promise of the UC to Sioux Falls and the characteristics and quantity of educational delivery through the UC by the three partner institutions. Despite intention, the partnership between USD, SDSU and DSU has limited the capacity of the UC to take up the role and functions for talent development that Sioux Falls leadership believes is needed to support economic opportunity for individuals and growth for the region.

Our analysis suggests an opportunity to build greater educational capacity, offer greater access to postsecondary education, and increase the supply of available talent in the region, especially at the associate degree level. FutureWorks proposes that the University Center refocus and repurpose itself to respond to these opportunities. Using the data from the needs assessment and findings from FutureWorks interviews, the Steering Committee and Planning Group for this project identified several principles from which to refocus and repurpose the University Center operating model to offer more associate programs and target services to increase access and success for residents of Sioux Falls. These principles for a New University Center (New UC) model include:

- *The New UC must be community-facing*
 - Local employers and community-based organizations will be integral to the New UC governance playing a significant role in programming and student services
- *The New UC must offer demand-driven programming*
 - New certificate and associate degree programming will be informed by disciplined labor market and occupational analysis; employers will contribute to curriculum development and help define learning outcomes
- *The New UC must be student-centered*
 - The New UC will implement a student-centered educational model that organizes policy and procedure with student needs in the forefront, helps students stay on track and reach their education and career goals through utilization of effective program designs, technology and intensive support services

After review of several possible operating models for the UC-SF, the Steering Committee and Planning Group proposed a reimagined New University Center to take on “community college-like” functions that can better serve first-time college students, working adults, and employers; all while continuing to provide and develop options for four-year and graduate degree education. Moving forward, leadership agreed that the New UC should build out two key solutions to its model:

- **Develop new, two-year postsecondary program and service functions to:**
 - Address current workforce needs through associate degree programs, stackable certificates, and training to meet specific workforce skill needs

- Provide students with ways to pursue degree paths through a general/liberal arts associate degree aimed at a four-year degree offered at University Center-Sioux Falls or transfer to a Board of Regents main campus or on-line program (or other four-year institution)
- **Continue to develop and strengthen options for four-year and graduate degrees to:**
 - Ensure that all certificate and associate degree offerings provide clear paths that can lead to four-year and graduate degrees
 - Build a comprehensive educational pipeline through articulation agreements with Southeast Technical Institute, including B.A.S. degree(s) that recognize course credits earned by A.A.S. degreed students

A New University Center Mission and Vision

With these points of clarity and agreement, leadership agreed that new statements of Mission, Vision and Value should be developed. FutureWorks, with considerable input from internal leadership and external stakeholders, suggests the following Mission, Vision, and Value statements to guide the development and implementation of a New University Center in Sioux Falls.

New Mission

The New University Center delivers career relevant postsecondary education to a diverse student body and employer community in Sioux Falls. We provide affordable, flexible programming enabling and supporting students to quickly achieve their educational goals. Our approach is student-centered and community-driven.

New Vision

The New University Center will drive individual prosperity and regional economic vitality by aligning student and employers' goals.

New Values

- Student-centered approach to education policy and programs
- Committed to access, affordability and student success
- Focused on the needs of a diverse student body including first generation college students and working adults
- Guided and counseled through close partnership with the Sioux Falls community
- Driven by regional workforce demand and employer engagement
- Focused on sustaining an educational culture that achieves high levels of student retention and completion
- Dedicated to portability of credentials through articulation and collaboration with other educational institutions
- Efficient and effective use of South Dakota regental institutions' strengths and resources to build program offerings and educational pathways

Recommended Strategies

Sioux Falls and the South Dakota Board of Regents have a remarkable opportunity to build a truly student-centered approach to postsecondary education as it embarks on the new mission and vision for the New University Center. The timing for initiating an innovative, student-centered approach for a New UC could not be better. At the national level, the past decade has given rise to mounting research and evidence regarding organizational supports and strategies that lead to student success. At the local level, business, community and higher education leaders have coalesced around the idea that the University Center needs to develop a new “community college-like” function in addition to providing options for four year and graduate degrees.

FutureWorks recommends that the UC undertake a significant reorganization in both structure and purpose. Through reorganization, the UC can realign its relationship with Sioux Falls, offer programming and the kinds of degrees and credentials that serve both the labor market and support the educational aspirations of residents, and play a significant role in reshaping the educational landscape—the talent pipeline—in Sioux Falls.

To achieve this transformation, we recommend that the University Center, in partnership with the regental institutions and community, take the following steps:

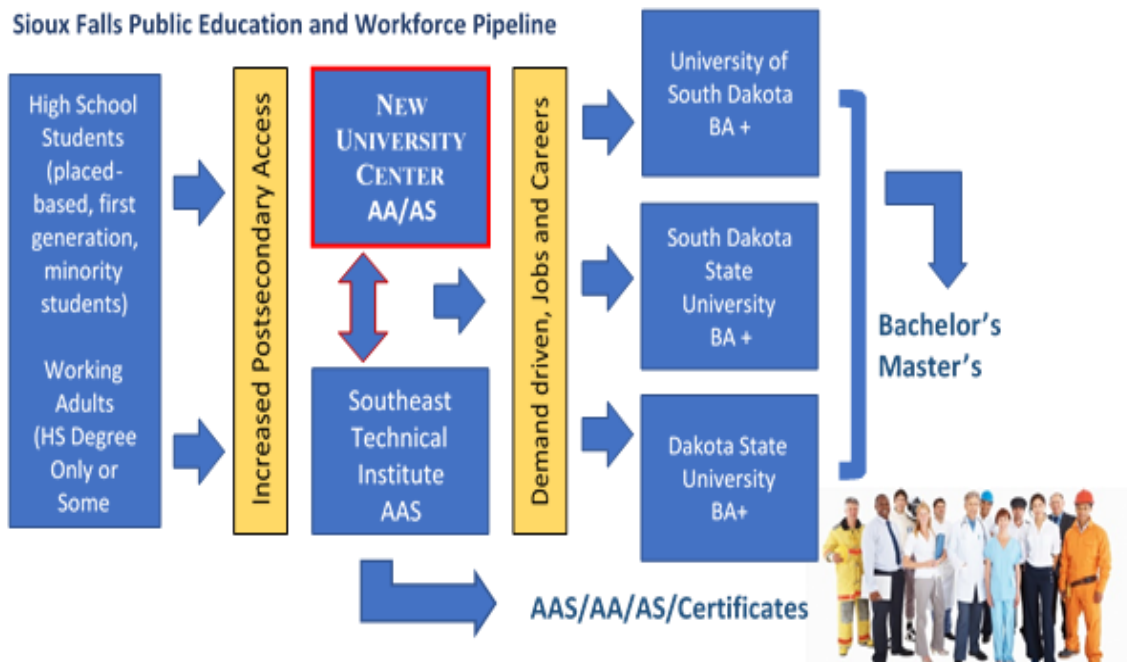
- ***Create a New University Center that is focused sharply on program offerings with labor market relevance and in high demand fields, and offers greater postsecondary access to Sioux Falls’ diverse population²⁹***

A New UC will play a significant role in building out the Sioux Falls education and workforce pipeline by offering more associate level programs aligned with the regional economy. The current UC mainly offers bachelor degree programs and some associate level degrees provided through its partner institutions, USD, DSU and SDSU. We recommend that the New UC develop additional associate level programming directly and award degrees and certificates from USD/New UC (including General Studies/Liberal Arts). At the same time, FutureWorks recommends that the New UC sustain its role as a site for access to bachelor’s level programming delivered by its partner organizations and collaborators.

The New UC should focus on providing the capacity that is central to achieve educational aspirations for the Sioux Falls population – but is now missing. To do this, the New UC should focus on education for middle-skill jobs which require postsecondary education and credentials, often at the associate degree level, that are responsive to occupational demand and shifts in the labor market. Leadership at the New UC will need to validate and co-develop these programs of study with employer partners. In addition, the New UC can articulate its new degree programs to current offerings at the region’s public institutions of higher education, including USD, SDSU, DSU, and STI. (See chart on next page.) The degrees also will need to be designed for access and student-success

²⁹ We use “New University Center,” or New UC, as a placeholder name for a newly defined University Center. A new name for the Center will be an important element of branding and marketing strategies.

for Sioux Falls' growing, diverse student population – many of them first generation students – and for working adults.



- ***Develop associate degrees and related academic programming that give students maximum flexibility for careers and pathways to education***

Business and civic leadership of the Sioux Falls region is concerned about increasing economic opportunity for the region's growing, diverse student body and building a ready, skilled and educated talent pool for the labor force. A core gap in the market needed to meet these concerns is occupationally oriented education resources at the associate degree level. Even though Southeast Technical Institute plays an important role, the lack of a community college in Sioux Falls exacerbates the gap in this part of the educational pipeline.

FutureWorks recommends the New University Center (New UC) develop and deliver associate level degree programs to fill this gap. As a start, the New UC should focus on offering credentials that link to healthcare, business and finance, manufacturing, and computers and information technology. Each of these sectors and clusters are projected to have significant job openings in demand that need postsecondary credentials and each are significant drivers of the regional economy. The chart below shows sectors with high demand for talent and related fields of study. We recommend that the New UC focus initial associate program and curricula design efforts in these areas and then extend into other high demand and high wage fields. (See chart on next page.)

NEW UC SUGGESTED PROGRAMS OF STUDY		
Industry Sector	Fields of Study	Occupations with Associate Requirements
Health Care	Allied Health	Respiratory Therapist•Diagnostic Medical Sonographer•Radiologic Technologist•Cardiovascular
	Medical Laboratory Sciences	Medical and Clinical Laboratory Technicians
Financial and Business Services	Finance and Business	Bookkeeping, Accounting, and Auditing Clerks•Business Administration•Entrepreneurship•Logistics and Supply Chain Management•Marketing
Manufacturing	Advanced Manufacturing	First-Line Supervisor and Production Management• First-Line Supervisor and Managers, Maintenance• Engineering Technician/Pre-engineering•Project Management•Automation•Robotics•Advanced Materials Welding•Technology Management and Leadership•Manager Quality Systems
Information Technology	Computer and IT Networking	Computer Network Support Specialist•Network Administration•Cyber Security
	Computer and IT Programming	Computer User Support Specialist•Data Analytics Programming Technician•Network Administration

The programs should offer professional certification, academic certificates, associate degrees, and, through partnerships, Applied Bachelor degrees related to key occupational groups in these sectors and clusters. They also should be stackable, articulated and “transfer ready” to other degree pathways and postsecondary institutions.

- ***Build innovative, collaborative relationships with other postsecondary institutions to serve Sioux Falls education needs and make higher education available and accessible locally***

Despite declining enrollment, the UC is still an important point of access to South Dakota universities and Bachelor’s level programs. The access and pathway to four-year and post-baccalaureate education should continue with a reorganization. The New UC, at its location in the Discovery District, can offer coordination and space to USD, SDSU and DSU to sustain the universities’ abilities to offer classes leading to Bachelor’s and Master’s degrees.

The organizational relationship between the New UC and the partner universities will change, but that should not result in a loss of educational capacity to the Sioux Falls area. In fact, as a consequence of its new form and focus, the New UC will likely increase the demand for four-year programming and help its partner universities identify programs to draw more students. As we show in estimates of the potential new student population for a redesigned UC, the reorganization will expand the total number of students engaged in education and result in more students transferring into Bachelor’s programs after successfully completing associate level programs. In the long run, a New UC will benefit all postsecondary education in the region. (See chart on next page.)

There is also considerable opportunity for more robust and mutually beneficial collaboration with Southeast Technical Institute. Joint programs and robust articulation into New UC associate level programs will help Southeast Tech offer more options to students and help students more easily

pursue educational goals. The formation of the new BAS in technology leadership is one example of what could become an education pathway through a series of institutional collaborations.



UNIVERSITY OF SOUTH DAKOTA

DSU DAKOTA STATE

NEW UNIVERSITY CENTER

STI SOUTHEAST TECHNICAL INSTITUTE

SOUTH DAKOTA STATE UNIVERSITY

Share opportunity and collaboration for:

- Facilities and Space
- Career and Education Pathways
- Degree and Certification Articulation
- Transfer

- ***Develop a student-centered organization and make student success the organizing principle of programs and services***

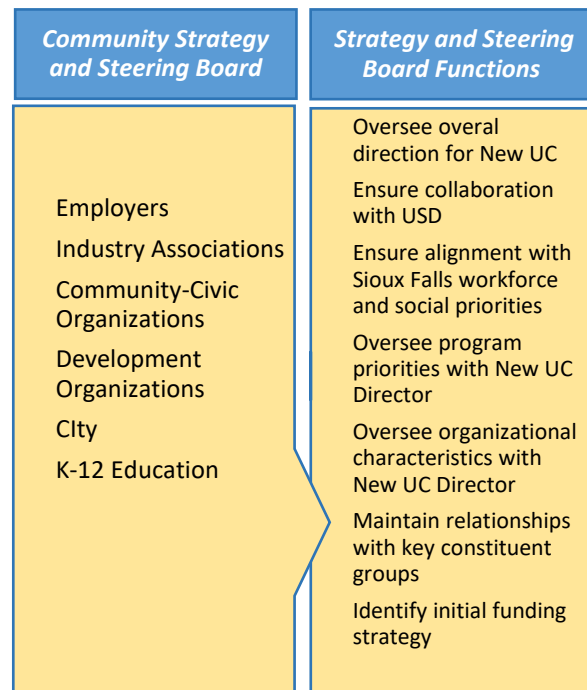
Conversations and interviews across Sioux Falls revealed a concern with increasing educational access for the growing diverse population in the region. This population not only needs greater access, but their success in education depends on delivery of services that will support their persistence and completion of programs. In addition to its labor market focus, the New UC has the opportunity -- from the beginning of its reorganization -- to implement best practices in the field of two-year education that will help students develop clear educational purpose and pursue well-defined paths toward completion.

We recommend that UC reorganize as a student-centered college, one in which student success drives organization and programming. To do this, the New UC should significantly revamp student services to provide pro-active, comprehensive and integrated academic and career advising that keeps students on track to meet their educational goals, complete programs in a reasonable time, and earn valuable credentials. Career services is a particularly important element of a student-centered approach and could be a significant resource for the community and other educational partners beyond the immediate boundaries of the New UC.³⁰

³⁰ See the Business Plan for more on design elements of and resources for student success models.

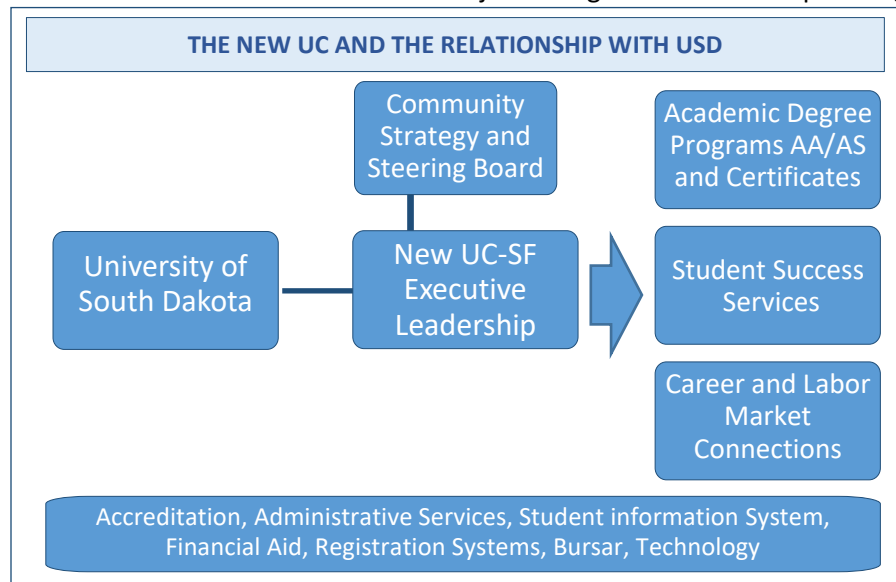
- **Create a new Community Strategy and Steering Board to guide the New UC**

We recommend that USD form a *Community Strategy and Steering Board*, composed of representation from Sioux Falls business and civic communities and K-12 education to help guide a New UC and closely link the operations and services of a New UC to the Sioux Falls regional economy and to the education needs and interests of the people of Sioux Falls. While the South Dakota Board of Regents and USD would have ultimate decision-making powers consistent with their statutory responsibilities, the Strategy and Steering Board should play a significant role in crafting the New UC as an institution responsive to Sioux Falls' needs. An agreement on roles and responsibilities should be developed with USD and used as guidance for the Board. (See chart.)



- **Create a clearer and closer operating partnership with the University of South Dakota**

The current Memorandum of Understanding between USD, DSU and SDSU to govern the UC provides an opportunity for annual reviews and modification subject to regental review. At present, the MOU identifies USD as the lead managerial entity for the UC. We recommend the partners and Board of Regents use the annual review process to make two modifications. The first is to modify the role of USD to become the sole governing authority for the New UC. This modification should strengthen USD's role overseeing



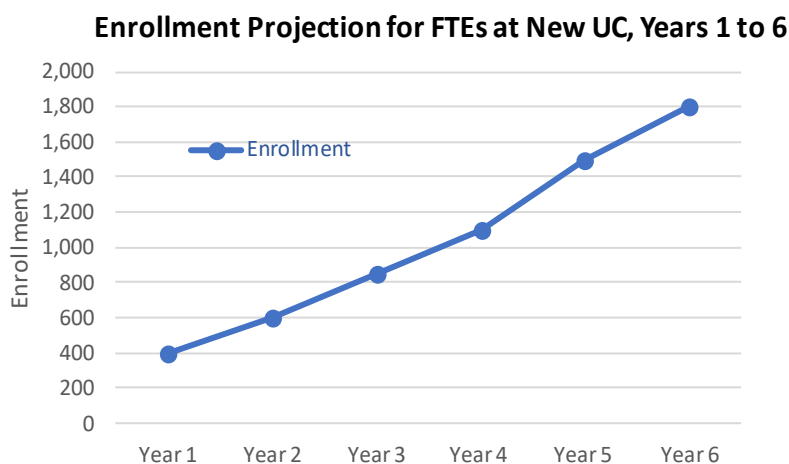
the operations of the New UC. It should also give USD a clear mandate to develop and deliver needed certificate and associate degree programming as well as student support and advising services that align with the market opportunities identified in this report. This is a necessary step to provide USD a clear mandate and responsibility to re-shape and refocus the New UC's programming and operations.

The second modification is to build a clearer and more streamlined platform for collaboration among the regental institutions, particularly SDSU and DSU. The platform should identify continued opportunities for the regental institutions to develop and deliver postsecondary programming in support of the New UC and be partners of first choice if they are able to meet the intent of the mission, vision and values of the New UC to serve Sioux Falls students and employers.

Both modifications, along with the establishment of the Community Strategy and Steering Board, will serve to signal the start of a new era and relationship with the Sioux Falls community. (See chart on previous page.)

- ***Target growth for a New UC to serve substantially more Sioux Falls area residents***

The New UC will tap into new student markets that can significantly grow the number of postsecondary students in the region. One market that the New UC increasingly will be able to serve is high school graduates who will be first generation college-going students. The other market is working adults without a college degree. With these new markets, we recommend that the New UC scale its subbaccalaureate operations and programming to serve more area residents beginning with enrollment of approximately 400 full-time equivalent (FTE) students in its first year, 1,800 students by year six, and 2,500 students for its "steady-state" of operations after several years of growth. At full scale, the 2,500 FTEs will be equivalent to a 4,000 student headcount. (See chart.)



South Dakota has limited data from which to draw projections for start-up and steady-state operations for local two-year postsecondary enrollment. In the absence of these data, we use enrollment models from several data points, and national community college

data in like-situated regions, to arrive at our relatively conservative projection of 2,500 FTE enrollment for the New UC's 'steady-state' operation.³¹ These data points include:

³¹ Enrollment also depends on economic cycles, kinds of programs offered, competition in the local educational environment, and the marketing effort to inform students of a two-year education opportunity.

- College facility planning experts generally use a model that estimate anywhere from 2.0 to 6.0 percent of a region's 18-64 age population as a likely rate of total market capture for two-year community college enrollment. Using a mid-range estimate (3.5 percent), it is likely that 5,800 of the 166,00 residents age 18-64 in the Sioux Falls region are the total market size for local two-year postsecondary enrollment. Assuming the 2,100 students currently enrolled at Southeast Technical Institute and other local two-year institutions are already captured, one estimate is that the New UC could enroll as many as 3,700 FTE students in its new two-year programs.
- We use national high school community college going rates to estimate the number of likely high school graduates from the area for two-year postsecondary enrollment for the New UC. Nationally, about one-fourth of recent high school graduates enroll in a community college or two-year postsecondary institution immediately after graduation.³² There are about 2,650 students from Sioux Falls area high schools who graduate each year. It is likely that one-fourth, or roughly 660, of these graduating students will immediately enroll at the New UC or one of the other sub-baccalaureate technical institutions in the state. It is important to note that these estimates of high school to two-year college-going students do not include working adults returning to college or young adults who may not enroll immediately out of high school but may take 18 months or longer to make the decision to go to community college. (See the next two bulleted data points for projections for these college bound groups.)
- There is likely opportunity to capture area high school graduates who do not immediately plan to go to college, but may enroll at the New UC. Each year there are about 900 students from Sioux Falls area high schools who do not intend to enroll in any postsecondary education immediately upon graduation. It is reasonable to assume that a portion of these students will fit a profile of students who would enroll in a two-year community college-like institution such as the New UC if it were available. These may be students who are looking for affordable options locally, but are not interested in a four-year college degree program or a technical college like Southeast Technical Institute. Our estimate is that roughly 225 of the total 900 high school graduates in this situation may choose to enroll at the New UC. Capturing this student population depends considerably on branding and marketing the New UC.
- Another market for enrollment is adults of working age with who graduated high school but never enrolled in college or those who have enrolled but never likely completed a postsecondary credential. Data from the U.S. Census shows that there are more than 21,000 adult residents of working age (18-44 years old) in the region who graduated from high school but never enrolled in college. The Census data also show that there are just over 22,000 working age adults who enrolled in college or some postsecondary program but never completed their degree. Not all or even most of these adult residents would be interested, or should be targeted, as potential returning students. On the other hand, it is reasonable to expect that if the right programs and services were delivered at a reasonable price and geared

³² National Center for Educational Statistics, Table 302.10. Recent high school completers and their enrollment in 2-year and 4-year colleges, by sex: 1960 through 2015, 2016

toward a working adult, then some of these adults – perhaps upwards of 1,000 to 2,000 working adults - would be a ready student market for the New UC.

- Finally, there is also a portion of *current UC students* who would enroll in the New UC's associate degree or academic certificate programs. These students should also be counted as part of the enrollment picture. About 60 percent of the UC's total 2016 enrollment of 1,150 is age 23 or younger and over 20 percent of the UC's total 2016 enrollment are students who enrolled through the UC immediately after high school. A portion of these two groups of students would likely fit the profile of students interested in enrolling in the New UC to obtain a credential with labor market value or to complete an associate degree before transfer to a Bachelor's program.
- ***Implement a new cost and revenue model for the New UC***

Implementing plans for a New UC will require support during a start-up period and a revenue stream during initial growth, eventually reaching a steady-state of enrollments. Because the New UC will focus on associate degree programming it will need a new revenue model based on the costs of enrolling, educating and serving two-year students. These are not the same as revenue and cost models for four-year schools or universities. Based on nationally derived estimates of cost/revenue-per-students for public two-year colleges, and the enrollment estimates developed for the New UC, total budget for the New UC will range upwards of \$5,000,000 in its early years of operations. The outer limits for a total budget to eventually serve 2,500 FTE students – a steady state of operations – could potentially reach \$30,000,000. Even so, some cost savings and efficiencies resulting from sharing USD operations and administrative functions could substantially reduce this total budget estimate. A projection of expenditures, using national level data for average expenditures per student at two-year public institutions, is shown below.

The Board of Regents, USD, and the Sioux Falls community should develop a new tuition model, revenue development strategies, and careful cost estimates to achieve required levels of support. A distribution of potential revenue sources, based on national data for two-year institutions, is shown in the chart below.³³ (See charts on next page.) The development of adequate operational funding for the New UC will be a challenge in the absence of additional statewide funding for education, in general, or for two-year public institutions, in particular. Even so, the need for such an education model in the Sioux Falls is clear.

³³ These data are national averages for two-year institutions across all states. The percentage distribution varies widely among states.

Expenditure Projections					Average Expenditure per student, = \$12,952		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Steady
FTE Enrollment	400	600	850	1,100	1,500	1,800	2,500
Expenditures (in thousands ,000)	5,181	7,771	11,009	14,247	19,428	23,313	32,380

PUBLIC TWO-YEAR INSTITUTIONS, AVERAGE REVENUE PER FTE STUDENT		AVERAGE REVENUE BY SOURCE	PERCENT REVENUE BY SOURCE
Net Student Tuition		\$3,871	30%
State and Local Appropriations		\$6,148	47%
Federal, state and local grants and contracts		\$1,759	14%
Auxiliary enterprises, and other sources		\$1,286	10%
Private and affiliated gifts, grants, contracts, investment returns, and endowment income		\$136	1%
Total Average Revenue/FTE Student		\$12,952	
Source: American Institute for Research, Delta Cost Project, 2015			

Business Planning for Implementation of Strategy

Getting organized and gearing up to transform the University Center and execute on the new mission and vision is no small task. It will require strong support from the educational and civic communities, adherence to a detailed business plan, and commitment from institutional leadership including the South Dakota Board of Regents. The proposed changes will require new capacity, new staff expertise and additional financial resources. Community and employer partners will need to make a long-term commitment to serving in active governance and advisory roles. FutureWorks' recommended business plan identifies key areas of governance, leadership, programming, student services, operations, and costs to develop the New UC and begin enrolling students. Below we list major steps for each element of the business plan. When possible, we identify best practices and resources that describe and inform the leadership how to go about planning for and then putting in place those practices which are proven elsewhere.³⁴ The major steps are followed by a development and implementation timeline and task chart.

- 1. Governance -- A New Partnership with the University of South Dakota**
- 2. Leadership --The Community Strategy and Steering Board**
- 3. Programs of Study -- Labor Market Relevance and Employer Engagement**
- 4. Workforce and Community Services -- Professional and Continuing Education**
- 5. Guided Pathways and Student Services -- Organizing Services for Student Success**
- 6. Operations -- Administration and Related Services**
- 7. Costs -- Estimates for Planning, Implementation, and Growth**
- 8. Timeline -- Three Year Estimate for Development and Launch**

We recognize that the University Center must continue to operate as it enters and implements a transitional phase to the New UC. These are complicated tasks and will require appropriate coordination, assistance, and enough staffing capacity and expertise to successfully address the preparations for a new postsecondary organization while maintaining existing programs and services. Leadership at USD and UC should consider adding some staff quickly to help sustain existing operations while building toward the New UC.

³⁴ See for example the planning and development processes that are reported for the creation of Guttman Community College, a part of the City University of New York system, <http://guttman.cuny.edu/about/strategic-planning-and-institutional-effectiveness/> retrieved April 23, 2017. The planning for Guttman Community College began in 2008 and the first student enrollments began in 2012. Our timeline for launching the New UC is considerably shorter because key operating elements of what will become the New UC already exist.

Governance -- A New Partnership with the University of South Dakota

The proposed relationship between University of South Dakota and the New UC is a significant but not radical departure from its existing relationships with the three regental universities, USD, SDSU and DSU. To support and carry out the transformation of the University Center into a new kind of organization and in a new relationship to Sioux Falls, we strongly recommend that the University Center become a unit of the University of South Dakota and modify the current Memorandum of Understanding (MOU) between USD, SDSU and DSU. The current agreement provides for annual reviews and adjustments. The Regents and the partners should take this opportunity to clarify the University of South Dakota's role as the sole governing entity for the UC. The modifications should also emphasize characteristics of the New UC and build a clearer and more streamlined platform for collaboration among the regental institutions, particularly SDSU and DSU.

The current MOU, approved by the Board of Regents in 2016, lays out a management and funding structure that includes the following points:

"USD will serve as the lead institution at UC-SF.

An Advisory Council consisting of representatives from Sioux Falls business and civic interests will provide community input.

A Coordinating Group consisting of a representative from each partner university at UC-SF (USD, SDSU, and DSU) will assist in making policy recommendations.

Tuition and fee revenues are allocated to the student's home university for all courses.

Each university will reimburse the university instructing a course for direct instructional costs proportional to the number of its students enrolled in the course.

The UC-SF operating budget will be allocated as a fixed cost among the collaborating universities (USD 44 %, SDSU 44%, DSU 12%).

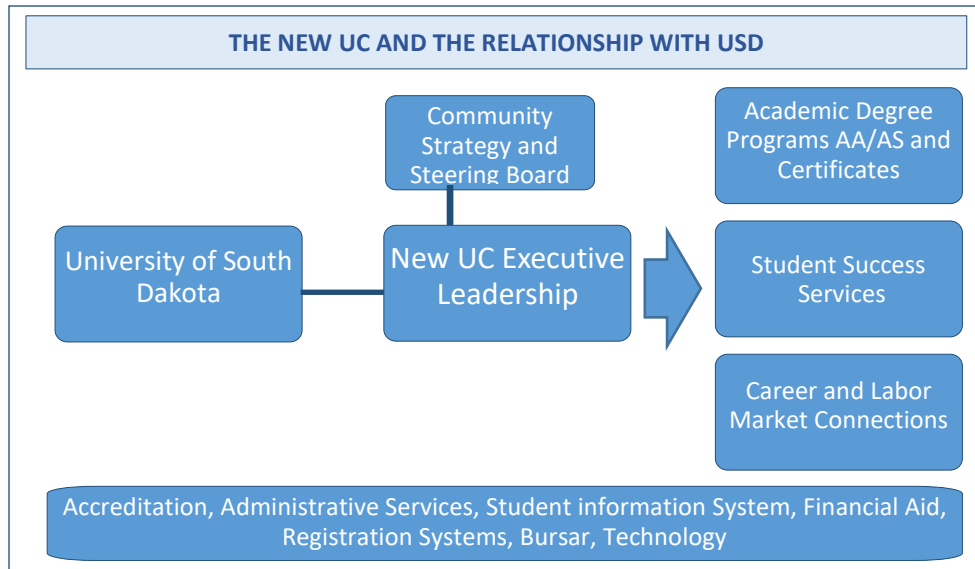
UC-SF will emphasize associate degree programs that provide workforce skills and that stack to bachelor's programs offered at UC-SF or on a participating university's campus; UC-SF will continue to offer bachelor's degree and graduate degree programs as local needs demand.

The proposed self-support tuition rate for students enrolled in a certificate or associate degree program for lower division courses (100/200 level) is \$270/credit hour."

Many elements of the Memorandum support the operations envisioned for the New UC, while others need modification to do so. As part of its annual review, the existing MOU should be modified to better incorporate and build to the New UC model described in this report. While it is beyond the scope of this project to suggest specific language, the following chart suggests areas where the existing MOU could be modified to reflect new governing structures between the New UC, USD, SDSU, and DSU. (See chart on next page.)

Existing Memorandum of Understanding for UC-SF, 2016	New Points Describing the New UC and the Relationship with University of South Dakota
USD will serve as the lead institution at UC-SF.	The New UC is a program and unit of the University of South Dakota. (Determine correct language as to extension, locations, satellite with Board of Regents and Higher Learning Commission). New UC will operate administratively and fiscally as a unit of USD.
Advisory Council consisting of representatives from Sioux Falls business and civic interests will provide community input.	A Community Strategy and Steering Board of representatives from Sioux Falls and education will provide strategic recommendations and provide significant guidance on the development of student-centered and labor market responsive programming and services offered through the New UC.
A Coordinating Group consisting of a representative from each partner university at UC-SF (USD, SDSU, and DSU) will assist in making policy recommendations.	USD in collaboration with and under the guidance of the Community Strategy and Steering Board will make policy and decisions concerning the direction and operations of UC-SF and determine the program mix and degrees offered through the New UC.
Tuition and fee revenues are allocated to the student's home university for all courses.	Tuition and fee revenues are allocated to USD for all USD programs offered at New UC. Institutions offering programs or courses offered through New UC will be compensated at an agreed upon rate that will vary by program and course. For programs and courses offered by other universities, such as Bachelor's or Graduate programs or courses, revenues are allocated to the institution in which the student is enrolled, adjusted for facility and service costs.
Each university will reimburse the university instructing a course for direct instructional costs proportional to the number of its students enrolled in the course.	No comparable provision.
The UC-SF operating budget will be allocated as a fixed cost among the collaborating universities (USD 44 %, SDSU 44%, DSU 12%)	The New UC operating budget will be allocated according to budgeting, costing and funding as a procedure of the USD budgeting processes.
UC-SF will emphasize associate degree programs that provide workforce skills and that stack to bachelor's programs offered at UC-SF or on a participating university's campus	The New UC will emphasize associate degree programs and academic certificates that provide workforce skills, are stackable, and transfer to bachelor's programs, offered at New UC by another university or on another university or college campus in the regental system.
The proposed self-support tuition rate for students enrolled in a certificate or associate degree program for lower division courses (100/200 level) is \$270/credit hour.	USD will determine the self-support tuition rate for students in New UC associate degree or academic certificate programs and will commit to intention to offer programs at a credit hour rate that is affordable to students in the Sioux Falls region.

The relationship between USD and the New UC would look like the chart below. The Executive Leadership would have a reporting relationship with USD (through the provost's and president's office). The Community Strategy and Steering Board and the Executive Leadership would have responsibility for determining and delivering programs and services and would make recommendations to the USD



whenever formal approvals or action were required by USD and South Dakota Board of Regents. USD would provide services to the New UC that included academic, fiscal and accounting, financial aid, integration with the USD student information system, technology and other services that would increase the operating efficiency of the UC and reduce operating costs.

The implications of these modifications in the MOU are clear:

- First, USD is assuming the ownership and responsibility for a New UC; whether the center is considered a new location, an extension, or a satellite depends on discussion with the Board of Regents and the Higher Learning Commission. The goal is to make sure that the New UC can pursue its mission, share the accreditation of the University of South Dakota, and operate efficiently in collaboration with USD.
- Second, the focus of the New UC's operations would shift more decisively toward developing associate and certificate programs that meet workforce needs and the educational needs of students for associate level education. This is a significant change in operations and how programs are developed and offered. In this new scenario, the New UC, in consultation with the Community Strategy and Steering Board and USD, can develop and offer programs that fulfill student and regional needs.
- Third, the New UC's relationship with its existing partners would change considerably. The New UC would identify the need for programming to be offered. These programs and courses may be offered by the New UC through its own faculty or the New UC may seek an institution with the expertise and capacity to offer that program through the Center, as a UC program. We would anticipate that the UC's current partners will be the most significant partners in providing these programs. Decisions as to which institution would confer degrees for a degree program would take place at the Board of Regent's level. Overtime, the New UC and USD in consultation with the Board of Regents, would develop some principles about degree ownership at the

associate’s degree level. Existing processes to determine ownership for Bachelor’s degree programs would remain in place.

Leadership -- The Community Strategy and Steering Board

A particularly important component of the recommended organization and design of the New UC is a focus on the education, workforce, and economic development needs of the Sioux Falls area and population. To sustain this focus and to help the New UC take on and realize its potential in the region,

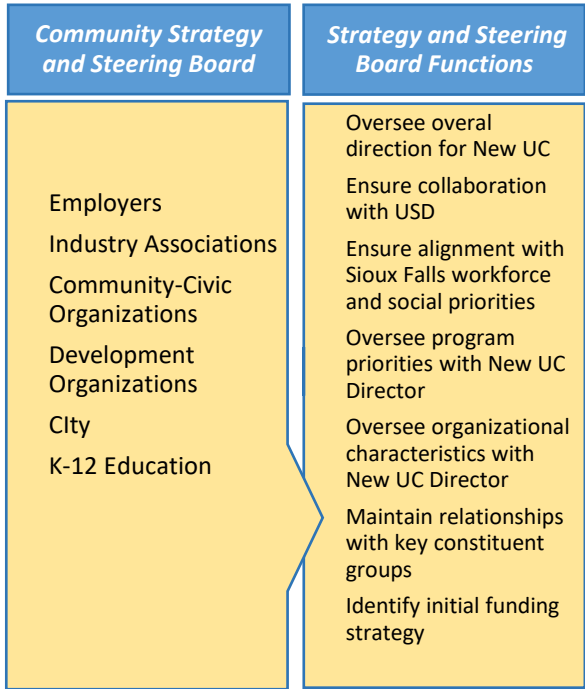
it is important to draw leadership for the New UC from the community. It is especially important to engage and involve this leadership in setting direction for the New UC.



The Community Strategy and Steering Board should be formed in two stages. First, a smaller group of leaders should be convened to advise and provide input on important decisions during the planning and development phase. This group should be formed right away and include those who already have been very active in existing discussions and planning for a New UC (e.g. Forward Sioux Falls, Sioux Falls Area Chamber of Commerce, Sioux Falls Development Foundation, Sioux Falls Area Community Foundation, City of Sioux Falls, etc.)

This group will be the working body of community and business representatives who collaborate with USD to set the basic direction, alignment with Sioux Falls’ needs, programming priorities, and organizational features of the New UC, and help develop strategies around revenue streams and funding for both the startup/planning phases and initial operations.

Once directions have been set and a basic framework for development of the New UC is in place, the leadership group should transition to a larger body. This body will be the Community Strategy and Steering Board, a critical part of New UC leadership that will knit together the



Sioux Falls civic and business communities with USD. It will be composed of representatives of community constituent groups and educational leadership. Sioux Falls is fortunate to have a well-defined civic leadership structure and formal development organizations that can be enlisted to guide the New UC. Many of these leaders have been deeply engaged in thinking about and advocating for what is now becoming the New UC.³⁵ Members of the Community Strategy and Steering Board should be drawn from these leadership circles as well from industry, community organizations, and education.

Working in collaboration with USD, this group should define the relationship and allocation of decision-powers between USD and the Community Strategy and Steering Board. This relationship should be incorporated into a set of organizational by-laws and written descriptions of duties, board member terms, etc., that can guide the formation and the operations of the Community Strategy and Steering Board.

The full Board should contain members that represents key constituent groups from the Sioux Falls region, is strongly represented by business and industry that reflect key growth sectors in the economy, and reflects student, community and civic interests. The board composition should also reflect the diversity of the target students.

Programs of Study -- Labor Market Relevance and Employer Engagement

The New UC should develop programs in areas that will gather enrollments quickly and are directly related to labor market demand in the region. The degree levels for these programs should be Associates of Arts and Associates of Sciences. Some of these degree programs should be defined as stackable certificates of less than two years of academic credit. The certificates would stack to a full associate degree. In all cases, the programs should be designed so that it is possible to obtain a credential or degree in the program and achieve sufficient preparation for transfer to a Bachelor's degree program in the same or similar program of study.³⁶

Based on data shown in the needs analysis and information gained in interviews with leaders and employers in the Sioux Falls region, the New UC should begin to design and offer programs in the industry sectors and fields of study identified in the chart below. (See chart on next page.) Of course, the New UC will offer other courses and programs of study outside of these areas and it already offers courses and programs related to sectors and fields of study identified below. Moreover, administrators

³⁵ See for example "Recommendations to the South Dakota Board of Regents," Prepared by Education Planning Committee, Forward Sioux Falls, October 2015.

³⁶ This section focuses on implementation of AA and AS-level programming for the New UC. At the same time, we believe that the New UC should continue to offer pathways to Bachelor's degree programs and toward Master's degrees for a variety of fields. In the New UC, Bachelor's and advanced degrees would be offered by USD, SDSU and DSU (or another four-year institution). This model is similar to many "University Centers" around the country where a two-year institution offers space and services to four-year institutions' programs and courses at the facility of the two-year institution. Most often, this arrangement is accompanied by virtually seamless credit transfer. This is an important partnering opportunity for the New UC and for students from the Sioux Falls area. Except for a different fiscal and organizational relationship, the current practices of USD, SDSU and DSU offering BA and BS programs at the Center could continue with relatively little impact on students.

are now planning new associate degrees that will enter the catalog soon and fit with the direction of the New UC.

Industry Sector	Fields of Study	Occupations with Associate Requirements
Health Care	Allied Health	Respiratory Therapist • Diagnostic Medical Sonographer • Radiologic Technologist • Cardiovascular Technologist and Technician
	Medical Laboratory Sciences	Medical and Clinical Laboratory Technicians
Finance and Financial Services	Finance and Business	Bookkeeping, Accounting, and Auditing Clerks • Business Administration • Entrepreneurship • Logistics and Supply Chain Management • Marketing
Manufacturing	Advanced Manufacturing	First-Line Supervisor and Production Management • First-Line Supervisor and Managers, Maintenance • Engineering Technician/Pre-engineering • Project Management • Automation • Robotics • Advanced Materials Welding • Technology Management and Leadership • Manager Quality Systems
Information Technology	Computer and IT Networking	Computer Network Support Specialist • Network Administration • Cyber Security
	Computer and IT Programming	Computer User Support Specialist • Data Analytics • Programming Technician

At the same time, the New UC should implement a review process of all programs to determine how they would fit into the New UC framework and direction. This will help develop a clear message to the community as to the New UC's focus and begin the process of pursuing the New UC's mission, vision and values. The New UC should look toward building an inventory of programs that are, especially at the outset, clear reflections of its mission and vision. Some courses and programs make important contributions to the General Studies/Liberal Arts degrees and general education requirements. Others serve specific community needs.

Unlike a one-sided process of determining programs of study in isolation from employers in the region, the design of the programs for students at the New UC should be organized around meeting the needs of industry sectors where the educational programs serve both students and employers. Criteria should include:

- focusing on the skill and career needs of a specific industry sector over a sustained period, and concentrating on a high demand occupations within that industry;
- engaging employers in the industry for participation in program design, support, and work-based learning opportunities for students, such as internships;
- awareness of employment and career opportunities for graduates and emphasizing career paths into good jobs, reducing barriers to employment, and sustaining or increasing middle-class jobs;
- supporting regional economic competitiveness by aligning education, industry growth trends, and workforce development planning;
- engaging leaders through partnerships of education, industry and community members; and
- incorporating assessment, feedback, and outcome measures to ensure responsiveness and flexibility to students, industry, and community.

It is beyond the scope of this plan to identify specific courses, degree programs and curricular designs that are related to the four sectors in which the New UC should start building new AA and AS degrees. Some of these programs are offered now through the UC and these can be adapted, using the principles and techniques outlined here, to build a set of degree programs. A key component to determining the curriculum and design of the programs of study is employer engagement. What follows is more explanatory information for employer engagement in this context.

Employer Engagement

In creating its occupationally relevant educational programs, the New UC should deeply engage the Sioux Falls employer community as a whole and in specific sectors for the purposes of program development and participation. That engagement should be both strategic—at the leadership and guidance levels—to look out over the long-term direction and trends of the economy and employment. Employers should also be directly engaged with design and operations of courses and with monitoring and assessment. Employer advisory groups are common in many two-year institutions and often are a requirement of accrediting bodies. Even so, most often these advisory groups are not strong, do not ask for a strategic view of labor markets, and are not engaged enough in the ongoing delivery of education. Employer engagement for the New UC means that employers in different sectors become *partners* in the design, advising and strategic guidance, and delivery of labor market related education.³⁷ This has potential for shaping the way education is delivered through the New UC and the relationships with the employer community. (See chart.)³⁸

EMPLOYER ENGAGEMENT	
EMPLOYERS AS ADVISORS AND SUPPORTERS (TRADITIONAL APPROACH)	ENGAGED EMPLOYERS (NEW APPROACH)
Attend business advisory committees, hear reports and sign-off on courses. Hire graduates for their companies; involvement is episodic.	Deep involvement in: Identifying critical competencies to shape learning objectives for programs and courses Program assessment and design of learning Develop work-based learning opportunities and define applied learning objectives (e.g. internship programs) Develop internship programs integrated with curricula Sources of adjunct faculty, investment, resources, equipment and materials.
Employers respond to surveys and requests for information.	Employers helped design, implement and interpret data and information about industry needs.
Employers discuss importance of higher skills and provide examples of skill needs of skills gaps.	Employers work with colleges overtime to strategically address current and long-term talent needs.
Employers participated on an ad hoc or as-needed basis for specific purposes or events.	Employers are continually involved in program design and refinement.
Employers offer employees support for education through tuition reimbursement.	Employers actively support education and credential attainment as component of career development and advancement.

³⁷ See, Randall Wilson, “A Resource Guide to Engaging Employers,” Jobs for the Future, Boston, March, 2015. https://www.accs.cc/default/assets/File/DPE_AED/Resources/WIOA/A-Resource-Guide-to-Employer-Engagement-011315.pdf and Corporation for a Skilled Workforce, “Developing Market-Relevant Curricula and Credentials: Employer Engagement for Community Colleges in Partnerships,” <http://skilledwork.org/wp-content/uploads/2015/01/EmployerEngagement.pdf>, retrieved, April 18, 2017.

³⁸ Adapted from Susan Kannell, “What about Employer Engagement? Higher Education’s New Frontier,” Council for Adult and Experiential Learning, Chicago, July, 2014.

The UC should form work teams for each sector to take on the tasks of creating the program and curricula; submitting for approvals new programs, courses, and faculty positions; building associated program features; and planning for enrollment. The work teams should include sector representatives as well as faculty and student services representatives. The teams do not need to be a fixed group or structured as boards, although they eventually should have consistent participation and cohesiveness. Employers should have a clear picture and understanding of what they are being recruited to and their roles.

The New UC is fortunate to have an active group of employers now supporting the growth of the New UC. Some of these employers can join with appropriate sector groups or recommend members to participate. Initially, a group of employers will help validate the need for new programs, the scale of the need, and the basic elements of curricula and learning objectives. This participation must be balanced and integrated with the requirements of program accreditation and the USD and Regents decision-making processes.

Workforce and Community Services -- Professional and Continuing Education

Employers in Sioux Falls need good sources of short term training for specific skills or in specific technical procedures. At the same time, often working adults need specific skills training for career advancement or to gain certification to perform a job. In either case, it would be a benefit to the Sioux Falls community to establish a not-for-credit training arm of the New UC that could offer such courses and programs. This is a source of revenue that some colleges in other locations run as a relatively separate business arm.

While not necessarily a high priority in the startup phases of creating the New UC, professional and continuing education services are an important element of meeting community needs for non-degree courses and occupationally related training courses. In addition, some of these courses and training programs can be linked to credit-bearing programs and become stackable credentials toward a degree.

There are many examples of professional and continuing educational programs among community colleges; those that generate substantial revenues and those that include what amounts to an internal articulation between non-credit training and for-credit hours leading to a degree. Some would be excellent examples to follow in building similar services in Sioux Falls.

Guided Pathways and Student Services -- Organizing Services for Student Success

A reoccurring theme from our conversations and interviews with Sioux Falls' leadership is the desire to build a UC model that strengthens student access and opportunity to postsecondary education, especially for students who do not currently seek four-year postsecondary education or do not typically succeed in traditional four-year programs. Community leaders believe a New UC will provide greater access to nontraditional college going populations, including the groups mentioned above as well as working adults. Community colleges are often the entry point for nontraditional college-going student and they are increasingly an institution of choice for students who wish to lower the cost of getting a Bachelor's degree through transfer. By carrying out community college-like functions, Sioux Falls leaders hope that the New UC will attract more students to postsecondary education opportunities.

Increasing access to college is one part of the promise of a New UC. An equally significant issue is helping nontraditional students develop a purpose, stay on track, and stay in school to complete a credential without unnecessary stops or wandering. Many traditional community colleges have not performed well in these areas. Fortunately, new practices are emerging that are proven methods of increasing completions and helping students identify pathways they will pursue. Two of these methods are guided pathways and student success services. What follows is a description of each.

Guided Pathways Models

A great deal of attention from educational research and policy makers has focused on the relatively poor completion performance of two-year postsecondary institutions. Too many students start programs of study but never obtain a credential and too many students spend too much time and money slowly completing a program or wandering through courses without clear directions. Particularly in labor market or occupational kinds of educational programs, low completion rates are especially concerning because they thwart career plans and waste talent. Out of these concerns have come new techniques of program structure and organization designed to help students complete programs and follow clearly delineated pathways through programs of study and into employment. These are grouped together under the rubric of *guided pathways*.

The New UC can build its new AA and AS programs on a foundation of Guided Pathways that organizes and shapes programs, courses, and student academic engagement. The sector work teams should become familiar with the Guided Pathway framework and draw upon expertise to help implement its strategies and methods. The investment in this model will be repaid as students will be able to enter a program, move quickly through its structure, complete a credential, and enter a job and career. A solid body of research now supports the effectiveness and value of this model.

The chart on the next page describes distinguishing features of the guided pathway model in contrast to conventional status quo operations, programming and support services for most two-year institutions. (See chart on next page.)³⁹

³⁹ See the brief description of Guided Pathways in Community College Research Center, "What We Know About Guided Pathways," Columbia University, New York, March, 2015. And, from the same source, "Implementing Guided Pathways: Tips and Tools," Columbia University, New York, March, 2015.

CAFETERIA MODEL (STATUS QUO)	GUIDED PATHWAYS MODEL
ACADEMIC PROGRAM STRUCTURE	
Paths to student end goals are unclear.	Programs are fully mapped out and aligned with further education and career advancement.
Program requirements are confusing; guidelines for progression are not clear and consistent.	Critical courses and other milestones are clearly identified on program maps.
There is a lack of curricular coherence across courses, and students may not acquire needed skills.	Student learning outcomes are specified across programs.
Course schedules are unpredictable and often set to accommodate college needs, not student needs.	Predictable schedules are set based on analysis of courses students need to progress on their plans.
Curriculum in high schools and other feeders is not aligned to college requirements.	High school and other feeder curriculum is designed to prepare students to enter college programs in particular fields.
NEW STUDENT INTAKE	
Career and college planning is optional.	Academic plans, based on program maps, are required.
Undecided students are allowed to explore on their own.	Students are required to enter exploratory majors and choose specific programs on a specified timeline.
Assessment is used to sort students into remediation or college level courses.	Assessment is used to diagnose areas where students need support.
Prerequisite remediation is narrowly focused on college algebra and English composition.	Instruction in foundation skills is integrated into and contextualized with critical program courses.
INSTRUCTION	
Learning outcomes are focused on courses, not programs.	Faculty collaborate to define and assess learning outcomes for entire programs.
Instructors are often isolated and unsupported.	Faculty are trained and supported to assess program learning outcomes and use results to improve instruction.
Metacognitive skills are considered outside the scope of instruction.	Supporting motivation and metacognition is an explicit instructional goal across programs.
Instruction is divorced from application and connection to applied work, career or community settings.	Instruction and learning environment is integrated with career applications and with extra-curricular learning.
PROGRESS MONITORING AND SUPPORT	
Student progress is not monitored, or there is limited feedback on progress.	Student progress on academic plans is closely monitored, with frequent feedback.
Students do not have a clear idea of what they need to do to complete program requirements.	Students can see how far they have come and what they need to do to complete programs.
Students' performance in critical program courses is not closely monitored.	Early warning systems identify students at risk of failing critical courses and initiate timely interventions.
Communication between advisors and academic departments is poor; advisors lack accurate program information	Advisors work closely with program faculty, with a clear division of labor for monitoring student progress.

Student Success Services

A critical task for the New UC is to organize and provide student services designed for the demographics of students who will be drawn to the New UC. A focus on the Sioux Falls population will require UC to adopt and invest in new student support policies and practices with what is known as 'student success services.' In practice, student success services inform the guided pathways model discussed on the previous page. Together student success services and guided pathways need to be integrated into a coherent structure and set of practices. This will require significant new organization and redefinition of the roles and responsibilities of existing UC student services. It should be noted that current USD student service models are not designed according to these models and thus cannot be imported into

the operations of the New UC. On the other hand, there are many resources available to help plan and design student success services. The chart below defines the principles of student success support services. (See chart.)⁴⁰

PRINCIPLES OF STUDENT SUCCESS SERVICES
<p>Define Student Success and Establish Metric Goals</p> <p>A student-centered approach to educational delivery begins by defining student success. The College Board Advocacy and Policy Center identifies three student success indicators: retention; degree or certificate completion; and successful transfer to a 4-year institution. In the context of the New UC and Sioux Falls, an additional indicator of student success is the rate at which UC graduates secure employment in their chosen field. These become the benchmarks for student services.</p>
<p>Integrate Academic, Career and Financial Planning</p> <p>Help students identify educational and career goals and guide them to select relevant programs of study. Use and familiarize students with career information and planning tools, labor market information and access to work-based learning opportunities such as internships in fields of interest.</p>
<p>Provide Continuous Counseling and Coaching</p> <p>Engage regularly with students in a proactive, personalized, and integrated way to connect students to on and off-campus resources. Meet with students throughout college experience not just at intake or semester registration.</p>
<p>Use Data and Early Alert Systems to Intervene with Students and Develop Academic, Financial, or Social solutions</p> <p>Utilize data analytics to anticipate course failure and program stop-out; support timely and effective interventions in both academic and social areas.</p>
<p>Improve Transfer Articulation</p> <p>Build systemic pathways to facilitate student planning for steps leading to and after graduation; maximize credit transfer and degree completion.</p>

⁴⁰ Adapted from Achieving the Dream, “Integrated Planning and Advising for Student Success (iPASS) Initiative,” <http://achievingthedream.org/resources/initiatives/integrated-planning-and-advising-for-student-success-ipass-initiative>, Retrieved March, 2017 and from Brian Bosworth, “Purpose First: The Emerging Framework and Resources for Strategy and Practice,” Complete College America, Indianapolis, 2015

Operations – Administration and Related Services

The changing relationship between USD and the New UC will not only involve governance but also the operations of functional areas that colleges and schools assume as part of delivering services to students. Education and educational institutions are far more than courses and student services. It is important to consider these elements in planning for effective and efficient operation of the New UC.

It is particularly important to identify the administrative, functional areas, and operational areas that can be carried out and administered by USD, those that can be administered by USD but delivered by the New UC, and those that should be wholly ‘owned’ and delivered by the New UC.

Criteria for deciding who ‘owns and operates’ administration and services include:

- Statutory requirements and responsibilities given to USD by state statute (legislation) and by the South Dakota Board of Regents;
- Maintaining standards and conditions required by accreditation by the Higher Learning Commission and specific program accrediting bodies;
- Maintaining fiduciary and accounting responsibilities across the institution and meeting requirements for distribution of federal financial student assistance;
- Building a culture of student-centered orientation and educational services at the New UC;
- Effective, timely and responsive service and information delivery to students and staff;
- Efficiency and avoiding unnecessary duplication of process or staffing.

Generally, staffing follows functions and the level of staffing for operations and services follows both the scale of operations and guidelines for each function and service. For example, there are recommended standards for the ratio of staff to students in academic advising and student service areas. In addition, accreditation standards and federal student financial aid requirements mandate adequate staffing for fiscal administration and financial aid offices.

Applying the criteria to the following areas of operations and services, we identify areas that should be within USD’s administrative and service infrastructure and those which should be, as much as feasible, developed and delivered through the New UC. (See chart.)

Functional Area	USD	USD / Delivered at UC	New UC	Note
Leadership		✓	✓	Though reporting to USD, executive leadership should all be located at New UC
Academic Advising			✓	Component of student-centered and student-success services
Academic Affairs		✓		Component of leadership capacity and building student-centered culture
Admissions/Financial Aid		✓		
Bookstore		✓		

Functional Area	USD	USD / Delivered at UC	New UC	Note
Educational and Instructional Technology			✓	Component of guided pathways infrastructure
Enrollment Services	✓	✓		Enrollment Services should have a strong on-site presence
Finance/Business Office/Bursar	✓	✓		Business office and Bursar should have offices at New UC
Marketing/Community Relations			✓	New UC should be able to draw on the USD resources but should be locally focused on the Sioux Falls market
Information Technology		✓	✓	
Institutional Research and Effectiveness/ Data Collection and Analysis			✓	Over the long term, the capacity to use data for new UC decision-making and assessment is a component of a student-centered culture and organization
Safety		✓		
Special Programs/Grants		✓		Development of special projects should reflect New UC student needs and Sioux Falls community relevance
Student Services			✓	Component of student-centered and student-success services
Student Engagement			✓	Component of student-centered and student-success services
Workforce Development /Community Education			✓	Focused on Sioux Falls employer, labor market and community needs

Costs -- Estimates for Planning, Implementation, and Growth

This section outlines cost considerations in three areas: a 12-month planning and development phase for implementing New UC elements and operations; operational costs for the New UC launch and growth; and descriptions of total costs and potential revenue sources for operations of the New UC as it achieves a steady state of enrollments, faculty, and personnel. We do not address the cost associated with facilities or maintenance.

Planning and Development Phase

While a business plan can describe what needs to be done and some of the resources to accomplish tasks, implementation will require considerable planning, coordination and task management to move many pieces of this large-scale effort forward. Adequate staffing and support is a key ingredient. Moreover, this effort will need to occur at the same time UC courses, operations and services are in

operation. As a result, additional staffing and support is necessary to carry out the planning and development tasks outlined in this business plan.

Staffing and support could come from hiring new staff or engaging contract consulting, or some combination of both. The criteria and selection for staffing and contract consultants should focus on the ability to embrace the mission and vision of the New UC, manage complex projects, and knowledge of the elements of educational and academic program planning and implementation. A consulting group should have also those capabilities and the requisite availability to stay closely involved.

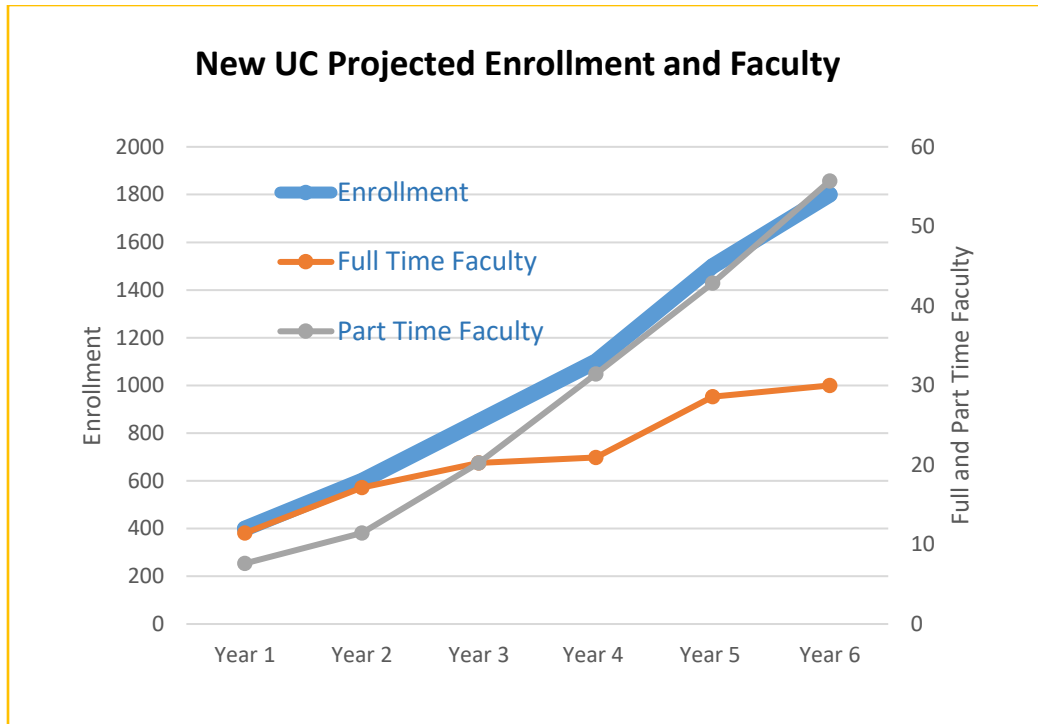
In addition, a planning and development phase should, from the outset, draw upon outside expertise in areas such as student-centered organizations, guided pathways, and student success services. Regular convenings that gather both researchers and practitioners are an important means of gaining a sense of the overall landscape and importance of these elements as well as to build networks with practitioners who are familiar with the implementation and operation of the components. Based on using professional full-time staffing, the following table shows a cost estimate for a 12-month planning and development phase. (See Chart)

PLANNING AND DEVELOPMENT COSTS		
Item	Description/Features	Estimated 12 Month Cost
Staffing/Leadership	Executive position w/fringe	\$155,000
Staffing/Assistance	Mid-level position w/fringe	\$77,500
Convenings	4 per year @ \$10,000	\$40,000
Consultation with experts	15 days/year @ \$2,000/day	\$30,000
Travel (leadership site visits)	2 at \$1,500 for 5 each visit	\$15,000
Miscellaneous	Supplies, Meetings, etc.	\$10,000
Total Estimate		\$ 327,500

Projected Costs and Revenues

First, we present faculty and enrollment projections for the first years of New UC operations. These will ultimately drive planning for facilities, staffing, and overall cost of operations. National data suggest a faculty to student ratio of 21 to one for two-year public institutions. Using averages of proportions of full-time and part-time (adjunct) faculty, we project the New UC would need 30 full-time and 56 part-time faculty to serve an enrollment of 1,800 (in year six of operations).⁴¹ (See chart on next page.)

⁴¹ In community colleges, the national average percentages of full-time and part-time faculty is 30 percent full-time and 70 percent part-time. See, Center for Community College Student Engagement, "Contingent Commitments Bringing Part-Time Faculty into Focus," 2014.



The great number of variables affecting operating costs makes it premature to lay out budget parameters and figures for specific functional areas prior to a more detailed implementation plan and identification of a set of cost drivers. For example, the costs for operations of a New UC depend on the administration and operations that USD will provide versus those that are assigned to operations of the New UC. While we outline potential roles for an administrative and service infrastructure above, the decisions to further assign and delineate USD and New UC roles needs to occur before additional costs are projected. Nevertheless, it is important for the Board of Regents, USD, and Sioux Falls community to have ‘big picture’ estimates of the costs and revenues associated with operating a two-year educational institution. In that spirit, we present a broad description of costs and revenues below.

We present our estimates based on the best available data on college costs and revenues.⁴² The data represent national averages and are not specific to South Dakota. For the purposes here, the cost figures represent scale and order of magnitude and are used to project overall costs for a given number of students. We also present national data on *sources of revenue* for postsecondary institutions and the proportions of those revenues that are applied to total operating costs per student. However, caution must be exercised in interpreting these projections as there is considerable variability in costs across states and colleges.

There are a variety of ways to estimate the costs of creating a new, small, two-year postsecondary institution. We will use averages of expenditures and revenue from all sources per FTE student to estimate the projected costs of operations and amount of revenues for a New UC over a period of startup and reaching a steady state of enrollments of 2,500 student FTE and about 4,500 student headcount. In 2013, the latest year available, per FTE student expenditures for public community

⁴² Data are drawn from American Institute for Research, “Trends in College Spending: 2003–2013 Where Does the Money Come From? Where Does It Go? What Does It Buy?” Delta Cost Project, January, 2016.

colleges was \$12,952 calculated from the Delta Cost Project data. This average and our projected enrollments for the launch and steady state operations are shown below. It is also important to note that the cost figures shown here are based on the *full* institutional costs of operating a college, including all administrative functions, facilities maintenance and capital improvement costs, and other costs that may not be costs for the New UC. That is, some cost savings and efficiencies resulting from sharing USD operations and administrative functions could substantially reduce these estimates of total expenditures. (See chart.)

Estimated Expenditure Projections				Average Expenditure per Student, = \$12,952 per Year			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Steady
FTE Enrollment	400	600	850	1,100	1,500	1,800	2,500
Expenditures (in thousands ,000)	5,181	7,771	11,009	14,247	19,428	23,313	32,380

At first sight, these projections seem like large amounts of expenditures for a relatively small number of students. To provide a check on the scale of these numbers, we took a sample of eleven community colleges and technical colleges of varying sizes, largely from the Midwest, to compare revenues/expenditures with the projections above. The table below shows the revenues (revenues generally balance the expenditures) for those schools and the numbers of FTE and Headcount students. The average amount of revenue/expenditures per student among the schools below is \$16,475 which is more than our per student costs of \$12,952, derived from national level data. (See chart.)

Institution	State	Total Revenue ⁴³	Enrollment FTE	Enrollment Headcount
		Millions		
Des Moines Area Community College	Iowa	164.7	15,166	36,861
Central New Mexico Community College	New Mexico	219.3	13,684	25,760
Chemeketa Community College	Oregon	302.1	11,131	29,802
Texarkana Community College	Texas	43.8	4,000	NA
Iowa Western Community College	Iowa	47.7	3,680	5,300
Western Kentucky Community and Technical College	Kentucky	49.7	3,308	6,053
Heartland Community College	Illinois	56.1	3,219	5,282
Cowley County Community College	Kansas	30.0	3,115	4,388
Iowa Valley Community College District	Iowa	23.2	2,303	2,757
Southeast Community College	Nebraska	31.9	2,226	8,231
Richland Community College	Illinois	33.8	1,847	3,369
Garden City Community College	Kansas	22.3	1,452	2,059
Northwest Iowa Community College	Iowa	17.1	1,144	2,631

⁴³ Expenditure and revenue figures and enrollment figures are for latest years available from 2013 to 2017. Sources are from state reports, budget statements, college reports and documents retrieved from internet sites.

Revenue Projections and Sources of Funding

Using national averages of revenue/expenditure per FTE student and the average distribution of revenues coming from different sources of revenues, the projection of revenues for enrollments at a New UC is shown below. At 2,500 FTE enrollments, the estimated total revenue would be approximately 32 million dollars. Also shown are the average percentage distributions of revenue by source of funds. The average percentage for each funding source shown here masks wide variations in state-by-state distributions of revenues across funding streams. In Illinois, for example, state funding for community colleges has shrunk dramatically over the last few years and is now approximately one percent of Illinois community colleges revenue. In other states, state and local appropriations for community colleges account for over nearly fifty percent of revenues. (See chart.)

New UC Projected Revenue Based on Projected Enrollment and US Public Community College Average Revenue per Student, 2013								
Enrollment (FTE)		400	600	850	1,100	1,500	1,800	2,500
Total Revenue (000's)		5,181	7,771	11,009	14,247	19,428	23,313	32,380
	Average Percent of Total by Source	Revenue by sources:						
Net Tuition	30%	1,548,400	2,322,600	3,290,350	4,258,100	5,806,500	6,967,800	9,677,500
State and Local Appropriations	47%	2,459,200	3,688,800	5,225,800	6,762,800	9,222,000	11,066,400	15,370,000
Federal, state and local grants and contracts	14%	703,600	1,055,400	1,495,150	1,934,900	2,638,500	3,16,200	4,397,500
Auxiliary enterprises, independent operations, other sources	10%	514,400	771,600	1,093,100	1,414,600	1,929,000	2,314,800	3,215,000
Private and affiliated gifts, grants, contracts, endowment income	1%	54,400	81,600	115,600	149,600	204,000	244,800	340,000

The figures above and sources of funding provide a sense of scale and size of funding to support a New UC. An obvious and important difference between the figures projected for New UC revenue, above, and comparison to other colleges is the category of State and Local Appropriations. The South Dakota Board of Regents does not authorize two-year colleges. There are neither state appropriations nor local appropriations (e.g. property tax) for two-year colleges. Moreover, in the proposed relationship with USD it is not clear yet how the existing state appropriations for the University operations could be reallocated to provide ongoing support for a new UC. Finally, average net tuition shown for the public community colleges is \$3,871 in 2013 dollars; this is well below the current UC tuitions for enrollments in the regental institutions. However, the focus on AA and AS degrees and certificates will require a significantly lower cost structure, tuition, and per credit hour costs than is now the case.

Perhaps the largest immediate challenge for the New UC is designing reliable funding streams both for startup operations and eventual steady state operations. While private funds from Sioux Falls,

contributions from local individuals or organization, and grants may fund the startup and first few years of operations, a relatively stable funding stream is a necessity for the long-term success and services of a New UC. Without a tuition structure that is in line with other public two-year institutions and without additional sources of funding, we are uncertain if a New UC will be sustainable over a long period.

On the other hand, the costs and estimates above for operating a New UC can be considerably reduced through integration of operational and administrative elements with the ongoing operations of USD. The costs of integrating students into the USD student information system, for example, will be far less than the costs of obtaining, maintaining and staffing an independent system for UC.

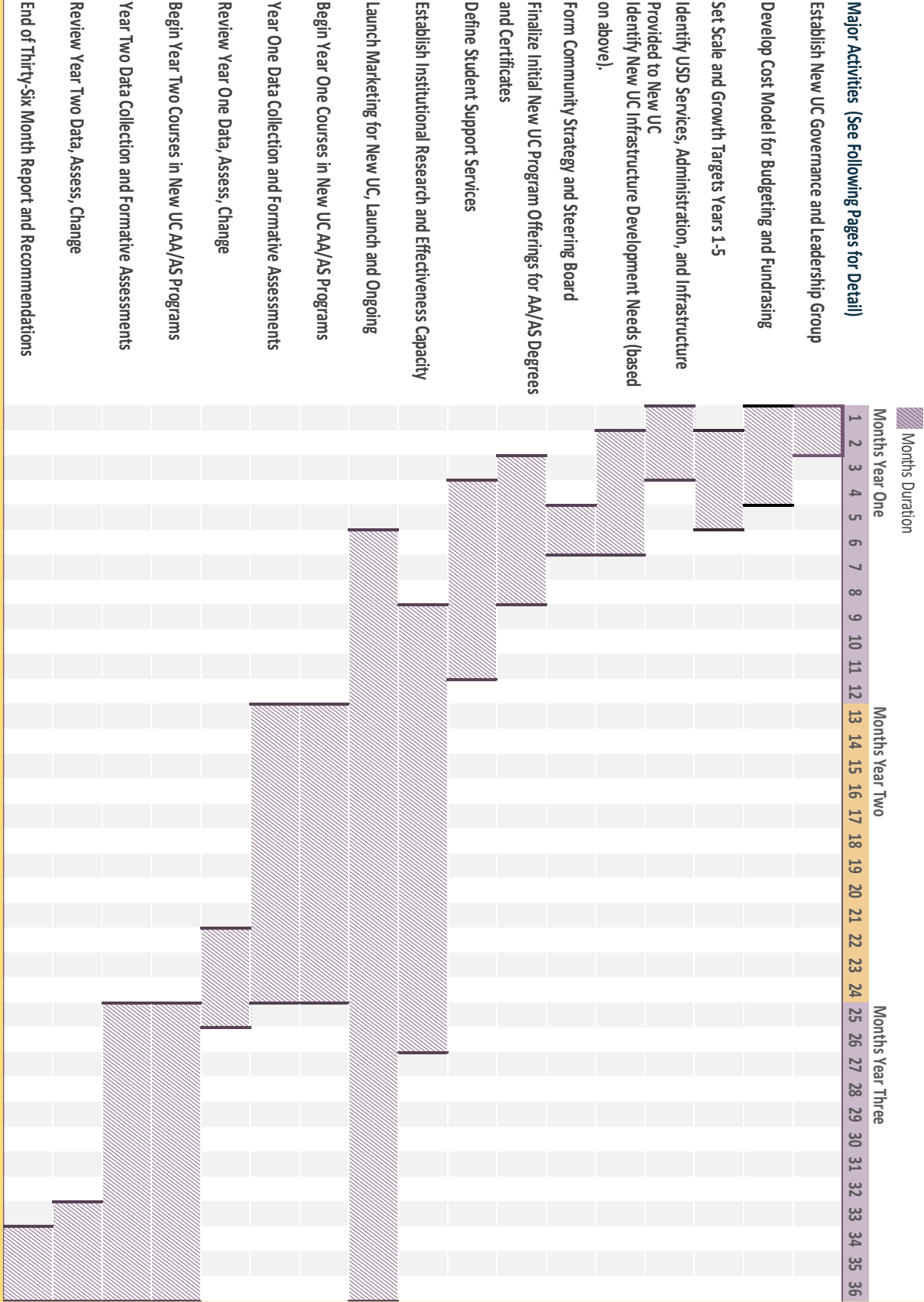
A leadership group of the New UC, USD, and the City of Sioux Falls should form a task force as a first step to identify and develop a funding strategy and sources.⁴⁴

Timeline --- Three Year Estimate for Development and Launch

The following pages contain a timeline and description of tasks to implement the business plan.

⁴⁴ There are many resources available to help identify funding streams for two-year institutions. For example, see State Higher Education Executive Officers, "SHEF: FY2014: State higher education finance," Boulder, CO: 2014. Retrieved from <http://www.sheeo.org/sites/default/files/project-files/SHEF FY 2014-20150410.pdf>. Although this document does not break out funding by type of institution, SHEEO is an important source of information and technical assistance on public education funding.

New UC Key Activities Development and Implementation: Thirty-six Months



New UC Planning and Implementation 36 Month Task Chart	
Time Frame Start/Complete	Task Description
Month One- Three	17) Establish New UC (NUC) governance and leadership group <ul style="list-style-type: none"> a) Determine accreditation status, definitions of NUC, requirements b) Execute new MOU with USD, Regents and NUC Leadership c) Establish leadership working groups <ul style="list-style-type: none"> i) Community and education leaders ii) USD and NUC leadership and planning group d) Begin to select Community Strategy and Steering Board (<i>form in months 5-6</i>)
Month One- Four	18) Develop cost model for budgeting and fundraising <ul style="list-style-type: none"> a) Define funding sources b) Seek support and funding for <ul style="list-style-type: none"> i) planning and development ii) operations c) Develop new tuition model d) Prepare funding case statements
Month Two- Five	19) Set scale and growth targets, years 1-5 <ul style="list-style-type: none"> a) Years 1-5 b) Estimate numbers of initial enrollments by program c) Identify faculty loading requirements
Month Two- Three	20) Identify USD services, administration, and infrastructure provided to NUC <ul style="list-style-type: none"> a) See list of functional areas in full report, page 36 b) Determine staffing levels based on enrollment
Month Two- Three	21) Identify NUC infrastructure development needs (based on above) <ul style="list-style-type: none"> a) Balance of functional operations areas b) Financial Aid c) Bursar's d) Technology e) Marketing f) Workforce services g) Academic Affairs h) Student Services
Month Three- Eighteen	22) Finalize initial NUC program offerings for AA/AS/Certificates <ul style="list-style-type: none"> a) Health, IT, Advanced Manufacturing, Business and Financial Services b) Name employer guidance group for each c) Identify staffing and faculty needs based on targets d) Identify curricula needs <ul style="list-style-type: none"> i) Best practice

New UC Planning and Implementation 36 Month Task Chart

Time Frame Start/Complete	Task Description
	<ul style="list-style-type: none"> ii) Employer engagement in curricular and course development iii) Employer engagement in work-based learning and course delivery e) Identify and define Guided Pathway model for each <ul style="list-style-type: none"> i) Hold convening of Guided Pathway experts ii) Use best practice models iii) Use Guided Pathway experts to build out program design f) Assess and select program providers <ul style="list-style-type: none"> i) Define specifications ii) Develop capacity to deliver Guided Pathway models
<i>Month Four-Eight Design and Planning; Month Six-Twenty-Four Buildout and Initial Services</i>	<p>23) Define student support services, student success model</p> <ul style="list-style-type: none"> a) Assemble team of experts in student success service practices <ul style="list-style-type: none"> i) Purpose First model elements ii) Hold convening of experts iii) Designs for services—assessment, advising, counseling, planning. b) Identify staffing and infrastructure needs for support services <ul style="list-style-type: none"> i) Space ii) Staffing/professional development iii) Technology infrastructure c) Build out career center services and organization <ul style="list-style-type: none"> i) Define best practices to incorporate ii) Form advisory groups of employers and experts in key sectors <ul style="list-style-type: none"> (1) Build industry sector partnerships (2) Engage community and local education iii) Build Work-Based Learning and Internships based on sector partnerships iv) Identify technology needs <ul style="list-style-type: none"> (1) Career information tools (2) Labor market information v) Develop collaboration with local education, community services, and other postsecondary partners.
<i>Month twelve - Eighteen</i>	<p>24) Establish institutional research and effectiveness capacity</p> <ul style="list-style-type: none"> a) In collaboration with USD and Regents' capacity b) Develop key outcome measures for New UC c) Data collection and reporting procedures d) Staffing/professional development
<i>Month Seven - Ongoing</i>	<p>25) Launch marketing for New UC, launch and ongoing</p> <ul style="list-style-type: none"> a) Name and branding for New UC b) Collateral materials c) Staffing/professional development d) Enrollment and registration

New UC Planning and Implementation 36 Month Task Chart	
Time Frame Start/Complete	Task Description
<i>Month 13-24</i>	26) Begin first year courses in New UC AA/AS programs
	27) Year one data collection and formative assessment
<i>Month 21-25</i>	28) Review year one data, assess, change practices
<i>Month 25-36</i>	29) Begin second year courses in New UC AA/AS programs
	30) Year two data collection and formative assessment
<i>Month 33-37</i>	31) Review year two data, assess, change practices
<i>Month 33-37</i>	32) End of project (thirty-six months) report and recommendations

Appendix A: Methodology for Needs Assessment

Determining Key Occupational Groups

FutureWorks identifies key groups of occupations for the demand-supply analysis in this report. We relied on Market Street Service's 2015 report as a baseline to identify the area's predominant and targeted industry sectors (healthcare, finance and customer care, biotechnology, information technology, and advanced manufacturing).⁴⁵ We added to these other targeted sectors identified through our interviews with business, economic development and civic leaders (energy and construction, business services, and tourism and retail) and public service sectors important to the region (education and social services).

We then analyzed common staffing and talent needs across these sectors to identify occupational demand, and put these data into occupational groups that bring together many similar 6-digit SOC codes.

Occupational Projections

We then adopted an approach to analyze projected demand developed by the Bureau of Labor Statistics for the occupations and occupational groups. The newer, more robust methodology results in significantly higher numbers of projected occupational openings than past BLS methodology. The new methodology breaks occupational demand into three parts:

1. openings due to occupational growth (new jobs created by expanding companies),
2. openings due to workers exiting the workforce (retirements, discouraged workers, or parents halting their participation in the labor force to be with their children, etc.), and
3. openings created by workers moving to different roles, but staying in the workforce.

This third category is not captured in the past BLS model and accounts for the difference between the data included here and the lower projections numbers that are currently provided by state and federal statistical agencies. BLS research shows that this new model better accounts for openings due to current workers changing occupations in a career. For example, BLS research shows that the average worker exits or changes positions once every 10 years, which is the average rate of tenure in a job. The rate of tenure varies by occupation (once every 35 years for a surgeon, once every 16 years for an actuary, and once every 5 years for a waiter/waitress) and are reflected in the different rates of openings for each occupation. The new methodology recognizes new opportunities for job applicants at multiple points in their career ladder. BLS's old methodology undercounted workers changing occupations in this way.

⁴⁵ Market Street Services, "Sioux Falls Area Action Agenda Workforce Sustainability Analysis," Prepared for Forward Sioux Falls, April 2015.

BLS will be implementing this new methodology as its standard beginning with the projections for 2016-2026. As such, FutureWorks approximates and applies the new methodology to the projections for this report.⁴⁶

Determining Educational Attainment

We rely on two data sets to gauge the educational attainment required for each of the occupations in our occupational groups. These educational attainment data sets are particularly important to identify those occupations that are accessible to someone without a four-year college degree.

The first data set is from the Bureau of Labor Statistics Employment Projections program, which assigns each of the 712 occupations to one of seven educational attainment categories. These categories reflect the single most common level of education typically required to enter the occupation. The categories are:

- Less than a high school diploma
- High school diploma or equivalent
- Some college
- Associate degree
- Bachelor's degree
- Master's or first professional degree
- Doctoral degree

The second data set, from the US Census Bureau American Community Survey, identifies the education distribution of occupations in the labor force. Georgetown University's Center on Education and the Workforce has undertaken extensive research that shows that BLS' categorization noted in the previous paragraph underestimates education required in the workforce. The Georgetown researchers note that there is a consensus among labor economists that there has been a shift towards increased postsecondary requirements on the job across a growing share of occupations that previously did not require two-year or four-year college degrees. In large part, labor economists explain this shift because of "skill-biased technology change" or the march of information technology that automates repetitive tasks and thereby increases the relative value of non-repetitive tasks in individual occupations. The relentless engine of technological change, spurred onward by global competition, drives up skill requirements and demand for postsecondary education and training within occupations—all occupations, not just "professional, technical, managerial and high-level sales occupations."⁴⁷

For these reasons, we use ACS' 2014 data set for the distribution of education among the workforce to supplement BLS's educational attainment requirement categorization. The ACS data set helps us identify some occupations that require postsecondary attainment that would otherwise not fit within the traditional BLS definition of educational attainment required for a job.

Postsecondary Institutional Credential Completions

Our methodology calculates the supply of credential completions for a universe of local and regional educational institutions within a 50-mile radius of downtown Sioux Falls. This universe includes the

⁴⁶ See a discussion of BLS's new methodology at https://www.bls.gov/emp/ep_separations.htm

⁴⁷ Anthony Carnevale, Nicole Smith, and Jeff Strohl. "Recovery: Projections of Jobs and Education Requirements Through 2020." Center on Education and the Workforce (Georgetown University), 2013.

following colleges and universities: Augustana University, Avera McKennan Hospital School of Radiologic Technology, Avera Sacred Heart Hospital, Colorado Technical University-Sioux Falls, Dakota State University, Dakota Wesleyan University, Dordt College, Globe University-Sioux Falls, Mount Marty College, National American University-Sioux Falls, Northwest Iowa Community College, Northwestern College, Sanford Medical Center, South Dakota State University, Southeast Technical Institute, University of Sioux Falls, University of South Dakota

We use the credential completions reported and organized by program of study by each private and public institution of higher education in the region through the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). We include the credentials or certificates of less than one year's academic credit, certificates between one and two years of academic credit, associate degrees, Bachelor's degrees, Master's degrees, and PhDs (professional practice) codified in the U.S. Department of Education's Classifications of Instructional Programs (CIP).

We project the supply of credentials using a straight-line projection based on past credential completion for each institution, award category, and program of study. We recognize that projected credential completion, like the occupational projections, are not fixed - future credential completion will change based on enrollment, completion rates, and other institutional and exogenous factors in the labor market.

Crosswalk from Postsecondary Credentials to Occupational Projections

Our final step uses a crosswalk to build connections between the projected demand for the key occupational groups with program completions from public and private higher education institutions in the universe. We use the nationally generated SOC to CIP crosswalk – or Standard Occupational Classification (SOC) to Classification of Instructional Programs (CIP) crosswalk – to complete this analysis. The SOC to CIP crosswalk links the skills and competencies needed for an occupation to the content delivered in an academic program of study. Labor market and education experts from the National Center for Education Statistics (NCES) and U.S. Bureau of Labor Statistics (BLS) generate the crosswalk.

Limitations of the Data

First, projections are not based on a pre-destined outcome. The future is ever changing, and economic, demographic and policy changes can have an impact on what happens to demand for jobs and supply of educated talent in an economy. For example, most forecasts made prior to the Great Recession did not come to fruition as the sudden downturn in the economy had major impacts across many economic and social dimensions. Demand projections included here are based on the trends and forecast that researchers from the Bureau of Labor Statistics consider will likely happen to the labor force, aggregate economy, final demand (GDP) by consuming sector and product, industry output, industry employment, and employment and openings by occupation. Supply projections included here are based on current state of production among public and private institutions of higher education in South Dakota from the National Center for Education Statistics and do not account for changes in enrollment or completion rates that may or may not occur across institutions or in programs.

Second, graduates are mobile. We know that many of the individuals who receive degrees from this universe of higher education institutions may not come to Sioux Falls to reside and work. This is particularly true of the graduates from the state's public universities that are located on the outer edges of the 50-mile radius. Statewide data for FY2014, from the Board of Regents, show that 59.2 percent of students who graduate from USD are employed in the state one year after graduation, 57.8 percent

from SDSU, and 66.0 percent from DSU, respectively.⁴⁸ We do not know how many of those students specifically will live in the Sioux Falls region after receiving their credential at one of those universities; we can only speculate that the region absorbs a minority of all South Dakota graduates. Although there is no comparable South Dakota data for two-year institutions, national data show that graduates of two-year institutions or less, like STI, tend to be less mobile, living and working close to the location of their campus after graduation.

Sources of Data

Bureau of Labor Statistics Annual Job Opening Projections (new methodology), 2016-2026; EMSI 2017.1, Sioux Falls MSA.

National Center for Education Statistics, IPEDS, 2016-2026; EMSI 2017.1 FutureWorks projections, 50-mile radius.

⁴⁸ South Dakota Board Regents Dashboard, FY 2014.

Appendix B: Postsecondary Enrollment by Peer City

Total Postsecondary Enrollments in Institutions within 20 miles of Sioux Falls and Peer Cities.

Peer Cities (MSA)	Total Postsecondary Enrollment within 20 Miles*	2 Year Postsecondary Institution Enrollment within 20 Miles*
Madison	62,725	13,454
Omaha	47,767	21,303
Lincoln	33,275	9,248
Des Moines	30,561	22,313
Boise	29,447	8,391
Fort Collins	29,333	5,298
Fargo	19,442	-
Cedar Rapids	18,381	14,390
Rochester	6,291	5,584
Sioux Falls*	5,098	2,091

Source: US Department of Education, National Center for Educational Statistics, 2014-2015.

Undergraduate enrollment, 2014-2015, public and private (non-profit only) certificate, associate, and bachelor's degree granting institutions within 20 miles of each city's central zip code, 2014-2015. * Does not include University Center.

Peer Cities identified by Market Street Services, "Sioux Falls Area Action Agenda Workforce Sustainability Analysis," Prepared for Forward Sioux Falls, April 2015.

Appendix C: Steering Committee, Planning Group, and Interviews

Steering Committee

- Bob Sutton, President, South Dakota Board of Regents
- Jim Abbott, President, University of South Dakota (Chair)
- Craig Johnson, Executive Director, University Center-Sioux Falls
- Dave Rozenboom, Co-Chair, Forward Sioux Falls
- Steve Statz, Chair, Sioux Falls Development Foundation
- Evan Nolte, Former CEO, Sioux Falls Area Chamber of Commerce
- Mike Huether, Mayor, City of Sioux Falls
- Scott Lawrence, CEO, Lawrence & Schiller

Planning Group

- Jim Moran, Provost, University of South Dakota
- Mike Card, Director of Continuing Education, University of South Dakota
- Dennis Hedge, Interim Provost, South Dakota State University
- Lindsey Hamling, Director of Continuing Education, South Dakota State University
- Judy Dittman, Special Projects/Assistant to the President, Dakota State University
- Jay Perry, Assistant VP for Academic Affairs, South Dakota Board of Regents
- Craig Johnson, Executive Director, University Center-Sioux Falls
- Rich Naser, President, University of South Dakota Discovery District and the Zeal Center for Entrepreneurship
- Daren Ketcham, Director of Community Development, City of Sioux Falls
- Vernon Brown, Forward Sioux Falls/VP for Marketing & Community Relations, SDN Communications
- Jason Ball, CEO of Sioux Falls Area Chamber of Commerce
- Lon Clemensen, VP for Workforce Development, Sioux Falls Development Foundation
- Andy Patterson, President/CEO, Sioux Falls Area Community Foundation

Interviews

- Mike Rush, Executive Director of South Dakota Board of Regents
- Bob Sutton, South Dakota Board of Regents
- Kevin Schieffer, South Dakota Board of Regents
- Jim Abbott, President, University of South Dakota
- Jose-Marie Griffiths, President, Dakota State University
- Barry Dunn, President, South Dakota State University

- Joe Zueger, Vice President, University Center Foundation; President/CEO, Workplace IT Management
- Scott Lawrence, President/CEO of Lawrence and Schiller
- Rich Naser, President, USD Discovery District and Zeal Center for Entrepreneurship
- Mark Lee, Public Affairs and Communications Director
- Daren Ketcham, Director of Community Development, City of Sioux Falls
- Robert Griggs, President, Southeast Technical Institute
- Jeff Holcomb, President (retired), Southeast Technical Institute
- Betty Oldenkamp, CEO, Lutheran Social Services
- Steve Statz, President, Board of Directors, Sioux Falls Development Foundation
- Joanne Haase, Vice President of Community Engagement, Goodwill
- Tad Perry, Executive Director (retired), South Dakota Board of Regents -
- Dan Engebretsen, Chair, USD BioMedical Engineering; Director, GEAR Center
- Mike Huether, Mayor, City of Sioux Falls
- Aaron Anthony, Academic Services Coordinator, University Center
- Jen Schelske, Manager of Student Services, University Center
- Dave Rozenboom, President, First PREMIER Bank
- Evan Nolte, President/CEO (Retired), Sioux Falls Area Chamber of Commerce
- Andy Patterson President/CEO, Sioux Falls Area Community Foundation
- Brian Maher, Superintendent, Sioux Falls Public Schools
- Mary Medema, Director of Workforce Development (retired), Sioux Falls Development Foundation
- Scott Reed, Director of Human Resources, Morrell/Smithfield Foods
- Lon Clemensen, Vice President for Workforce Development, Sioux Falls Development Foundation

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 8 – I

DATE: June 27-29, 2017

SUBJECT: Amendment to the By-Laws – Creation of Athletics Advisory Committee (First Reading)

Across the nation, and the Regental system, intercollegiate athletic programs continue to grow and have increased public exposure. As the programs grow, so do the administrative complexities of managing them. The Association of Governing Boards recommends that boards establish an advisory committee on athletics to consider the issues surrounding intercollegiate athletics. To accomplish this, the By-Laws would be amended to create the Athletics Advisory Committee. This will allow the board members to have a greater understanding of the impacts of intercollegiate athletics, and ensure that BOR athletics programs align with the mission, vision and values of higher education in South Dakota. Attachment I includes Article IV of the By-Laws and shows the changes that are being proposed to create this committee, the substance of which is reproduced below:

Section 4.4 Athletics Advisory Committee. The Athletics Advisory Committee shall consist of three board members as appointed by the President.

Section 4.4.1 Organization. The President of the Board shall appoint a board member as chair of the Athletics Advisory Committee, and the Athletic Advisory Committee shall meet upon call of the chair.

Section 4.4.2 Action. The Athletics Advisory Committee shall review matters of intercollegiate athletics, including, but not limited to: fiscal integrity and budget of athletic programs, compliance, personnel contracts, and provide recommendation on policies governing all aspects of intercollegiate athletics. The chair shall provide recommendations to the Committee on Budget and Finance.

Note that Attachment I also shows the addition of a Sections 4.5, 4.5.1, and 4.5.2 to the By-Laws being proposed in Item 10.G.

DRAFT MOTION 20170627_8-I: I move to approve (1) the creation of the Athletics Advisory Committee in the By-Laws, and (2) the first reading of the revised Article IV of the By-Laws, containing the addition of Sections 4.4, 4.4.1, and 4.4.2

BY-LAWS OF THE SOUTH DAKOTA BOARD OF REGENTS

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Article IV. Special Committees

Section 4.0 Special Committees. Special committees may be appointed from time to time by order of the Board. The following special committees are hereby authorized by order of the Board: Committee of the Whole Board; Steering Committee; Search and Screen Committee; [Athletics Advisory Committee; and Audit Committee.](#)

Section 4.1 Reserved

Section 4.1.1 Reserved

Section 4.1.2 Reserved

Section 4.2 Steering Committee. The Steering Committee shall consist of the President of the Board and the chairs of the standing committees of the Board.

Section 4.2.1 Organization. The President of the Board shall chair the Steering Committee, and the Steering Committee shall meet upon call of the chair.

Section 4.2.2 Action. The Steering Committee may rearrange the agenda of the Board, recommend time limits, and recommend any other actions of a procedural nature to the Board. To be enforceable, recommendations of the Steering Committee must be adopted by the Board.

Section 4.3 Search and Screen Committee. All nationwide search and screen activities used by the Board shall be conducted by a Search and Screen Committee appointed in accordance with the Regents' Bylaws.

Section 4.3.1 Organization. The President of the Board will appoint the Search and Screen Committee and any local or campus advisory committee. The Search and Screen Committee shall consist of Regents with the Executive Director serving as staff. The Search and Screen Committee may be supplemented by any local or campus advisory committee.

- Section 4.3.2 Action. The chair of the Search and Screen Committee or the President of the Board shall approve the position announcement prior to publication. The Search and Screen Committee shall determine appropriate materials to be submitted by the candidates for position vacancies. The initial screening process shall be conducted by the Search and Screen Committee. The Search and Screen Committee may share the application materials with any local or campus advisory committee appointed by the President of the Board as the Search and Screen Committee deems appropriate. The Search and Screen Committee will contact references and conduct meetings to select approximately ten to twelve semifinalists. From this group approximately five finalists will be selected by the Search and Screen Committee. A recommendation may be made by the Search and Screen Committee and ultimately a final choice will be agreed upon by the Board.
- Section 4.4 Athletics Advisory Committee.- The Athletics Advisory Committee shall consist of three board members as appointed by the President.
- Section 4.4.1 Organization. The President of the Board shall appoint a board member as chair of the Athletics Advisory Committee, and the Athletic Advisory Committee shall meet upon call of the chair.
- Section 4.4.2 Action. The Athletics Advisory Committee shall review matters of intercollegiate athletics, including, but not limited to: fiscal integrity and budget of athletic programs, compliance, personnel contracts, and provide recommendation on policies governing all aspects of intercollegiate athletics.
- The chair shall provide recommendations to the Committee on Budget and Finance.
- Section 4.5 Audit Committee. The Audit Committee shall consist of five members appointed by the President. Three members of the Audit Committee shall be current board members and two members of the Audit Committee shall be non-board members who are permanent residents of the state of South Dakota.
- Section 4.5.1 Organization. The President of the Board shall appoint a board member as chair of the Audit Committee, and the Audit Committee shall meet upon call of the chair or as otherwise outlined in the Audit Committee Charter.
- Section 4.5.2 Action. The Audit Committee shall review financial matters, including but not limited to: financial oversight and control, financial reporting, external and internal audit functions and reports, internal controls, and compliance with laws, regulations and policies. Recommendations may be made by the Audit Committee to the Board.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – B

DATE: June 27-29, 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 – 6
Dakota State University	7 – 18
Northern State University	19 – 24
SD School for the Blind and Visually Impaired	25 – 26
South Dakota School for the Deaf	27 – 31
South Dakota School of Mines and Technology	32 – 40
South Dakota State University	41 – 51
University of South Dakota	52 – 59

INFORMATIONAL ITEM

Black Hills State University honors 50-year class during spring commencement

Members of the graduating Class of 1967 were honored during spring commencement for the 50-year anniversary of their graduation.

Also in attendance was Berdelle Johanna Johnson Christiansen of the Class of 1930. Berdelle is believed to be the oldest living BHSU alum.



Pictured left to in the photo, members of the Class of 1967 in attendance included: Myrna (Dayton) Nikont from Lemmon; Elaine (Glaeseman) Burns from Mesa, Ariz.; Duane K. Berke from Rapid City; Bonita (Mohler) Ley from Rapid City; Marion (Wilson) Case from Lead; Dixie (Kendrick) Boyd from Springs Branch, Texas; Michael T. Foley from Weston, Wisc.; Roger D. Merriman from Spearfish; Kenneth D. Knapp from Rapid City; Joe B. Jorgensen from Spearfish. Also in attendance at the 50-year class reunion was Berdelle Johanna Johnson Christiansen of the Class of 1930.



Berdelle Johanna Johnson Christiansen, Class of 1930

BHSU students earn degrees

Nearly 430 candidates for graduation were awarded master, bachelor, and associate degrees during the University's 173rd commencement ceremony.



President surprises rodeo graduates; women's rodeo team wins region



Left to right in photo, Lane Rossow, Jackson, Jake Herman, Madison Huber, Ava Rankin and head coach Glen Lammers celebrate graduation a day early in Dickinson.

The Yellow Jackets Rodeo Team garnered a surprise visit from President Jackson while competing in the BlueHawk Stampede in Dickinson, N.D. Jackson presented graduating seniors their diplomas as they would not attend graduation. Huber earned

the women's All-Around title, leading the Yellow Jacket women to an overall team win at the BlueHawk Stampede.

The women's team then ran away with the Great Plains Region Championship, tallying 5,292.83 points to place ahead of South Dakota

State who had 3,989.16 points over 10 rodeos. Senior Katie Lensegrav placed second behind Jorgenson in the All-Around with 1,110 points. The final region event Jorgenson was awarded as champion was the team roping as she totaled 582 points as the header.

BHSU Student Features

Senior accepted into five Ph.D. programs in chemistry



Michael Hurst

Graduating senior Michael Hurst had his pick of universities after being accepted into five chemistry Ph.D. programs.

Michael, a chemistry and biology major, said three years of hands-on experience working in a chemistry lab at BHSU was a nice boost to his resume.

Originally from Spearfish, Michael said he planned to spend only a couple of years at his hometown college. But with opportunities like the University Honors Program, presenting his research at national conferences, and working at the Writing Assistance Center on campus, Michael says he's glad he made the decision to stay and graduate from BHSU.

Professor's mentorship helped grad succeed at college the second time around



Garrett Kohler

Garrett Kohler graduated from Black Hills State University with a degree in psychology. Garrett found success at BHSU after having dropped out of college previously. He said finding a mentor in a professor helped him create opportunities for himself including an internship, research experience, and a service learning project in Africa.

New job kept accounting grad in South Dakota

Maisee Pickart, professional accountancy and business administration-management major from Stickney, graduated in May and then began a full-time job at an accounting firm in Pierre. She'll also begin studying for the CPA exam this summer.

Originally from the town of Stickney, Maisee first visited BHSU in high school for Youth Business Adventure (YBA), a week-long business camp.

Looking back on her time at BHSU, Maisee said her experience with the Volunteer Income Tax Assistance (VITA) program will continue to impact her life.



Maisee Pickart

2457

Graduate lands graphic design job at iconic Black Hills venue



Shandell Clutter

Shandell Clutter will put her new degree from Black Hills State University to good use this month as the full-time, in-house graphic designer at the Buffalo Chip.

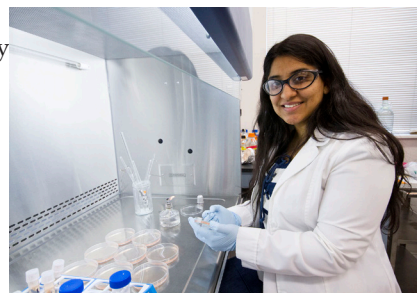
The Sturgis native said she honed her computer design knowledge at BHSU, both inside and outside of the classroom.

The first week of Shandell's freshman year at

BHSU she joined the University Programming Team, helping design posters for campus events and serving on the executive board. Shandell also worked in the BHSU Marketing & Communications Department, as a student technology fellow, and as a marketing intern in the Student Engagement and Leadership Center.

Graduate to continue research on combating fungal infections in genomics program

Naveen Malik, chemistry major from Canton, Ill., took biology at Harvard. She graduated from Northwestern. But after taking classes at those elite institutions,



Naveen Malik

Naveen said the personal connections she's formed at BHSU have made all the difference in her success.

Naveen began working in the Center for the Conservation of Biological Resources (CCBR) on campus. She applied for and was granted a research fellowship through the South Dakota Biomedical Research Infrastructure Network (SD-BRIN). At BHSU, Naveen's research is directly applicable to her goal of becoming a doctor.

This research is especially important for those who have a comprised immune system, such as burn victims, those diagnosed with HIV, or transplant recipients, says Naveen.

Naveen also served as the new media director for President Barack Obama's campaign and was selected for a political appointment through the White House and worked at the Pentagon.

Meet the newest fourth grade teacher in Spearfish



Amanda Kreuger

Graduate Amanda Krueger will soon begin her new job as a fourth grade teacher at Creekside Elementary in Spearfish, just a few doors down the hall from where she completed her student teaching.

An elementary education major from Spearfish, Amanda said she found out she got the job when Dan Olson, principal of Creekside Elementary, walked into her student teaching classroom and lightheartedly asked if the students knew anyone who could teach fourth grade next year.

It was a fitting job offer for Amanda who says her field experiences through the BHSU School of Education have given her the opportunity to experience different classrooms, school districts, and grade levels.

BHSU grad personifies leadership



Elizabeth Williams

At BHSU, Elizabeth Williams found a school of peers who, like her, were driven and academically-focused.

An economics and finance management major from Miles City, Mont, Elizabeth graduated in May and began a full-time job as a commercial lender trainee in Billings.

Elizabeth recently received the "Spirit of BH" award, given to a student who has made significant contributions to the University and community. Putting her leadership talents to good use, Elizabeth has served as President of the Honors Club, Vice President of Student Senate, and President of Beta Gamma Sigma, an honors society for business majors. She also tutored international students in the Academic English Language Preparation Program.

BHSU Exercise Science graduate makes a difference in Spearfish Community



Shenae LaCroix

Shenae LaCroix graduated this spring and left Spearfish better than she found it.

Shenae, exercise science major from Newcastle, Wyo., was the recipient of the inaugural "Make a Difference

Initiative" Scholarship at BHSU in 2015. In exchange for scholarship funds, Shenae was challenged to implement a community project that will continue to make a difference in the lives of others.

"I created Yellow Jacket (YJ) Friends to give BHSU students a service learning opportunity to work with adults with developmental disabilities within the community. The program is growing

and it will continue," said Shenae.

This year, 35 BHSU students are involved in YJ Friends as mentors and friends to nearly 40 adults with developmental disabilities.

With the success of YJ Friends, Shenae applied for and was granted a Make a Difference Scholarship for a second year in 2016. Her "Bookhouse" project is now a Spearfish staple, with 13 bookhouses located throughout the city to promote literacy through free book distribution.

International MBA grad begins work in financial services

After visited Rapid City through a work and travel program from his native Nigeria, Oluwahola (Peter) Okoya asked around about a local school with a master's degree program focused on learning business. The resounding response was Black Hills State University.

Peter graduated from BHSU this semester with his MBA. He landed a job at Charles Schwab in Denver where he'll work full-time as a financial services professional.

Peter had the opportunity to work as a graduate assistant for two professors in the business program at BHSU.

"I loved South Dakota when I first visited the state. It's fantastic, the people are nice, and it has been a great place for my master's program," says Peter.



Oluwahola (Peter) Okoya

BHSU grad overcame disability and prepared for wildlife internship

Eleanor (Ellie) Froschmayer, Waukesha, Wisc., was drawn to BHSU after visiting the Crazy Horse Memorial on a family trip. That inspiration, combined with her American Indian Studies education at BHSU, has created a career path for Ellie to share her passions.

Ellie will begin an internship at the Rocky Mountain Arsenal

Wildlife Refuge in Commerce City, Colo. Her goal is to work for the U.S. Parks Service or in a diversity center at a university.

Public speaking was no small feat for Ellie. She was diagnosed with dyspraxia, a developmental coordination disorder, in childhood. The disorder affects her speech and fine motor skills.

Ellie said it's difficult for her to pronounce words with more than three syllables.

"I never thought I could do public speaking," says Ellie. "Then I took a speech class at BHSU with Dr. Tim Steckline and with a lot of practice and believing in myself, I've overcome my fear."



Ellie Froschmayer

BHSU celebrates new Lakota name for renovated hillside during ribbon-cutting

Black Hills State University officially named the newly-renovated hillside on campus "Oyate Wicaka Wita," a Lakota name meaning People/Nation Gathering Place, during a ribbon-cutting ceremony.

The new sidewalk and landscaping has transformed the University entrance from St. Joe Street into a green space with walk/bike path that leads directly to the campus green.

As the community arrived at the ceremony, relatives of Jace DeCory, associate professor of history and American Indian Studies at BHSU, smudged and purified the area with sage in a traditional Lakota blessing. They also placed tobacco and water on the base of a tree on the hillside to represent life, thanksgiving, and blessings.

BHSU President Dr. Tom Jackson, Jr., said naming the hillside connects BHSU to the Spearfish community and to the Lakota heritage of the Black Hills.

More than 100 people attended the ceremony.



The community gathered at a ribbon-cutting to help Black Hills State University celebrate the naming of the recently renovated hillside connecting St. Joe Street to campus. The hillside will now be known by a Lakota name, Oyate Wicaka Wita, meaning People/Nation Gathering Place.

Students present work at Pecha Kucha event in Rapid City



Left to right: Tim Woodson, Brandon Groseclose, Rebecca Steedley, Jared Kovall-Scarlett, Samantha Suek, Shayna Soderstrom, Benjamin Bitterman, Sarah Rohrbach, Daniel Lerwick, Kyle Sabourin, and Stephen Swan

BHSU students delivered fast-paced, high-energy informational presentations at the Rapid City Chamber of Commerce sponsored Pecha Kucha Night. The event was hosted by the Rapid City Public Library.

Eleven BHSU students from the School of Business who were in assistant professor Dr. Barb Looney's Managerial Communications course presented six of the seven presentations during the evening.

Pecha Kucha (pronounced: pe-cha ku-cha or pe-chak-cha) is the Japanese phrase for chit-chat. The platform has become a way to share powerful ideas in a fast-paced, high-energy manner.

2459

BHSU students selected as finalists in Photographer's Forum competition

Photographer's Forum Magazine chose 18 Black Hills State University photography students as finalists for the 37th Annual College Photographers Competition, a designation placing BHSU students in the top four percent of college photographers in the world.

The annual international competition, which is sponsored by Nikon USA, draws submissions from art schools and universities from around the world. In this year's competition, more than 4,000 photography students submitted over 12,000 images. The top four percent of entries submitted were chosen as finalists.

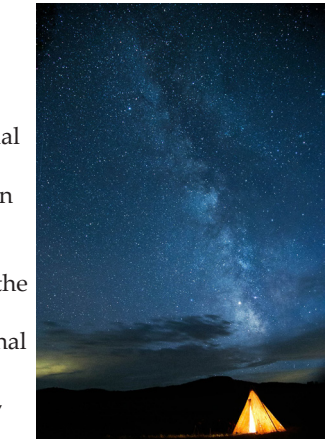
Photographs chosen in this year's competition will appear in the 2017 Best of College Photography Annual published in July by *Photographer's Forum Magazine* and Serbin Communications. Winning images can be viewed in the Winners Gallery at <http://pfmagazine.com/>.

Kudos to Jacket Journal and BHSUmedia.com

Four Jacket Journal / BHSUmedia.com student staff and Dr. Mary Caton-Rosser, associate professor of mass communication, attended the 69th annual Conference on World Affairs in Boulder, Colo., held the week of April 10. Student staff attended various sessions and met briefly with the student staff of the CU Independent online news site. The week features about 250 sessions on topics from art to science to politics to media -- and more. Students will now produce stories, photos, audio-video about the sessions they attended upon return. Student staff in attendance were editor-in-chief Rebecca Kindvall, visual coordinator Christina Larson, fact-checker Taylor Powell, and proofreader Tristen Polensky.

Kudos to BHSU Faculty

Dr. Liz Fayer, Project SECOND coordinator, recently had an article, "A Multi-Case Study of Student Perceptions of Instructor-Created Videos in Online Courses," accepted for publication in the *International Journal for Scholarship of Technology Enhanced Learning*.



A photo by BHSU student Abbi Klyaic, mass communication major from Bridgewater, was named an Honorable Mention in Photographer's Forum Magazine's 37th Annual College Photographers Competition.



Dr. Liz Fayer

Bicycle grant aims to improve commuter safety and accessibility, plans for improved city bicycle map and cycling safety course



A partnership between Black Hills State University and Hills Horizon has led to the creation of a new bicycle advisory group, Bike Spearfish!

Bike Spearfish!, a program to enhance bicycle commuter safety and accessibility around Spearfish through improved education, evaluation, enforcement, engineering, and encouragement, was established through two grants awarded to BHSU from Wharf Fund and SD Community Foundation. As part of the program, BHSU launched an advocacy group, which began in January 2017 to advance cycling in Spearfish.

BHSU Dean of Students honored for 25 years of impactful service

Students and alumni at Black Hills State University surprised Dr. Jane Klug, dean of students, recently with a celebration of her 25 years with the University.

During the annual Student Volunteer Awards Ceremony, a program Jane started in 1992 to honor students' positive contributions to campus life, a special video montage was played. The video included BHSU alums from the past 25 years thanking Jane for her impact on their lives. Lorrin (Andersen) Naasz, class of 2015, and Morgan (Miles) VonHaden, class of 2003, took to the microphone at the ceremony to recount some of their favorite memories with Jane.

Jane also received the Spirit of BHSU award during the Employee Awards Reception this week, given in honor of her exceptional leadership, optimism, and compassion for the University community.

Jessie Gramm, business administration-tourism major from Burlington, Colo., said Jane has been one of her biggest supporters and a major reason she has chosen to stay at BHSU.



Jessie Gramm, business administration-tourism major from Burlington, Colo., presents a 25-year service plaque to Dr. Jane Klug, dean of students at BHSU.

BHSU students present research at national research conference

BHSU students recently presented research and scholarly projects at the National Conference on Undergraduate Research (NCUR) held at the University of Memphis.

The 15 BHSU students in attendance

shared projects on diverse topics including the effect of exercise on wages and the effects of a creative arts outreach program on adolescent psychiatric inpatients.

Dr. Parthasarathi Nag, mathematics professor and undergraduate research coordinator

at BHSU, said the conference gives students the opportunity to present their research and creative activity in a large forum with students from other universities across the nation.

Local women recognized at annual Women in Business Luncheon

Small businesses were recognized by the South Dakota Center Enterprise Opportunity (SD CEO) and the Small Business Administration. Winners in the four award categories were: Monna Patton, Lil' Angel's Inc. (Enterprising Business Woman); Miranda Papendick and Brooke Bradsky, AJ's Wicked Salon & Spa (Enterprising Young Entrepreneur); Anderson, Nils & Associates, Inc. (Enterprising Business Team); Leah Braun, Harney Business Group (Enterprising Friend of Small Business)



Helen Merriman, Director of the SD CEO

The Small Business Administration also presented four awards during the 8th Annual Luncheon. The SBA presented the Leadership Circle Award to Black Hills Federal Credit Union. Tim Johnson from Diamond Hospitality received the 2017 SBA Young Entrepreneur of the Year award. Jamie Gilcrease-Heupel, the luncheon's guest speaker and owner of Lotus Up Espresso & Deli in Lead was presented the 2017 SBA Woman-Owned Small Business of the Year. Helen Merriman, Director of SD CEO was awarded the 2017 SBA Champion of the Year.

The 8th Annual Celebrating Women In Business Luncheon announced the event was sold out, reaching 400 registrations for another breaking record year for the Celebrating Women In Business Luncheon. The event was held in May at the Spearfish Holiday Inn Convention Center in Spearfish, SD.

Recent graduate presents Geek Speak about whistleblowing

Cody Drolc, a BHSU alum who graduated as a University Honors Scholar, examined how the world changed following Edward Snowden's exposure of government surveillance in a recent Geek Speak lecture at BHSU.

Drolc presented "Bad bureaucrats? The future of whistleblowing in a post-Snowden world." Drolc said we should recognize that disclosing information that is in the public's interest is not always in the government's best interest. Drolc is now a Ph.D. student at the



Cody Drolc

University of Missouri-Columbia.



Awards and Honors

Juntunen first DSU student to receive Goldwater Scholarship

Hope Juntunen, a DSU physical sciences and biology for information systems double major from Hayti, S.D., is one of 240 college students from across the country awarded a 2017 Barry Goldwater Scholarship.

She is the only South Dakota college student to win the award this year, and the first ever from DSU. The \$7,500 scholarships are awarded to college sophomores and juniors who intend to pursue research careers in the natural sciences, mathematics and engineering.

The Goldwater Scholarship Foundation was established by Congress in 1986 to serve as a living memorial to Senator Barry Goldwater, a soldier and statesman who served his country for 56 years, 30 of those years in the U.S. Senate. Students are selected based on academic merit. This year's field included 1,286 natural sciences, mathematics, and engineering students nominated by the campus representatives at 2,000 colleges and universities nationwide.

"This puts DSU nationally on the map for excellence in scholarship and education," said Dr. Donna Hazelwood, professor emeritus of biology and the Goldwater campus representative. "DSU only wins by having this national recognition."

Juntunen benefits as well. The scholarship will allow her more time for research during the 2017-2018 school year. It's also personally satisfying. "It really validates the hard work you've done when you get something like this," she said.

The award also creates an awareness of the competitiveness of the DSU science programs, and how the disciplines such as biology and physics work together. "Not all schools have that close interaction," Hazelwood said, but "for us, it's a natural."



Bangston named Google Women Techmakers Scholar

Dakota State University student Leah Bangston has been named a Google Women Techmakers Scholar for 2017. The senior cyber operations major was one of 20 women across the nation who won the \$10,000 scholarship, which is awarded on academic performance, leadership and impact on the community of women in technology.

The Google-sponsored scholarship program focuses on creating gender equality in computer science by encouraging women to excel in computing and technology and become active leaders and role models in the field.

"Leah is president of the DSU CybHER Club (a club for women students majoring in computer fields) and is a positive role model for others," said DSU Associate Professor Dr. Ashley Podhradsky. "Her tenacity, intelligence and positive attitude are a driving force."

Bangston agrees that tenacity is an important character trait for women in computing fields, along with "motivation and follow-through," qualities she developed in her three years at DSU. Her advice to other women studying computer science degrees is to "get out of your comfort zone and raise your hand in class."

The Techmakers Scholarship will free Bangston from the constraints of working during the school year and provide additional opportunities to connect with other scholars and Google mentors. She will also gain access to an online network offering resources, support and collaboration.

"It is wonderful to see our DSU women being recognized nationally for their hard work and dedication. Leah will continue to elevate our programs and reputation,"

Bangston, pictured below, is also a CyberCorps scholar, and has a summer internship with the Department of Defense.



<http://dsu.edu/news/juntunen-receives-goldwater-scholarship>

<http://dsu.edu/news/bangston-named-google-women-techmakers-scholar-winner>

Awards and Honors

SWSIS scholarships will help students with education, networking

Two DSU students have received awards from Scholarships for Women Studying Information Security (SWSIS).

Stephanie Plucker, an information assurance and computer security graduate student from Parker, S.D., and Ivy Oeltjenbruns, a junior cyber operations major from Hartford, S.D., both received \$5,000 scholarships for the 2017-2018 school year. Plucker also won the scholarship in 2016.

SWSIS is a partnership of Applied Computer Security Associates (ACSA) and the Computer Research Association-Women (CRA-W), with sponsorship from ACSA, Hewlett-Packard Enterprise (HPE) and Symantec. ACSA has been providing these scholarships since 2011. Hewlett Packard Enterprise's multi-year financial commitment to the program in the 2014-15 academic year, and Symantec's addition in 2017 allowed ACSA to



Stephanie Plucker



Ivy Oeltjenbruns

increase the number of scholarships, and thereby help increase the number of women in the field.

"I love the constant changes," in the technology field, Plucker said. "There is never a time when you won't be learning something new." Besides the financial benefit, the scholarship gives them the opportunity to connect with other women in the cyber security field, and provides for the awardees to attend the Annual Computer Security Applications Conference (ACSAC) each December. Attending the conference last year was a "big confidence boost" for Plucker.

Because of Dakota State's small size, students are able to connect one-on-one with professors, which provides "a great opportunity to work with them on projects and research." Plucker said, "Multiple students here are able to start research projects and find something they are interested in."

These projects are part of a hands-on curriculum which Oeltjenbruns appreciates. "Our curriculum is challenging and hands-on, so I actually learn from it rather than just breeze through with memorization."

After graduation, she plans to work in computer forensics with a law enforcement entity. Plucker plans to become a cyber security professor, and will start working on her doctoral degree in the spring of 2018.

<https://dsu.edu/news/students-win-swsis-scholarships>

Podhradsky named EmBe's 2017 Young Woman of Achievement

A high-achieving young woman on the Dakota State University campus has been recognized off-campus. The Sioux Falls-based organization EmBe named Dr. Ashley Podhradsky as the 2017 Young Woman of Achievement at an awards ceremony April 13.

The EmBe Tribute to Women awards are an annual celebration of local leadership, recognizing the contributions women bring to Sioux Falls. The Young Woman of Achievement award is presented to a nominee between the ages of 21 and 35 whose community service and professional success indicates current leadership and her potential for extraordinary leadership and service.

Podhradsky is an associate professor of digital forensics and information assurance at DSU, and coordinates the Master of Science programs in information assurance and computer security. She is also the director of the GenCyber Girls Camp, and co-founded the CybHER program with DSU instructor Pam Rowland. Both the GenCyber Girls Camp and CybHER events are intended to engage and support girls and women in cyber security.

Podhradsky is a DSU alumna ('06, '07, '10). Two other DSU alumnae were nominated, Jennie Patrick ('04) with Sioux Valley Energy, and Suzy Collignon-Hodgen ('98) with Risk Administration Services. Collignon-Hodgen is also on the DSU Foundation board.

Sixty-five people were nominated in nine categories. Podhradsky was nominated by Rowland and Nikki Gronli, marketing specialist with SDN Communications. SDN is a regional business broadband provider.



<http://dsu.edu/news/podhradsky-is-embes-young-woman-of-achievement>

Awards and Honors

Twelve CyberCorps Scholars chosen for 2017-2018

Twelve DSU students have been named CyberCorps scholars for 2017-2018.

The program, funded by the National Science Foundation, is intended to increase and strengthen the cadre of federal information assurance professionals who protect the government's critical information infrastructure.

Almost 70 schools across the nation have CyberCorps programs, but DSU's is the largest in terms of supported scholars, said Dr. Josh Pauli, professor in the College of Computing and CyberCorps program director. Sixty-eight scholars have been funded since the program began at DSU in 2011; more than 30 are concurrent scholars. Total funding for student support is \$5.2 million over five years; the grant is renewable in 2019.

"The quality of the DSU CyberCorps increases every year," Pauli said, "and the 2017 cohort keeps that momentum going." There were over 40 applicants this year; the 12 who were selected are high performers in the classroom and actively support fellow students and staff outside class.

The members of the 2017-2018 cohort include:

- Mike Shlanta, Sioux Falls, S.D., MS in applied computer science
- Trent Steen, Emery, S.D., computer science
- Chase Lucas, Ocala, FL, cyber operations
- Kody Everson, Sioux Falls, S.D., computer science
- Mike Garippo, Melrose Park, Illinois, cyber operations
- Adam Good, Martin, S.D., computer science
- Jamie Roeder, Buffalo Center, Iowa, cyber operations
- Nicholas Prokop, Canby, Minn., cyber operations
- Zach Hoiberg, Sioux Falls, S.D., network security & administration
- Jacob Williams, Parker, S.D., cyber operations
- Ivy Oeltjenbruns, Hartford, S.D., cyber operations
- Leah Bangston, Hartford, S.D., cyber operations

Students' tuition and fees are covered, in addition to a stipend of \$22,500 for undergraduate students and \$34,000 for graduate students \$34,000. They also funding for professional development and books and supplies. Students complete paid summer internships, and are guaranteed a job in the security field following graduation. The scholarship may be renewed for up to three years.

"Our entire CyberCorps management team is excited to get started with these new scholars in the fall," Pauli stated.

<https://dsu.edu/news/dsu-announces-2017-2018-cybercorps-scholars>

Dakota State honors faculty achievements

Four Dakota State University faculty were recognized for their contribution to the institution at the 2017 Honors Banquet, held at Dakota Prairie Playhouse on April 11.

The awards are presented to faculty who demonstrate excellence in one of four areas; advising, research, service or teaching. Each award is named for an individual who exhibits the traits outlined in the award criteria. A faculty committee makes the selections, and a cash award is provided by the sponsor.

The 2017 awards went to the following individuals:

- Dr. Viki Johnson, associate professor in the College of Arts and Sciences, who received the Alexander "Sandy" Davidson Award in Advising. This award is sponsored by Scott and Jenny Weatherill and Brian and Barb Harmdierks.
- Dr. Jun Liu, assistant professor in the College of Business and Information Systems, who was presented with the Merrill Hunter Award for Excellence in Research. This award is sponsored by the Hunter family of Madison.
- Dr. Jennifer Nash, associate professor in the College of Education, who received the DeWayne Mork Award of Excellence in Service. DeWayne Mork's son DeLon is the award sponsor.
- Dr. Jeff Howard, associate professor in the College of Arts and Sciences, who was presented with the Dr. Ernest Teagarden Award of Excellence. This award is sponsored by Dr. Crystal Pauli, dean of the College of Education.



THE 2017 faculty award winners include: Dr. Jeff Howard (left), Dr. Jennifer Nash, Dr. Viki Johnson, and Dr. Jun Lui.

<http://dsu.edu/news/faculty-contributions-recognized-at-honors-banquet>

People in the News

DSU hires Dr. Scott McKay as provost

Dr. Scott McKay, dean of science and engineering at Southern Arkansas University, has accepted the position of provost and vice president of academic affairs at Dakota State University. He will begin his duties on June 19, 2017.

"I believe that Dr. McKay's deep understanding of the role regional state universities play, coupled with his extensive leadership on campus, in the community, and in support of economic development, will be a tremendous asset to Dakota State University at this transformational time in our history," said DSU President José-Marie Griffiths.

McKay agreed that it is a truly exciting time to be at Dakota State. "DSU is becoming a leader in cutting-edge educational opportunities," he said. "My family and I are very excited to be joining the Madison community and work with the DSU team."

At Southern Arkansas, McKay increased traditional and nontraditional student enrollment, initiated accreditation in chemistry and engineering, gained certification for the Natural Resource Research Center, implemented retention initiatives, developed new programs, and worked on economic development and community partnerships.

McKay also has an extensive research record of funded grants and peer-reviewed publications related to his research interests in alternative energy, petroleum products, crystal engineering, and proton exchange membranes for hydrogen fuel cells. His research has been supported by the National Science Foundation, American Chemical Society, and Leonard Wood Institute-Army Research Laboratory.

He holds a B.S. in geology, a B.A. in chemistry, and an M.S. in chemistry from Eastern Kentucky University. He earned a Ph.D. in chemistry from the Florida Institute of Technology.

<http://dsu.edu/news/dakota-state-hires-mckay-as-provost>



Bennett named BIS dean

As of April 24, Dr. Dorine Bennett is the new dean of the College of Business and Information Systems (BIS) at Dakota State University.

"I'm very excited for the opportunity to work with all of the programs in the College of BIS, including business and information systems, as well as health information," said Bennett.

She was named interim dean of BIS in June of 2016, after the retirement of former dean Dr. Richard Puetz, and was selected after a national search, said DSU President José-Marie Griffiths, citing Bennett's experience, education, communication skills and leadership ability.

"Dr. Bennett is a strong, forward-looking leader who will give us direction for both the business programs as well as the information systems programs," said Griffiths. In addition, her communication skills and knowledge of DSU and the South Dakota system "will be an advantage to the institution for years to come," she added.

The university will advertise to fill the HIM directorship position Bennett previously held. She will continue to serve as a member of the Board of Directors for the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).



<http://dsu.edu/news/bennett-named-bis-dean-at-dsu> 2464

Hanson to take over as DSU College of Computing dean

Dr. Richard Hanson, Dakota State University interim provost and vice president for academic affairs, will take on a new role at DSU this summer. As of June 22, he will be dean of the college of computing and assistant to the president for strategic projects.

"Dr. Hanson's service as provost has established a solid academic foundation from which we can continue to build, innovate and distinguish DSU as a premiere, technologically forward-focused university. I am grateful he is willing to serve in this new capacity," said DSU President José-Marie Griffiths.

Hanson has been involved in higher education leadership for over four decades, including six years as president of Bemidji State University and Northwest Technical College in Minnesota, and ten years as dean and vice president of academic affairs at Augustana University in Sioux Falls. He was also at North Dakota State University for many years.

I am delighted to be able to continue to assist Dakota State University as it moves forward with its powerful and highly relevant mission," he said.



<http://dsu.edu/news/hanson-to-take-over-as-dsu-college-of-computing-dean>

People in the News

Joseph Bottum to be director of DSU CLASSICS Institute

Cyber-ethics to be focus of MadLabs cluster

Dakota State University will join a national conversation about liberty in a cyber-enabled society through the work of Dr. Joseph Bottum, who has been named director of a new Dakota State University institute.

A nationally known public intellectual and bestselling author, Bottum has written extensively on literature, philosophy and American religion. His books include the sociological study "An Anxious Age" and the South Dakota memoir "The Christmas Plains." His writing has appeared in the "Atlantic," "Wall Street Journal," "Washington Post" and many other magazines and newspapers. He has served as literary editor of the "Weekly Standard" and editor of "First Things."

At Dakota State, he will head the CLASSICS Institute, where "CLASSICS" stands for "Collaborations for Liberty and Security Strategies for Integrity in a Cyber-enabled Society." The institute is one of ten research clusters in DSU's Madison Cyber Labs, or MadLabs, each focusing on a particular cyber issue.

"The CLASSICS Institute will act in many respects as DSU's think-tank, investigating technology's impact on liberty," said Dr. José-Marie Griffiths, president of Dakota State University and director of the MadLabs. "The institute will suggest public policy choices and support corporate strategy making while keeping true to the Western notions of natural law, civic participation, property and privacy rights, markets, trade and mass communications," she added.

"The CLASSICS Institute will have far-reaching impact through its supports of the other MadLabs clusters, as well as the Five-Eyes countries' governments, non-governmental organizations, corporations, state governments, law enforcement organizations and the American people," Griffiths stated.

The institute will also address the ethical issues created by the computer revolution over the past 40 years. "Our current situation requires serious thought about the nature of reality, the role of government and the formation of the social realm," Bottum said. He will encourage developers not only to consider whether they can build a technology, but also to ask why they are building it and whether they ought to build it at all.

"Bottum brings a deep knowledge, an audience of readers and passion to develop a serious discussion about cyber-ethics," said Dr. Ben Jones, dean of the College of Arts and Sciences at Dakota State.

"His joining us puts Dakota State University at the center of the national conversation about these vital issues," Jones said. As an associate professor of philosophy, Bottum will be developing a new curriculum in cyber-ethics.

Drawing on such disciplines as philosophy, political science, law, economics, sociology, and linguistics, the CLASSICS Institute will study the relation of technology to the humanities."

"The humanities component is an assertion that the great works of literature and art do not cease to have universal application just because we get them through computers," Bottum said. They are important because "they better prepare us for living," he explained. "We see the whole of life, from birth to death, in literature, philosophy and theology. And through those fields, we extend ourselves in time, having a future and a past, and living in more than the naked, impoverished present."

The CLASSICS Institute will host special events and activities on campus while featuring publications on public topics. "Technology may be pushing us toward short-form writing in 140-character Twitter messages," Bottum said, but "there's a hunger for good writing." He noted the popularity of the Kindle Singles series as an example of renewed interest in long-form journalism.

"Language is the greatest of all human gifts," Bottum said, "and we have a responsibility to use it well."

Bottum has a doctoral degree in philosophy from Boston College and a bachelor's degree from Georgetown University. He has been an assistant professor of medieval philosophy at Loyola University Maryland and a distinguished visiting professor at Houston Baptist University, while serving South Dakota as a board member for the National Music Museum. He was born in Vermillion, S.D., and is currently living in Hot Springs. He will begin his duties on August 21.



<http://dsu.edu/news/bottum-to-be-director-of-dsu-classics-institute>

Campus Life

Day of Service volunteers put in 1,504 hours

Classes were canceled April 26 for Dakota State University's second annual Day of Service, but there was still education taking place.

At the event welcome and send-off, President José-Marie Griffiths gave the 433 volunteers a lesson in Latin, teaching them a quote from Roman philosopher Cicero, "Non nobis solum nati sumus," which means "Not for ourselves alone are we born."

With that in mind, the students, faculty and staff braved the 30-degree temperatures and went out into the community to tackle a variety of jobs. College of Education majors helped at area schools with animation demonstrations or reading to students (right). Other volunteers sorted items at the Encore Store and St. John's Clothing Closet. Many took on spring cleaning jobs, at Graceland Cemetery, highway road ditches, area parks (below), and organizations such as Bethel Lutheran Homes, Valiant Living and Camp Lakodia. Still others tied blankets for Madison Regional Health System (right inset), painted at the Greater Madison Area Chamber of Commerce, and removed a mural at the Madison Public Library.

In total, the 433 volunteers put in 1,504 hours of volunteer time, not including the 200 hours put in by the 20-member planning committee prior to the day. This exceeded the committee's goal of 1,500 hours, said Mandy Parpart, director of student activities. In 2016, volunteers put in 1,100 hours of volunteer service.



<http://dsu.edu/news/service-day-volunteers-put-in-1504-hours-of-service-to-madison>



Campus Life

Grant to help revitalize DSU's Tree Campus

During a summer storm in June 2015, several trees on Dakota State University's campus were damaged so badly that physical plant workers had to cut several down.

Those trees will be replaced with the help of a South Dakota Department of Agriculture grant, specifically intended to support communities that lost trees during storms. Dakota State University was awarded \$975 through this grant, and the institution will match that amount, allowing for almost \$2,000 in trees to be planted on campus this summer.

The grant application emphasized the value of the landscape at DSU and the desire to improve it for future generations. To that end, physical plant staff plan to plant catalpa, swamp white oak, red oak, Black Hills spruce, Ponderosa pine, and commemoration maple trees, all purchased from a local nursery.

<http://dsu.edu/news/grant-to-help-revitalize-dsus-tree-campus>



A ginkgo tree was planted just south of Beadle Hall on Service Day as a memorial to Robert Jackson, former faculty member in the College of Arts and Sciences. Funds for this tree were provided by donations from Jackson's family and friends, pictured here. A grant from the SD Dept. of Agriculture will allow for others to be planted on campus, replacing storm-damaged trees.

"I'm excited to see the future of the trees on campus to improve," by increasing the health, number and diversity of trees on campus, said Grounds Specialist Ted LaFleur. There are about 230 trees on the campus, seven conifer species and 20 deciduous.

In 2016 DSU was named a Tree Campus USA.

HOPE the focus of DSU Relay for Life



Dakota State University students and staff raised \$2,571 at the 32nd annual Relay for Life event on April 18, which featured games, food booths, and luminarias arranged to spell the word "Hope."

Students also held additional fundraisers throughout the year, such as Photography Club's Krispy Kreme donut sales.

Pictured at the event are organizers Jordan Schuh (left), Amanda Larson, Emily Schroeder, Megan Burbach Nolan Sonnenburg, and American Cancer Society representative Rebecca Giddens.

<http://dsu.edu/news/dsu-photography-club-selling-krispy-kremes-as-relay-for-life-fundraiser>

Campus Life

Women start, finish careers together at DSU

Neither Dianne Halverson or Lynette Molstad Gorder thought their lives would stay intertwined after they graduated from Dakota State College in 1970, but for the last 37 years their lives and their professional careers stayed centered around DSU.

"We started together at Dakota State as classmates, then roommates, and now we ended our careers together," Molstad Gorder said. Both recently retired from DSU, and received special recognition from the Board of Regents for their "many years of dedicated service to the students, to the university, to the community, and to the profession."

Molstad Gorder's profession was teaching business, first at Washington High School in Sioux Falls and then at Dakota State for over 35 years, where she was honored with multiple teacher of the year awards before retiring in December of 2016. "Lynette knew her goals, and what she wanted," said Halverson. "The rest of us had to decipher our goals."

Halverson spent her career working a variety of jobs, in manufacturing, banking, as the Oldham school business manager, and for the last 20 years at Dakota State University. She retired in June from her position as a senior secretary for the Center for Advancement of Health Information Technology (CAHIT) and the Prairie Lakes Education Cooperative.

The women's personal lives also mirrored each other's. Halverson married her next door neighbor from the Oldham area. When Molstad Gorder married Jerry Molstad from Ramona, they lived four miles from the Halversons. Each had three children, two girls and a boy. Their sons were classmates at Oldham-Ramona, graduating in 1997.

In their professional lives, the atmosphere at Dakota State promoted the idea of continued learning, which both women appreciated. Halverson took advantage of the BOR policy which allows university employees to take on-campus classes. One course Halverson took was "Introduction to Computers," taught by Molstad Gorder. These classes "opened a lot of doors for me," Halverson said, by keeping her up-to-date with technology, particularly helpful with her work in the health field.

"With DSU, you're always exposed to the new technology," Halverson said.

"I tell my students you never stop learning," Molstad Gorder said. "In fact, I think I've done more learning than teaching in my career." After completing her bachelor's degree from DSU, she later earned a master's in business education, an MBA, and an Ed.D. from USD.

Each hopes to continue learning in retirement and accomplishing new goals. Halverson hopes to be able to "enjoy life to the fullest." Molstad Gorder plans to value her time with family and friends, including spending more time with her husband Dwayne Gorder by helping him on the farm. "Retirement presents a new stage in marriage," Halverson said.

Molstad Gorder noted the strong friendships she developed in those first two years at DSU, with Halverson and several others, have continued through the years. Exposure to other people's thoughts and beliefs influences and shapes lives, Halverson said, but "it's a sign of true friendship when it endures all the bumps on the road."



Dr. Lynette Molstad Gorder (left) and Dianne Halverson started and finished their careers at DSU. The women were recognized for their accomplishments at a spring longevity reception.

<https://dsu.edu/news/women-start-finish-careers-together-at-dsu>

Campus Projects

DSU students digitize campus tour with Minecraft

Class project teaches remediation

Minecraft is the second best-selling game of all time, known for the creative freedom it offers its players. Dakota State University students are known for their creative ability to work in technology.

These two came together in a digital media communication class this spring, when students created a virtual tour of the DSU campus using the educational version of Minecraft. The project, called Remediate DSU, was taught by Dr. Walter Iriarte, assistant professor of composition and rhetoric/professional and technical communication Dakota State University.

Josh Heesch, a computer graphics major from Sioux Falls explained remediation as taking one medium – written word or physical dimensions – and transferring it into a new one, in this case the world of Minecraft. “This project was a perfect example of remediation,” said Nicholas Crowley, a computer graphics major from Sioux Falls.

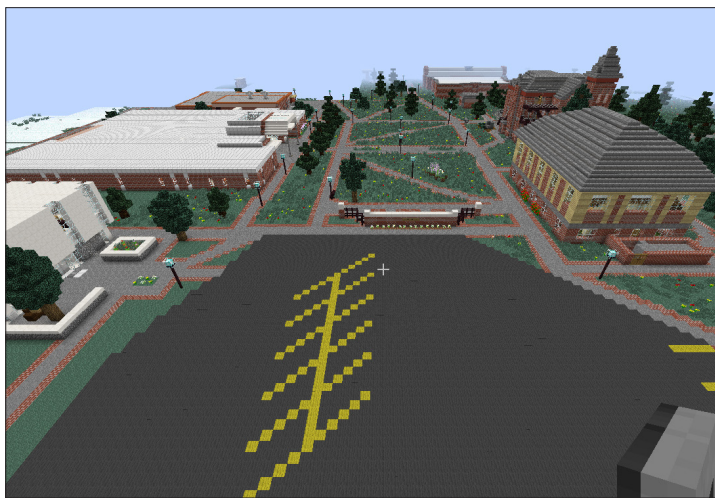
Working in groups of two, the students recreated the exterior and interior of each building on campus, including the location of classrooms, labs and professor’s offices. Sign posts or informational notes highlighted the building’s history, and the academic majors housed in each. Students also included other pertinent information, such as the hours the Mundt Library is open, and how to check out books or get an interlibrary loan.

Besides communicating what the space is used for, they also added rhetoric to entice prospective students to major in programs offered in each building. “This is all about technical writing, the word choice and placement,” Iriarte said, focusing on “how you make the greatest impact with the least amount of effort, which is what technical writing is all about.”

The project has a lot of potential for use by those unfamiliar with campus, such as prospective students or new freshmen on the first day of class, said Luke Reiner, an English for New Media major from Springfield, Minnesota.

“We wanted the students to be strategic with their word choice and placement so those who are new to the campus can guide themselves,” Iriarte said. “They did a phenomenal job,” he said, “really well done.”

<https://dsu.edu/news/dsu-students-digitize-campus-tour-with-minecraft>



MINECRAFT TOUR – A screenshot (above) of the Minecraft campus tour created by students in Dr. Walter Iriarte’s MCOM 353 class (pictured below). This project is practical for those unfamiliar with the campus, and also provided the students with a lesson in remediation, an important skill in digital communication.



Campus Projects

DSU students learn to make a difference with virtual reality

DSU mini-grant provides headsets

Virtual reality (VR) in the classroom gives students “the opportunity to do things that otherwise would not be possible,” such as walking the Great Wall of China, or exploring the pyramids of Giza, said Dakota State University social sciences instructor Dan Klumper. This creates experiences for students that can put them in the middle of their learning.

VR “will be the next big thing in education,” he predicts, so to keep DSU education students on the cutting edge of their profession, he was awarded a \$1,000 mini-grant from the institution for 30 virtual reality viewer headsets for classroom use. “We want to use them to change learning, to be a difference-maker,” he said.

With their smart phones secured in the headsets, his geography students watched the United Nations film “Clouds over Sidra,” during class this spring. This video shows life in the Jordanian refugee camp Za’atari, which is home to 82,000 Syrian refugees, many of whom have lived there for years. “Childhoods are being spent here,” Klumper said.

This enabled the DSU students to “see this area from the eyes of someone who has to live there,” namely 12-year-old Sidra, who had been in the camp for 18 months when it was filmed in 2015. The students also viewed “The Displaced,” a New York Times VR video featuring three children, one each from the Ukraine, South Sudan and Syria. The featured children are some of 30 million children driven from their homes by war, the most since World War II.

“Instead of reading about refugee camps and trying to understand what the inhabitants are experiencing and how those conditions affect children, families, and learning, the VR headsets allow education candidates to immerse themselves in the camps and be a ‘feet on the ground’ observer with a 360-degree view of what is happening,” said Dr. Crystal Pauli, dean of DSU’s College of Education.

Tatum Ronke, an elementary education/special education major from Watertown, said she became completely immersed in the video. “It puts the story more in a personal light,” and she felt it could help students understand the reality of global situations.

Klumper encouraged the geography students to observe the culture and emotions visible in these videos, but the most powerful question he wanted them to consider was “How does an experience like this help our future students develop empathy?”



“You’re going to teach your students important skills such as reading, writing, math and research,” but with VR headsets future teachers could teach students the difference between sympathy and empathy. Citing examples of bullying in schools, he said “you really need to teach students empathy.”

The students noted that many of the children seemed content, despite the drab scenery around the refugee camp. Preston Nordling of Madison said this observation could change a student’s outlook about their own life, helping them to be more grateful.

The experience with the VR went beyond simply viewing prepared videos. In another exercise, Klumper had the students create some of their own videos. A tool called CoSpaces gave the students “the ability to create their own virtual world to explore and share,” he said, which turned the students into VR creators rather than just consumers. The students also learned about the practicality of the technology for an average classroom. While young elementary students would not all have smart phones, said Amanda Larson, an elementary education/special education major from Hayti, S.D., there might be an option using iPads.

These experiences with virtual reality, said Pauli, give students the “time and space to explore ways to be creative with their teaching.”

<https://dsu.edu/news/dsu-students-learn-to-make-a-difference-with-virtual-reality>

Campus Projects

Student project provides collaboration between science, tech

Swenson presents at June ASM conference

"It is an interesting time in science," said Dr. Patrick Videau, assistant professor of biology at Dakota State University, "because there is no science without technology and very little technology without accompanying scientific innovation."

This trend is evident through the work of two DSU students, Vaille Swenson and Thomas Lange, who blended their science and technology skills into a "functional collaboration that can grow and produce a worthwhile outcome," Videau said.

Swenson, a biology for information systems and physical sciences double major from Nederland, Colorado, will be sharing the results of this collaboration in June at the ASM Microbe, the annual international meeting of the American Society of Microbiology (ASM).

Swenson and Lange, a cyber operations major, have been working to create a new mobile application which will simplify the analysis of biological samples. This app will be of particular use for researchers with limited resources.

The app development came about as the result of another DSU research project Swenson is involving with, a project to analyze the microbial content of land-disposed sewage sludge from Washington state. This research requires the use of EcoPlates, trays with 96 small depressions called wells. Color changes in the samples show the degree of microbial activity in each well.

These color changes can be analyzed one of two ways, either with a microplate reader or by manual measurement, Swenson stated. Manually analyzing the plates is time-consuming, and the equipment can cost up to \$40,000, out of the price range of many researchers.

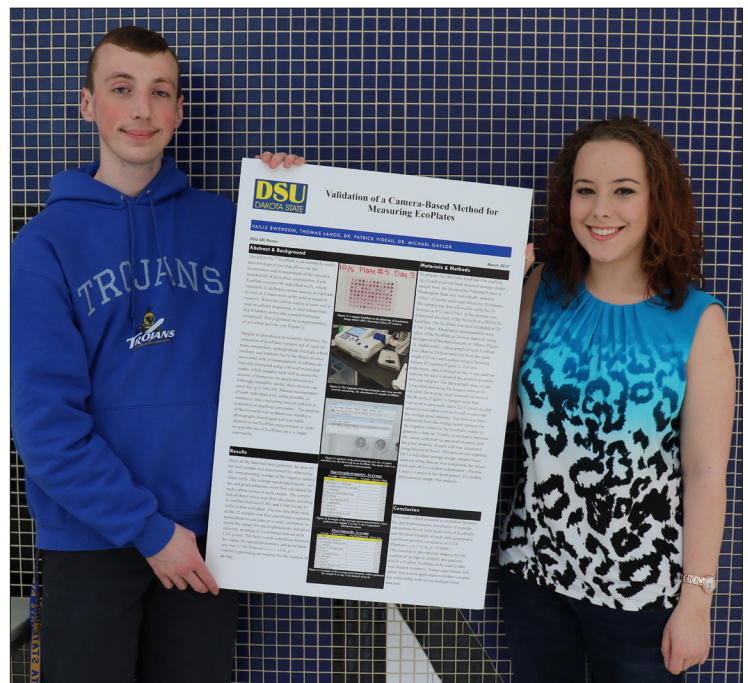
To keep a record and visually track the progress of her samples, Swenson took a picture of the plate with a mobile phone. As she and Videau discussed the photos, they determined that if the images were taken from a consistent place and height they could turn the photos into an analysis tool instead of just a visual representation.

"I found there was really good correlation between the [light intensity] data of the EcoPlates and the pixel intensity of the wells," Swenson said. She completed a correlational analysis between the image of the plate and the actual values, but needed help with the programming technology to develop the analysis app.

Lange was the first person Swenson thought of for this portion of the project because of his coding ability. The two met as freshmen cyber operations majors at DSU, but Swenson later changed her major. "I really like science, but technology is definitely useful," she said.

While it was not specifically related to cyber operations, the science project "sounded like a good opportunity to learn," Lange said. The Bridgewater, S.D. junior was already familiar with the programming language Python and web programming knowledge necessary for the project, but underestimated how much debugging would be involved. "Time has been the limiting factor with classes and tests," he added.

The basic workings of the app have been completed, Videau said, but work is continuing to make it sleek and user-friendly. "To have two students from different programs succeed in a multidisciplinary project is a testament to the innovative capabilities possible at DSU," Videau stated.



SCIENCE APP – DSU students Thomas Lange and Vaille Swenson combined technology and science to create an application for a camera-based method to measure EcoPlates. Swenson presented the research at the international ASM conference in June.

<https://dsu.edu/news/dsu-student-project-provides-collaboration-between-science-tech>

Campus Recognition

DSU holds first master's degree investiture



In addition to the traditional spring commencement ceremony, Dakota State University held its first investiture ceremony, specifically for the hooding of master's degree candidates on May 6.

Dr. Mark Hawkes, dean of graduate studies and research, used baseball metaphors to illustrate the investiture address. He began by referencing the 21-year career of Cal Ripken, Jr., who holds the record for consecutive games played. This was an example in the consistency needed in career and personal lives, Hawkes said. Throughout a career, failure is inevitable, but he advised graduates "use it to grow and build resolve."

At the commencement ceremony which followed the investiture, the featured speaker was Lieutenant General Susan Lawrence, retired. DSU President José-Marie Griffiths called Lawrence a visionary in technology world, first with her service in the United States Army, and currently with Booz Allen Hamilton, a strategy and technology consulting firm. To acknowledge the contributions she has made to the world, Lawrence was awarded an honorary doctorate of science degree from Dakota State.

Lawrence used examples from her life to illustrate unimaginable goals she has achieved. She encouraged the DSU students to use such instances in their own lives, along with character traits such as ingenuity, courage, conviction, and integrity, to empower themselves to change the world.

The university conferred degrees on 200 graduates, from associate-level to doctoral degrees.



Students awarded DSU Champion Scholarships

Seventy-seven high school students were awarded DSU Champion Scholarships at an April ceremony. There are three levels of Champion Scholarships, which are renewable for up to four years:

- The DSU Presidential Champion Scholarship, \$2,150 per year for incoming freshmen with an ACT score of 28-36 or an SAT score of 1240 or higher, and a minimum 3.0 cumulative high school GPA;

- The DSU Merit Champion Scholarship awards \$1,650 per year for incoming freshmen with an ACT score of 24-27 or an SAT score of 1090-1230 and a minimum 3.0 cumulative high school GPA.

- The DSU Merit Champion Scholarship of \$500 is available for incoming freshmen with an ACT score of 21-23 or an SAT score of 970-1080 and a minimum 3.0 cumulative high school GPA.

In 2016, DSU awarded over \$973,000 in academic, athletic and other scholarships.

Dakota State recognized for affordable online programs

In May, Dakota State University received notable recognition for five of its online programs. Eighteen of DSU's undergraduate programs and all graduate programs are offered online.

AffordableCollegesOnline.org (ACO) recognized DSU as #5 for best online Ph.D. in computer science, and #12 for best online computer science degrees. DSU's master's programs also received rankings, #28 out of 45 for best online master's in computer science and #46 out of 50 for best online master's in healthcare administration.

AffordableColleges.com also ranked DSU's online bachelor's degree in special education #5, based on flexible online learning and its accredited status. Their ranking formula includes weighing program, financial and student success metrics with a peer-based value metric, which compares the cost of a program to the cost of other programs with the same or a similar qualitative score. Only public, not-for-profit institutions were eligible for the ranking.

<http://dsu.edu/news/>

dakota-state-university-recognized-for-online-programs



Waid-Lindberg receives NSU's 2016-17 Outstanding Faculty Award

Dr. Courtney Waid-Lindberg has received Northern State University's 2016-17 Outstanding Faculty Award.

Waid-Lindberg, assistant professor of sociology, received several letters of nomination from faculty and students. In his letter, NSU College of Arts and Sciences Dean Dr. Joshua Hagen said Waid-Lindberg has excelled in teaching, scholarship and service to her department, college, university and profession.

"Dr. Waid-Lindberg has established a record of excellence in teaching that is beyond reproach," Hagen wrote.

He pointed out that she also recently won the Great Plains Sociological Teaching Award and has published at least 16 peer-reviewed articles and book chapters in academic venues.

Hagen noted Waid-Lindberg's service contributions, including serving on the Undergraduate Student Research Committee, University Athletic Committee, Institutional Review Board Committee and Academic Affairs Committee.

"Based on her record, there can be no doubt in Dr. Waid-Lindberg's capabilities, dedication and passion for her job, Northern, our students and our community," Hagen said.

Fellow College of Arts and Sciences faculty member Dr. Kristi Brownfield praised Waid-Lindberg's task-driven orientation and strong work ethic in her nomination letter.

"Dr. Waid-Lindberg is an excellent faculty colleague, role model, scholar, and most importantly a strong teacher," Brownfield said.

NSU sociology student Justine Charles



called Waid-Lindberg an "exemplary professor" in her letter of support.

"There is no question that she is an exceptional professor; however, what really sets Dr. Waid-Lindberg apart are her connections with students," Charles said. "Though it is not part of her job description, Dr. Waid-Lindberg truly gets to know her students."

Charles said Waid-Lindberg takes the time to talk with her students about anything, and she is an excellent listener.

"She encourages students to do their best and to seek out new opportunities," she said.

Waid-Lindberg, who grew up in Richmond, Va., has been teaching at Northern since 2013. She earned her bachelor's degree in psychology

at the University of Kentucky, her master's degree in criminal justice at the University of Alabama and her Ph.D. in criminology and criminal justice at Florida State University.

At Northern, Waid-Lindberg is also the CAS internship coordinator, and she oversees the NSU Traveling Classroom program, which leads students on a field trip to criminal justice and human service-related facilities. Waid-Lindberg also won the 2017 Nora Staael Evert Research Award for her project, titled "Understanding the Needs of Victim Advocate Service Providers in South Dakota."

The Outstanding Faculty Award was announced at NSU's spring commencement ceremony.

NSU student wins grant to attend Botanical Society of America conference

A Northern State University student with a passion for plants has been awarded a grant to travel to the national Botanical Society of America meeting this summer.

Sienna Wessel will attend the Botany 2017 conference in Fort Worth, Texas, June 24-28, which will include field trips to study local flora, symposia about cutting-edge research techniques and professional skill workshops. As a recipient of the PLANTS travel grant, Wessel will also receive an individual mentor who shares similar career goals.

Wessel, a native of Champaign, Ill., said she is excited and thankful to receive the grant.

"To me, this is the best opportunity possible to learn about career options for botanists and to hone in on my special research interests before graduate school," she said.

Wessel is a junior who plans to graduate in spring 2018 with an A.S. in biotechnology and a B.S. in biology and environmental science (wildlife management). She intends to apply for a master's program in botany for fall 2018, and she said she's hoping to make some connections with potential graduate school advisors at the conference.

Another benefit of the conference:



Wessel will be able to network with other undergraduate students who share her love of plants.

"The plant-obsessed can sometimes be few and far between, so it will be very nice to have such a large gathering of like-minded scientists to mingle with," she said.

Wessel's plant obsession also won her NSU's 2015 Undergraduate Competitive Research Grant. She conducted research that aimed to create an affordable, sustainable, agricultural-grade fungicide for the organic grower.

Wessel's ultimate goal is to pursue a

career in plant conservation and restoration of native North American plants, with a focus on endangered species management. Her advice to other students is to find an area of deep interest and turn it into a lifestyle.

"It is possible to make what you love into a career with the right amount of passion and dedication," she said. "What is really important is networking and continuous learning."

Wessel's passion is botany, so she spends a lot of time reading about plants, attending conferences, emailing botanists, exploring the great outdoors and volunteering for botanical projects.

"Getting yourself out of the classroom and into the world is the only way to make real-world connections," she said. "Internships and research experiences are also a major leg up into a job after graduation and can be impressive for a graduate school application. If you are excited enough about a field, the extra time spent will feel less like work and more like a new hobby."

NSU to offer online Associate Degree in Criminal Justice

The South Dakota Board of Regents has approved a new associate of arts degree in criminal justice from Northern State University, to be delivered online to students anytime, anywhere. NSU also received approval for a new minor in human resources management.

The two-year associate degree provides graduates for entry-level positions in criminal justice professions, as well as giving current employees in the field an opportunity to obtain academic competencies. All students in the program will take courses in introductory criminal justice, criminology, correctional system studies, and law and society. Graduates of the associate-degree program may continue

their education at the bachelor's level, including NSU's B.A. degree in sociology, with a criminal justice specialization.

Northern State officials say they expect, after full implementation of the program, to graduate 10 students a year with the associate degree.

The new minor in human resources management allows business majors at Northern to expand their knowledge

base in personnel management, including recruitment, hiring, training and development, retention, and compensation. University officials say the minor should also appeal to students in other majors who want to understand the human side of business and management. The minor consists of 18 credit hours of study. NSU expects 10 graduates per year after full implementation.

NSU student awarded Fulbright Scholarship

After studying abroad in South Korea, Northern State University student Taylor Bice knew he wanted to pursue a career teaching English overseas.

Taylor Bice will begin his career as a recipient of the prestigious Fulbright U.S. Student Program Award from the U.S. Department of State and the J. William Fulbright Foreign Scholarship Board. Bice, an Aberdeen native, will return to South Korea this July for a year-long English teaching assistantship program.

Bice is only the third NSU student in recent years to receive a grant from the Fulbright program, a U.S. government-sponsored scholarship program that promotes international educational exchange. He is one of over 1,900 U.S. citizens who will conduct research, teach English, and provide expertise abroad for the 2017-18 academic year through the Fulbright program, according to information from the organization.

Bice, who graduated on Saturday, May 6 majored in human services and English. He picked up the Teaching English to Speakers of Other Languages certificate so that he could teach English abroad. Teaching abroad is something Bice has wanted to do since studying at Anyang University in 2014.

"It didn't really dawn on me until I was there," he said.

He leaves for South Korea on July 7 and isn't sure yet where he will be assigned,



but will most likely start in Seoul. Bice said he's excited to learn more about the country's culture on this trip and hopes to visit more temples. He visited a couple of temples during his study abroad trip with a friend and former NSU student, Jeongwha Heo, who helped him adjust to life in South Korea. Bice also hopes to do a little bit of traveling over the winter vacation, either to China or Japan.

Bice is not sure what age level he'll be teaching while in South Korea, but he has experience with all ages. When he studied abroad, he helped teach English to children at the elementary, middle school, and high school level. In Aberdeen, he volunteers at Cornerstones Career Learning Center, working with adults learning English as a second language. He also recently finished an

internship with Central High School's ESL classes.

"So I'm kind of ready for anything," he said.

After his Fulbright year, Bice plans to pursue a master's degree in teaching. After that, he hopes to perhaps teach in another country, or stay in the U.S. to work with refugee students.

Bice said his NSU professors have been a big help with his success, including Dr. Ginny Lewis, who was his TESOL professor; Dr. Elizabeth Haller, his main English professor; and Dr. Kristi Brownfield, his sociology professor. He also credits one of his high school teachers, Terra McQuillen, for getting him into English in the first place. He said his teaching style is based off of hers—making learning engaging for students.

His advice to other students?

"Be open to new possibilities," he said. "And also if you're going to go for a Fulbright, know what you want to do, because you have to understand that you are there to benefit both your host country and your home."

For more information about the Fulbright program or the U.S. Department of State, visit <http://eca.state.gov/fulbright>.

Stahl receives Outstanding Undergraduate Student Award from CEC

Northern State University Millicent Atkins School of Education student Tania Stahl was selected to receive the 2017 Outstanding Undergraduate Student Award from the Council for Exceptional Children (CEC).

Stahl is an active member of NSU's CEC chapter, where she has served as the treasurer for the past three years. Stahl is known for always stepping forward to volunteer her time to help out with events such as Read Across America and Spread the Word to End the R-Word.

"Outside her CEC activities, Stahl has worked with preschool children with diverse needs in multiple settings and has tutored students with reading challenges. She also gives campus tours to prospective students with disabilities and volunteers for a myriad

of community events such as her mayor's Barrier Awareness Day," mentioned the CEC in their nomination letter.

"Stahl stands out as a leader who is committed to furthering the mission of CEC and to improving the lives of individuals with disabilities. She has presented at 'make-and-take' sessions for her peers and recruits university professors to participate with her in the Special Olympics Polar Plunge fundraiser each year. She has twice been nominated for Northern State University's Outstanding Student Leader award."

"The NSU School of Education and NSU Council for Exceptional Children were incredibly supportive of my endeavors to advocate and volunteer in the community. It has been a joy to interact with and meet many amazing people. I am so appreciative and honored to receive the National CEC Outstanding Undergraduate of the Year award," mentioned Stahl about her award.

Stahl was recognized during the CEC 2017 Convention and Expo's Student Forum on April 20 in Boston, Mass.

2017 Undergraduate Competitive Research Grant winner

Suzanne Higgins has been named Northern State University's 2017 Undergraduate Competitive Research Grant winner.

Higgins, a third-year management information systems major, will receive up to \$2,500 for her research project, titled "A Proposal to Study European Union Demographics and European Technologies Institutes." Her project aims to increase awareness and understanding of political and economic impacts of technological changes and Internet regulations. With her project, Higgins seeks to expand her understanding of international relations within applied sciences and technologies institutes through a study abroad course. The "Spirit of Europe: Entrepreneurship, Innovation, and Technology" summer course will take place in Hasselt, Belgium; Maastricht, the Netherlands; and Aachen, Germany, in the heart of the Euregio Meuse-Rhine. Higgins said the idea for her project came from current events and

progression of Internet regulations. She left in late May and will return in mid-June. Her itinerary includes visits to institutions such as Zuyd University of Applied Sciences of Maastricht, Netherlands, which is known as the birthplace of the euro, as well as the European Monetary Union. Higgins graduated high school at Connections Public Charter School in Hilo, Hawaii. After a year at University of Hawaii, Hilo, she transferred to NSU. She said she chose Northern because it is economically sound, and a friend from high school recommended the school. "NSU faculty has given me opportunities to achieve higher goals," Higgins said. "The faculty on campus make time to help students achieve their goals." Lindsey Huber, instructor of management information systems, serves as a faculty advisor for Higgins' project.

"I am excited for Suzanne to have this opportunity to network with other college professors and students this summer," Huber said. "Since our Internet service providers stand between us and everything we do online, this is definitely an up-and-coming topic that we are looking to explore and hopefully provide awareness to our NSU students." Higgins works in NSU Net Services as a help desk representative and under the technology fellowship in the e-learning department. After college, she is looking into graduate school at Dakota State University and plans to continue working under the technology fellowship.



Gomez, Hovind Named NSIC Britton Kelly Award Winners

The Northern Sun Intercollegiate Conference (NSIC) announced Northern State University's Joe Gomez as the 2017 Dr. William Britton Scholar-Athlete Award winner and Northern State University's Sasha Hovind as the 2017 Willis R. Kelly Scholar-Athlete Award recipient.

The Britton Scholar-Athlete Award for Academic Excellence, in its 33rd year, recognizes the NSIC's top male student-athlete and the Kelly Scholar-Athlete Award, in its 32nd year, is presented to the NSIC's top female student-athlete. This marks the sixth time that student-athletes from the same institution earned the Britton and Kelly Awards during the same year.

The Britton Award was created in 1985 in honor of Dr. William Britton, a longtime faculty representative at Bemidji State University. The Kelly Award is named in honor of Willis R. Kelly, an associate professor of physical education at the University of Minnesota-Morris. A member of the NSIC Hall of Fame, Kelly also coordinated the Minnesota-Morris Physical Education Department

from 1970-87. She became the first director of women's intercollegiate athletics at Minnesota-Morris in 1976 and was later promoted to athletics director for the whole department. Kelly passed away in 1988.

The member institutions of the NSIC nominate one male and one female student-athlete for the Britton and Kelly Awards. The nominees must meet the following criteria: a grade point average of 3.5 or better (on a 4.0 scale); evidence of academic excellence beyond the minimum grade point average (scholarship prizes and other academic recognition), evidence of participation in the life of the institution, and evidence of participation in at least two-thirds of the varsity events of the individual's primary sport. The award is voted on by the NSIC Faculty Athletic Representatives.



The 31 student-athletes nominated for the NSIC's two most prestigious awards will also be honored as NSIC Male and Female Honor Student-Athletes of the Year at their respective institutions. Gomez and Hovind will be recognized Tuesday, July 11, at the 2017 NSIC Hall of Fame Banquet at the Best Western Premier in Burnsville, Minn., and will each receive a \$2,500 post-graduate scholarship.

NSU's Rising Scholars Program receives NACEP Accreditation

The Northern State University Rising Scholars Program has been awarded accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

"NACEP accreditation serves as a guarantee to students, administrators and postsecondary institutions that the Rising Scholars Program meets rigorous national standards in the areas of curriculum, faculty, student assessment, student support, and program evaluation," said NSU Rising Scholars Program Director Terry Piatz.

NSU is the only university in South Dakota accredited by NACEP, the sole national accrediting body for concurrent enrollment partnerships.

"I'm very pleased to recognize the Rising Scholars Program at Northern State University as one of a select group of 105 concurrent enrollment partnerships nationwide accredited through NACEP's extensive peer-review process," said NACEP Accreditation Commission Chair Victoria Zeppelin of the Tompkins Cortland Community College. "Northern State University has demonstrated to its peers that

the college courses it offers in high schools are of the same high quality as college courses offered on campus."

The NSU Rising Scholars program, which allows high school students to earn credit toward high school graduation and a college degree at the same time, began at NSU in 2005. The program partners with nine high schools in South Dakota, with one more school joining in fall 2017. As of fall 2016, 460 students were enrolled in Rising Scholars.

Concurrent enrollment courses are taught in the high school by college-approved high school teachers, who must have a master's degree in their discipline or a master's degree plus 18 discipline-specific graduate credits. NSU faculty collaborate with the high school teachers to develop the college courses. The program offers courses in art, biology, chemistry, English, history, mathematics and speech. To learn more, visit the Rising Scholars Web page.

"The public university system has been engaged in concurrent credit activities for almost two decades," said Dr. Paul Turman, South Dakota Board of Regents vice president for academic affairs. "At the institutional level, Northern State University has been a leader in delivering these opportunities to South Dakota high school students through its partnership with numerous school districts in the state. The Board of Regents' dual credit policies and guidelines closely align with the NACEP standards and this partnership is an appropriate next step for ensuring that students served through this program are engaged in rigorous courses and curriculum that aligns with the experiences of a traditional college student."

For more information about the National Alliance of Concurrent Enrollment Partnerships, visit NACEP.org.

NSU students place 2nd at SHRM Student Case Competition

Four NSU School of Business students received second place in the Society for Human Resource Management's Student Case Competition, held on March 31 and April 1.

Northern students Joellen Miller of Houghton; Zachary Ulmer of Lisbon, N.D.; Nick Murphy of Elk Point; and Alexander Gray of Pierre came in second place, behind the University of Central Oklahoma, a big honor considering the nationwide scope of the competition.

The competition was held in Tigard, Ore., where team NSU competed against a large number of teams from across the United States.

Miller, captain of the team, had a lot to say about her experience.

"We went to the competition just wanting to do our best, but we didn't

realize where our best would place us. When they announced our number to be in the finals I looked over at the boys and was like 'guys that's our number?' All of our reactions were complete shock," Miller said. "We knew that we had presented really well, but we didn't realize that it was good enough to get us into the finals especially when we were competing against large universities and this was only our first experience. We had an hour to prepare and then presented again on stage in front of not only the judges, but the entire SHRM conference, which was pretty exciting.

Overall we all worked together as a team and had an amazing learning experience."

The team was accompanied by NSU business faculty member Dr. Kristi Bockorny.

"This was the first year that NSU has competed in the SHRM Student Case Competition and through this experience, this team showed that our NSU students can compete with students from anywhere," mentioned Bockorny about the team's success. "I am thankful I had the opportunity to accompany these students through this amazing experience."

Other recent headlines:

NSU students win awards from Brown County Historical Society

Upward Bound Summer Program kicks off busy summer on NSU campus

NSU traveling classroom going strong after 42 years

Waid-Lindberg receives NSU's 2017 Nora Staael Evert Research Award

NSU spring commencement set for Saturday, May 6

NSU Native American Student Association to hold Spring EGGstravaganza on April 29

NSU to Offer Online Associate Degree in Criminal Justice

'Great Russian Nutcracker' returning to NSU Nov. 27; Tickets On Sale Now

S.D. Supreme Court Chief Justice to speak at spring commencement

NSU will say goodbye to Lindberg Hall with public celebration

NSU Undergraduate Creativity, Scholarship and Research Forum Results

NSU Day of Champions is Saturday, April 22

Elkhader to say goodbye to NSU with 'Last Lecture' at April 26 Noon Forum

Chinese folk art exhibition on display in NSU library

NSU Jazz Ensembles to present Spring Swing Dance on April 28

AUCS to Present Grand Finale Concert

Registration for 2017 Gypsy Day Parade begins June 1

NSU Undergraduate Creativity, Scholarship and Research Forum is Thursday

Reception for Martinmaas senior art exhibition will be April 24 at NSU

Wegleitner senior art exhibition to be displayed in the NSU Faculty Gallery

Simons senior art exhibition to be displayed in the NSU President's Gallery

NSU students present at South Dakota Academy of Science meeting

Mantz appointed School of Business dean

Dr. Tim Mantz has been appointed dean of the School of Business at Northern State University.

Mantz most recently served as dean of the Graduate College of Business and associate dean of the Graduate School at Keiser University, Ft. Lauderdale, Fla. In this role, he created relationships with business for internships, job opportunities and professional advisory boards. He has also held positions as a faculty member and department chair.

Mantz has more than 20 years of experience on Madison Avenue creating award-winning advertising for Fortune 250 companies, and extensive volunteer work with national programs to improve at-risk student retention and performance.

Mantz will begin at NSU on June 22, 2017.

Remmich receives James Madison Fellowship Award

Matthew Remmich of Pierre recently became a recipient of the James Madison Graduate Fellowship for the state of South Dakota.

Remmich is majoring in history education. He plans to pursue a Master of Arts degree in history.

According to its website, the James Madison Memorial Fellowship Foundation offers \$24,000 James Madison Graduate Fellowships to individuals desiring to become outstanding teachers of the American Constitution at the secondary school level. More information can be found at <http://www.jamesmadison.gov>.

Remmich will use the fellowship to attend the University of South Dakota

and obtain his master's degree in history with the hopes of becoming a history teacher.

"Dr. Dave Grettler informed me of the fellowship and wrote me a letter of recommendation. I can't thank him enough for his help," said Remmich.

During his time at Northern, Remmich was involved in History Club, Veterans Club as well as the Honors Program.



NSU holds groundbreaking ceremony for new residence halls

Northern State University held a groundbreaking ceremony for its two new residence halls on Thursday, April 20.

About 100 people attended the ceremony, including NSU students, faculty, staff and administration; city and state officials; and members of the business community. The event took 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.

Site work began 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.



SD School for the Blind
and Visually Impaired

Preparing students to step forward with confidence and a vision of lifetime success

Informational Items
South Dakota Board of Regents Meeting
Northern State University
Aberdeen, SD
June 28-29, 2017

SDSBVI annual awards program was held on May 25. Students received recognition for their academic and extracurricular activities. Sophomore



Marcus Van Dam
from Dell Rapids,
fifth grader
Trashawn Howard
of Aberdeen, and

fourth grader
Henry Johnson
of Aberdeen were



honored as students
of the month for May.

Hailey Heintzman received the residential award as Most Improved Girl; **J'King Attikai** received the Dorm Most Improved Boy award.

Jordan Houseman was named Apartment Student of the Year. Kelsey Wollman was recognized as the Hoops for Heart Top Fundraiser. Forensics Team Letter Winners were **Jordan Houseman** and **Schelbie DeHaai**. **Schelbie** also received Spirit of the Pioneer Award. **Kelsey Wollman** was named Braille Student of the Year.



Civil Service Employee of the Year was educational secretary **Kandi Sampson**. A new Educator of the Year award went to teaching assistant **Mallory Bingham**.



Thanks to the support, our athletes exemplified the Olympian Oath "Let Me Win, But If I Can Not Win, Let Me Be Brave in the Attempt" at the Special Olympic Summer Games held in Spearfish.

High school students from across the state took part in the annual Transition Week held in Sioux Falls at the Rehabilitation Center for the Blind. Students stayed on campus at Augustana University. Transition Specialist **Steve Kelsey** assisted with the program. The week provides an opportunity for students to learn more about themselves and preparing for employment.

The 2017 Summer Program began with a Family Weekend in Aberdeen. The theme was "Write Your Story" and involved opportunities for families to consider their child's adult opportunities. Featured in the program were several blind or visually impaired adults who shared their own stories with the parents. Students arrived on Sunday, June 12 for the first summer session. The summer sessions focus on building the skills in the Expanded Core Curriculum, also known as the skills of blindness. There is emphasis on building practical academic, physical, technology, travel, recreational, advocacy, and social skills. The summer program is funded by an appropriation from the South Dakota legislature and allows students to access vision related skills generally not available in their local districts.

South Dakota School for the Deaf

South Dakota Board of Regents

Informational Items

June 27–29, 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

Throughout the year, we ask educators about their experiences with SDSD Outreach. Chrissy Peterson, Special Services Director in Meade County, shares her experiences.

How did you learn about SDSD Outreach?

I have known about the SDSD Outreach for years. In the last few years, I feel they have been extremely active in the public schools.

How has SDSD Outreach's involvement benefited your deaf/hard of hearing student(s)?

As the special education director for my district, I want to provide my students with the best services and supports that I can. To do this, I need to rely on experts in the various fields of disabling conditions. With the assistance from my local SDSD Outreach person, Kerry Ruth, I firmly believe my deaf/hard of hearing students have everything in place to receive their education in their home school and in their general education classroom. Due to the partnership I have with Kerry, I know we have the same philosophies with "our" students. I completely trust and value the opinions of Kerry and know she is going to advocate for the students and make reasonable suggestions for my school.

What would you tell other educators about using SDSD consultative services?

Why reinvent the wheel? Work with people that already know the services, equipment, and needed supports for the students we serve. Best of all, the SDSD consultative services are FREE!

Inside this issue:

Teen Group	2
A Partnership with Families	3
Annual Picnic	4
USD Collaboration	4
Audiology News	5

Teen Group

Submitted by **Alissa Hutchinson**



Have you ever watched the television show called “Chopped” on the Food Network channel? If so, you know that it is an intense hour of watching amateur chefs creating delicious food out of some very strange ingredients. The premise of the show is people who love to cook are given mystery basket ingredients and asked to make something from those ingredients. The mystery basket items are required and beyond that the chefs are encouraged to be creative, think outside the box, and make something that everyone would love to eat.

On April 6, the SDSD Deaf Teens in Action group made their ‘appearance’ on “Chopped SDSD”. We had four students who took on the challenge of cooking in our kitchen and made some delicious food out of our mystery basket ingredients.

The teen’s first challenge was to create an appetizer dish. The students teamed up and were required to use chicken, tortillas, and cheese for their first creation. One team had a more traditional approach and made quesadillas but used some creative cooking to make a salsa and cream cheese mixture to enhance the flavor of their food. The other team took a different approach and made a salty and sweet creation by toasting their tortillas and making a sweet chip to go with their dish.

When the teen’s 30 minute time was up, each team presented their food to our panel of judges that was made up of a few deaf community members. The students had to explain what their dish was and how they used the required basket ingredients; then, the tasting began by our judges. Our judges were able to give tips and feedback regarding each dish and then ultimately decided a winner. In the first round, the traditional quesadilla with a twist won.

For our second round, the students were ready to cook individually. Each participant needed to make a dessert and the required ingredients were shortcakes, strawberries, and whip cream. The teens had a great time coming up with creative ways to use chocolate, candy, and other sweet foods to enhance their dish. They also were able to use a variety of cooking methods to create their dessert.

When the time was up, our judges had the challenging job to decide whose sweet treat was the best. In the end, the dessert with a melted chocolate and peanut butter drizzle over a strawberry, blueberry, and whip cream mix was the winner.

Overall, our students had a blast thinking creatively, experimenting with cooking methods and flavors in the kitchen, and enjoying time with their peers. The judges also had a great time giving some tips to our young chefs and tasting their flavorful creations.



A Partnership with Families

Submitted by Eileen Anderson



We asked Melissa Bastian about SDSD Outreach services. Keep reading to learn how SDSD has impacted her family.



How did you learn about SDSD Outreach?

When we found out Quinn was diagnosed with unilateral deafness one of my friends told me I needed to contact the 0-3 program in our state and that there was also help through our South Dakota School for the Deaf.

How has SDSD Outreach's involvement benefited your child?

SDSD's involvement in our journey has been truly immeasurable. I feel that so many times I have been "floundering" or not really sure what I needed to do next or what our options were (are) to move forward to help Quinn. The advice and guidance we have received has been amazing. It is very obvious that Eileen, our outreach consultant, has our son's best interests in mind. She has been willing to ask the hard questions, show us how to be advocates for Quinn, and is willing to answer questions or find the answers to questions... and the questions seem endless.



What would you say to other families who are considering SDSD services?

This is truly an amazing service that we are very fortunate to have access to. There are so many questions and it can be scary at first. The outreach consultants will help you get through the initial and overwhelming processes and then stay by your side through the long haul.

Annual Picnic

Submitted by Laura Scholten



On May 16, SDSD hosted its Fifth Annual Community Picnic in Sioux Falls on the main SDSD Campus. Over 125 SDSD clients and their families as well as members of the Deaf community attended. For many of our SDSD students, it's one of the few opportunities to interact with other children who are deaf/hard of hearing. Each year, it is like a family reunion allowing people to "catch up" or to meet new members of the "family".



University of South Dakota: An Ongoing Collaboration

Submitted by Nina Ringstmeyer



SDSD Outreach Consultants, Nina Ringstmeyer and Kerry Ruth, assisted in the 13th West River Cochlear Implant Outreach Clinic in Rapid City on March 29 – 31. Through a collaborative effort with Rapid City Area Schools and the University of South Dakota Scottish Rite Speech and Hearing Clinic, SDSD was once again able to offer an opportunity for families living on the western side of the state to have their child's cochlear implant, and osseointegrated device services provided closer to home.

The Rapid City Area School district generously allowed the USD team to utilize the sound booth located in the Jefferson Building. Dr. Messersmith and a team of audiology students saw a total of 30 kids for audiology appointments. A variety of services were provided, including: cochlear implant programming, auditory brainstem response tests, osseointegrated device programming appointments, and consultations/evaluations. Audiology students from the University of South Dakota were on hand to assist with the evaluations as a part of their doctoral audiology program.

Dr. Elizabeth Hanson and Dr. Kyle Brouwer from the USD Department of Communication Sciences and Disorders were available, along with three speech-language pathology students, to provide communication support and language evaluations for clients.

South Dakota Early Childhood Conference

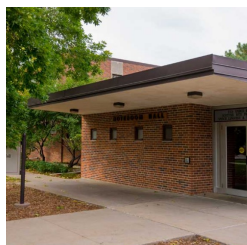
Submitted by Laura Scholten



On April 21, Laura Scholten and Jodi Schnider presented to educators at the South Dakota Early Childhood Conference. The topic was "SDSD Nose Language" which covered the importance of early identification and intervention of hearing loss. With the opportunity for hands-on practice, the presentation also emphasized language strategies to maximize the language development of deaf/hard of hearing children. Participants left the presentation with practical strategies for use in their jobs.

USD Department of Communication Sciences & Disorders

Submitted by Laura Scholten



For the past five years, spring has been a collaboration time between USD's Department of Communication Sciences and SDSD. In April, Dr. Lindsey Jorgensen and Dr. Kyle Brouwer invited Outreach Consultant, Laura Scholten, to talk with future audiologists and speech-language pathologists about working with deaf/hard of hearing students. In Dr. Brouwer's Language Disorders of Children class, Laura discussed common language characteristics of children who are deaf/hard of hearing. Students also had an opportunity to watch a video of a deaf/hard of student with the discussed language issues. In Dr. Jorgensen's Aural Rehabilitation class, Laura taught students about auditory skill development and how to facilitate skill development in a therapy setting. The presentations are part of SDSD's mission to expand educational opportunities for parents, school personnel, and community leaders to support the needs of children who are deaf and hard of hearing.

In-service Update



www.sdsd.sdbor.edu

2016-2017 Consultant In-services

In-services
136

South Dakotans
Educated
1726

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 May 8th 2017 on SDSD's campus, West River Clinic, and via the mobile lab .

Total Screened	14,053
Total Evaluated	4,918
*SNHL Found	281
*CHL Found	562
Mobile Sites	140

SNHL—sensorineural hearing loss

CHL— conductive hearing loss



www.sdsd.sdbor.edu/audiology.htm

Legacy News

Board of Regents June 2017





SD Mines Programming Team Battles World's Best Coders at ICPC



SD Mines computer programming team received an Honorable Mention in the International Collegiate Contest (ICPC) World Finals held May 20-25 in Rapid City. Mines was one of 20 teams representing the U.S.

Approximately 1,500 contestants, coaches, staff and spectators traveled to Rapid City for the event.

The SD Mines team included three students:

Matthew Dyke, senior computer science and math major, Hartford

Alexander Iverson, junior computer science major, Fort Collins, Colo.

Matthew Schallenkamp, sophomore computer science and math major, Brookings.

Thanks to help from their coach, Larry

Pyeatt, and a donor, two team members attended an elite computer programming boot camp in Russia last year. The camp has trained world champions for the past five years.

The competitors at the ICPC World Finals represent the best collegiate programmers on the planet. This marks the seventh time Mines has qualified for this international competition.

About 300,000 students from across six continents compete for spots on 2,736 local university teams. The winning university teams progress through multi-level regional competitions. In the end, 133 teams from 70 countries earned the right to attend the international competition this year.

[Listen](#) to an audio interview with Toni Logar, one of the longtime coaches of the Mines team.



U.S. Senate Confirms Heather Wilson as Air Force Secretary

The U.S. Senate has confirmed Heather Wilson as the next Secretary of the Air Force.

"Being the President of SD Mines has been a tremendous joy," said Wilson. "It's an exceptional university with deep roots and a very bright future. I will miss the campus, many friends here and the beautiful Black Hills."

Wilson was unanimously honored by the S.D. Legislature, which noted, "She has established new academic programs, increased research, grown enrollment, secured critical infrastructure investment, deepened a connection between the university and the community and improved financial management."

Wilson's leadership at Mines was also praised by community leaders.

"A university committed to STEM teaching and research can be a key

catalyst for economic development. In Heather, we have enjoyed a president who understands and promotes this vital Mines connection to the community. She gets it, and it will be tough to fill her shoes," said Ben Snow, President of the Rapid City Economic Development Partnership.

"During Dr. Wilson's time here, she was more than a president. She was a role model, a friend, and, above all, an inspiration. She truly was a member of the Hardrocker family. We are thankful for the time she dedicated to us, and look forward to watching her serve our country," said Aaron Campbell President of the Student Senate at Mines.

"Thank you for your service. Your leadership has been superb, in so many ways. We hope to continue your initiatives as we seek new leadership at this university," said John Bastian, S.D. Board of Regents.

Wilson graduated from the U.S. Air Force Academy in the third class to include women. She earned her master's and doctoral degrees as a Rhodes Scholar at Oxford University in England.

She served as an Air Force officer in Europe during the Cold War and on the National Security Council Staff under President George H.W. Bush during the fall of the Berlin Wall and the collapse of the Warsaw Pact.

She has also worked as an advisor to several large defense and scientific organizations both before and after serving for nearly a decade in the U.S. Congress.

The daughter and granddaughter of aviators, Wilson is an instrument rated private pilot.

She has served on the boards of Peabody Energy and Raven Industries as well as numerous nonprofit boards. She is stepping down from those

positions to serve as Air Force Secretary.

Wilson becomes the second confirmed appointee in the Department of Defense and will be responsible for organizing, training and equipping the U.S. Air Force of over 600,000 active, guard, reserve and civilian airmen as well as managing its \$124 billion budget.

The Air Force Secretary reports directly to Secretary of Defense James Mattis.



Jan Puszynski

Named SD Mines Interim President

Jan Puszynski, Ph.D., vice president for research, has been named interim president at SD Mines.

Puszynski will serve in a temporary capacity until a national search for the next president of the engineering and science university is concluded and a new president is appointed.

He has been educating undergraduate and graduate students at SD Mines for nearly 26 years, joining the faculty in 1991 as a professor of chemical engineering.

During his tenure in Rapid City, he has established a national and international reputation in materials research and received several multi-million-dollar research awards.

"We are very pleased to have Dr. Puszynski assume this important interim appointment," said Regents President Bob Sutton.

"His long tenure on the Mines' campus and familiarity with the university's mission, programs, and students gives the regents a great deal of confidence that the campus is in good

hands while a presidential search proceeds."

Since 1996, Puszynski has been the

His expertise is in reaction engineering, energetic materials, materials science, and mathematical modeling of reactive systems.

A presidential search process at School of Mines is underway.

Contingent on a successful search, a new president will be appointed this fall to begin duties on or around January 1, 2018.

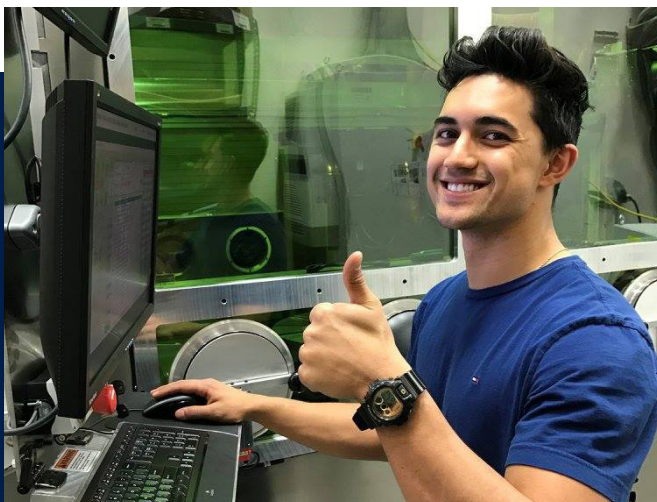
Prior to his time at SD Mines, Puszynski worked as a research professor in the chemical engineering department at State University of New York at Buffalo.

His undergraduate and master's degrees in chemical engineering are from the Technical University in Wroclaw, Poland.

His Ph.D. in chemical engineering was awarded by the Institute of Chemical Technology in Prague.



principal investigator on several research and development projects funded by the Naval Surface Warfare Center and other Department of Defense organizations.



Intern Spotlight

Jake Sullivan | RPM

Jake Sullivan, an industrial engineering junior, is a laser process intern with RPM Innovations in Rapid City. His projects include running a Laser Freeform Manufacturing Technology machine, and analyzing and reviewing the machine set points and parameters to make sure the build goes as planned. Jake is also a quarterback on the Mines Hardrock Football team.



From left to right: junior Jessi Thompson, West Richland, Wash.; junior Katie MacMillan, Pocomoke City, Md.; senior Savoy Schuler, Rapid City, S.D.; and junior Andrew Stetler, Mankato, Minn.

Student Software Developers Win Butterfield Cup

Students have won the annual Butterfield Cup for developing software that checks the qualifications needed for a student to enroll in a class.

The software automates the time-intensive, manual process faculty normally face when ensuring their incoming students have satisfied prerequisites.

The software also auto-calculates the average grade in those prerequisites so faculty can tailor instruction to the students' knowledge level.

As of now, faculty must manually go through class lists to ensure students have satisfied the prerequisites for the class in which they've enrolled. Faculty must check multiple times a semester because lists can change through the first week of class.

The software, RAPID, (Requirements and Prerequisites Information Display), streamlines and automates the process,

saving time and reducing the chance for human error.

Data generated by RAPID will be tested against the Registrar's data to ensure a match, with the aim to roll out the software for department use in the fall.

Moving forward, a senior design team will expand the software's capabilities to include a graduation checklist and advising tool, while opening up the software for student use.

A class of 35 students developed RAPID, in DevOps, Deployment & Delivery, User Experience, User Interface, Business Logic, Quality Assurance and Communications teams.

Each team presented to the class and Entrepreneurs-in-Residence. Afterward, the class voted for students who showed the leadership, initiative and excellence to win the Butterfield Cup.

This year's winners are:

- Junior computer science major Katie MacMillan from Rapid City and Pocomoke City, Md.
- Senior computer science major Savoy Schuler from Rapid City, S.D.
- Junior computer science major Andrew Stetler from Mankato, Minn.
- Junior computer science major Jessi Thompson from West Richland, Wash.

The Butterfield Cup is an annual competition created by entrepreneurs to recognize the best mobile app or software produced by students in a semester.

Previous winners have gone on to become finalists in the Governor's Giant Vision Competition for a mobile app that allows users to track friends at events while providing businesses with a platform to showcase their venue.

Hundreds of Prospective Students Stream to Campus for 'Go To Mines'

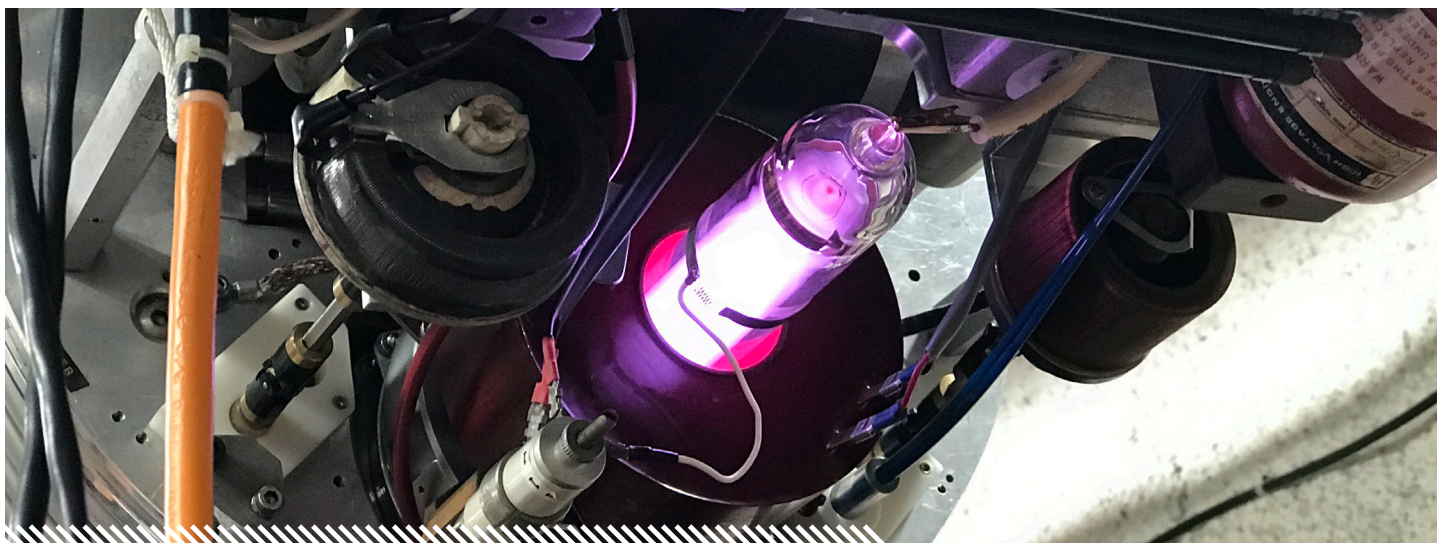


Mines will host hundreds of prospective students and their families during two summer Go To Mines, Friday, June 16, and Saturday, July 22, to tour campus and meet faculty and current students.

A Go Women ice cream social will be held at 2 p.m. in the King Center Hall of Fame, where prospective female students can ask current students about everything from dorm life and dining halls to professors and job fairs.

Mines is consistently ranked among the top returns on investment nationally for a college education.

Pre-registration is encouraged but not required. Pre-register at www.sdsmt.edu/visit.



Mines Hosts International 'Conference on Science at the Sanford Lab'

SD Mines hosted the second "Conference on Science at the Sanford Underground Research Facility" to address research related to the laboratory in nearby Lead, S.D.

Mines scientists are involved in high-level research projects being conducted or planned a mile underground at the Sanford Underground Research Facility (SURF), home of the former Homestake Mine. Research at SURF could lead to a better understanding of the origins and make-up of the universe.

Among collaborations are a next-generation search for dark matter and a major future experiment in neutrino physics, as well as other cutting edge research in nuclear and particle physics.

Research at the Sanford Lab is being conducted in the same historic site where Ray Davis completed a Nobel Prize winning experiment on solar neutrinos.

Scientists from national and international laboratories and research universities attended the May conference held on campus in Rapid City, located about one hour from the Sanford lab. The conference included trips to the Sanford laboratory and a tour of the Black Hills.

The list of speakers at the conference ranged from physicists who are probing the fundamental make-up of the universe, to biologists who are studying the rare microorganisms that live deep underground as a possible window into

extraterrestrial life, to the scientists and engineers working on future experiments planned at SURF.

"The world-class experiments at SURF are advancing human understanding across a wide range of scientific fields," said Dr. Jan Puszynski, vice president for research at Mines. "We wanted to share this opportunity with faculty and students from around the world who want to participate in the scientific work that is happening at Mines and SURF."

Other speakers included Milind Diwan (Brookhaven National Lab), Harry Nelson (University of California Santa Barbara), Wolfgang Rau (Queen's University), Xiaoyu Zhu (Los Alamos National Laboratory), Eric Church (Pacific Northwest National Laboratory), Ian Shoemaker (University of South Dakota), Baha Balantekin (University of Wisconsin), Shih-Kai Lin (Colorado State University) and Jace Decory (Black Hills State University).

An optional workshop on the low-background counting for assay and acquisition of radiopure materials immediately followed daily conference activities.

The low-background workshop included representatives from major dark matter and double beta decay experiments, working together to better understand how to reduce the radioactivity in environments and improve technologies for particle detection, simulation techniques, and material screening.

At Sanford Lab, scientists from around the world collaborate on ultra-sensitive underground experiments, including the search for dark matter, and other work in physics, chemistry, geology, biology, astrophysics and engineering.

Planned experiments at the laboratory include the LUX-ZEPLIN (LZ), a next generation dark matter detector and the Deep Underground Neutrino Experiment (DUNE) focusing on oscillating neutrinos. The ongoing MAJORANA DEMONSTRATOR is searching for neutrinoless double-beta decay.

Both neutrino experiments could explain the origins of matter. SD Mines scientists are involved in all of these projects, and one, Dr. Frank Streider, is the principal investigator of the underground Compact Accelerator System Performing Astrophysical Research (CASPAR) project.

Members of the steering committee were Baha Balantekin (UW Madison), Juergen Brune (Colorado School of Mines), Priscilla Cushman (UMN), Giorgio Gratta (Stanford), Mike Headley (SURF), Kevin Lesko (LBNL), Vuc Mandic (University of Minnesota), Harry Nelson (UCSB), Andre Rubbia (ETH Zurich), Kate Scholberg (Duke), Mark Thomson (University of Cambridge), Kasthuri Venkateswaran (NASA), Michael Wiescher (Notre Dame), John Wilkerson (UNC Chapel Hill) and Bob Wilson (Colorado State University).

Student Lands NASA Internship Designing Systems for the International Space Station

Electrical engineering senior Trey Wammen of Reva, S.D., interned at the NASA Marshall Space Flight Center in Huntsville, Ala.

He designed and modeled electrical systems for the Life Science Glovebox going on board the International Space Station in 2018.

The Life Science Glovebox is a sealed work area inside the International Space Station that provides bioisolation and waste control so crew members can perform experimental procedures in cell, insect, aquatic, plant and animal developmental biology.

Wammen helped design the electrical cable harnesses inside the Life Science Glovebox, where rodent research and cell biology studies will be conducted in

micro-gravity. His work aims to find solutions to challenges posed by factors that go into cable harness design, such as signal types, electromagnetic

Asteroid (NEA) Scout, which is designed as a secondary payload on NASA's new Space Launch System. NEA Scout is a robotic reconnaissance mission that will be deployed to fly by and return imagery data from a passing asteroid.

With NASA engineers, Wammen helped create a 3D-printed model of NEA Scout to better understand the cable harnessing layout.

Following the completion of his NASA internship, Wammen has

another internship lined up this summer at Black Hills Corporation's Wyodak Mine in Gillette, Wyo.

Wammen is a graduate of Harding County High School.



influence, environmental situations and faraday shielding, which blocks electromagnetic fields.

In addition, Wammen worked on startup electrical integration for the Near Earth



New Manufacturing, Business Camp for Middle Schoolers Launches at Mines

Mines will host a brand-new "Modern Manufacturing Methods" summer camp for middle school students. Through hands-on experiences, attendees will learn manufacturing methods, business development, 3D printing, SolidWorks software, laser engraving and CNC machining to make a prototype product.

The day camp also offers one-on-one interaction with SD Mines faculty, along with lunch and supplies. The camp will be held June 26-30. Students in grades six through eight may [go online](#) to find more information and register.

Science-Based Drug Education



A four-day science-based drug education course will be held in the Classroom Building on campus on June 12-15. The class is free and open to the public. Those who would like to receive three graduate or undergraduate credits pay a tuition fee of \$40 per credit hour. Class time is 7:30 a.m.-5 p.m. each day (plus nine additional hours for those taking the class for credit.) Certification is also offered.

The course reviews a variety of drugs and how they affect the brain. It focuses on substance abuse trends and resulting consequences to the individual and society. For a complete description of the class and a registration application email maryjo.farrington@sdsmt.edu. Several local organizations are sponsoring the class including Western Prevention Resource Center, (ABC)-Sturgis, South Dakota National Guard and the Campuses Community Wellness Coalition.

Preregistration is a required. If the course minimum is not attained, the class will be cancelled.

Congratulations, Graduates!



Mines in the News



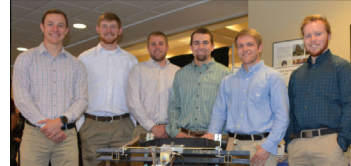
SD Mines names
Interim President



Mines earns
honorable
mention at
international
programming
event



Conniff named
men's soccer
coach at SD
Mines



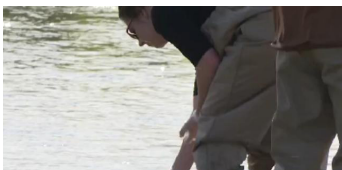
Mines students
improving
wheelchairs for
developing
countries



Our Good Deeds:
Mines students
sharing science
with Club for Boys



Vollmer finishes
college career
with top-10 in
RMAC



Water testing in
Rapid Creek



Mines athletes
named to
All-RMAC in track
and field



SD Mines
recognizes spring
2017 graduates



SD Mines hires
volleyball coach



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.

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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.

For more Mines news, visit news.sdsmt.edu



The Pride of the Dakotas Marching Band performed at the World War II Memorial as part of the National Memorial Day Concert Series in late May. The Pride also participated in the National Memorial Day Parade while on the trip to Washington, D.C. Photos courtesy of Jon Kieckhefer.

The Pride performs twice in Washington

Washington, D.C., is a location familiar to Kevin Kessler and The Pride of Dakotas Marching Band. Kessler, the director of athletic bands at South Dakota State University, and The Pride made their third trip together to the nation's capitol in late May. Kessler was part of The Pride's performances in the 1997 Inauguration Parade and in the Fourth of July Parade in 2000. The Pride also performed in the 1981 Inauguration Parade.

The Pride performed May 28 at the World War II Memorial as part of the National Memorial Day Concert Series and then participated in the National Memorial Day Parade May 29. The Pride also visited several memorials and the U.S. Capitol during the trip.

"For our students, it was a performance opportunity on a large scale on a large stage," Kessler said. "I was surprised by the high number of people who gathered to hear our concert at the WW II Memorial. We were honored

by the attendance of two very special alumna—Ani Berberian, who currently serves as a clarinetist in the U.S. Navy Band, and retired U.S. Army General Myrna Williamson. Both spoke to the band following the performance, so that made it even more special. In terms of outreach, this is a chance for us to represent the state and the university on a national level. It's part of our tradition ... we think big and pursue these big performance opportunities."

In this **IMPACT State**

IMPACT State2-3

- Counseling program might be Rapid City's best-kept secret

Impact People4-6

- Ziegler named director
- McTaggart receives NASA fellowship
- Jorgenson wins SDSU Mom of Year Award
- Ritter, Flute named employees of the month

Impact Students7-9

- Hospitality students invited to honor society
- Students help on-campus program

Impact Research10-11

- Li looks to increase grain size, weight
- Ghabchi developing guidelines for asphalt bonding agents



South Dakota State counseling program proves

What is Rapid City's best-kept secret?

Well, this isn't the answer Google will give, but if you ask Stephan Saiz, it is the counseling and human resource development program conducted by South Dakota State University in the Black Hills State University-Rapid City building on Cheyenne Boulevard.

The building's exterior offers no clue that SDSU's accredited master's degree program is offered inside and don't scour the SDSU website looking for information on the program.

"We're a well-kept secret ... Most of our growth is by word-of-mouth," said Saiz, who has coordinated the program for the past five years. "I want people to appreciate the quality of the program. We just got accredited for the full eight years. It's the minority that get accredited for the full eight years.

"We've got a real high-quality program, and we appreciate the support from Brookings," home of the university's counseling and human development program.

It was the entire program—Brookings and Rapid City—that received reaccreditation from the Council for Accreditation of Counseling and Related Educational Programs in late January. Accreditation is considered critical for graduates seeking professional positions or advanced degrees, according to professor Jay Trenhaile, who heads the department.

Quality of applicants improving

The West River program graduates about 15 students per year. There were 10 graduates at the April 30 hooding ceremony.

The graduate program, which typically takes 2 ½ to three years to complete, admits an average of 10 students in the fall and five in the spring. They are chosen from a field of 20 to 25 applicants. "Because of strong enrollment, we've been able to be more selective," said Saiz, noting that overall enrollment stays at about 60 students to keep the student-faculty ratio at the right level for accreditation standards.

"These are people who have started careers or families, and it would be a hardship to move to the eastern part of the state. They're very relieved to find a professional program in this part of the state," Saiz said.

"Rapid City, Spearfish and Custer are the primary sources of our students. But we're attracting students from a wider area," including Gillette, Wyoming; Pierre; Fort Yates, North Dakota; Aberdeen; Rosebud and Pine Ridge," Saiz said. Native Americans comprise 15 to 20 percent of the program's enrollment, a figure that has been consistent, he said.

Welcoming atmosphere for Native Americans

However, Saiz, whose father was a Native American from Taos, New Mexico, has made a pointed effort to make Native Americans feel welcome.

Valeria Big Eagle, of Rapid City and a new graduate student in the student affairs program, said, "Every time I step into his office, I feel at home and know that I can talk to him about anything. Having a great adviser like Dr. Saiz, who is relatable to Native American students, is what draws students to the program.

"I believe Dr. Saiz has made a large contribution as to why the program is successful in bringing in other Native American students."

Saiz was raised in San Francisco (where the U.S.

Army left his father after World War II), but began his teaching career in Pine Ridge in 1976.

"I've dedicated my life in many respects to Native American education. What that has meant is the way that I've constructed my office—right next to my doctorate diploma is my eagle feather. I have some Native-themed posters I've accumulated and pictures of Native friends.

"There's a way to make my office a real welcoming place to my students. Those are things I want to have around me, but I think they (Native students) also feel comfortable because of that. I know there are students who have come here because they know there is a Native American faculty member. Most of these (counseling) programs are grown in a Native community by word-of-mouth," Saiz said.

Big Eagle, a member of the Yankton Sioux Tribe, is originally from Lake Andes. She earned a bachelor's degree in sociology from SDSU in 2014.

"I knew I wanted to pursue my master's degree in a program relevant to my current position at BHSU-Rapid City as the student success adviser, and after some research and suggestions from others, I found the CHRD (counseling and human resource development) program here.

"I believe what attracted me the most to the program was how Dr. Saiz relayed the program to me, through his relatability as a Native American himself. I also heard from a friend of mine, who is also Native American, about the CHRD program," Big Eagle said.

Saiz added, "I think what is most important for the university to understand—if you want to attract more Native students, you need to hire more Native faculty."

Next focus: internship sites

As the program moves forward, Saiz said, "One of the most important things is to find, grow and nurture internship sites outside of the Rapid area—like at

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attractive to Native American students



Stephen Saiz, kneeling, liaison for the South Dakota State University Counseling and Human Development program in Rapid City, poses with the spring graduates at their April 30 hooding. Pictured, from left, are Maria Hartung, Jacquelyn Galles and Megan Laskowski, all of Rapid City; Jennifer Bristow, Pierre; Bobbi White, Porcupine; Wiletta Woodson, Rapid City; Kelsey Soles and Tara Silvernail, Rapid City; Jonna Langston, Lusk, Wyoming; and Jennifer Edwards, Rapid City.

Pine Ridge and Mission. Indian Health Service—that's something we've been growing.

"If people learn they can do their internship where they want to live or where they are now living, it's very important to them. Every Native student who has come through here has been intent on contributing to their community when they're done. In a sense, they're not coming to school for themselves. They're coming here for their family and their community.

"That's a tremendous motivator but it's also a tremendous pressure. They're always looking to their community."

At West River counseling, classes are taught from 4:30 to 7:15 p.m. and 7:30 to 10:15 p.m.

"Most of our students are able to get their classes in one to two nights per week. We try to do what we can to accommodate the travel," Saiz, noting that students coming from Pierre are driving two hours and the drive from Mission is 2 ½ hours.

"I really admire our students and their dedication.

"Part of the important work that our students are doing is that they can become the clinical site supervisors for our current students in the more rural settings."

The courses are taught by 1 ½ staff members and eight adjunct faculty members who are all involved in practice in Rapid City.

Hiring practicing counselors to teach means faculty members "have a lot of experience and that results in our students getting a lot of connections in the mental health profession.

"I tried very much to grow and nurture the faculty. We have very little faculty turnover. In fact, none in four years except one woman who retired.

"We're amazingly consistent in our course offerings and our faculty. You soon discover the strengths of our faculty members and you can call on them. Every class we've offered, we had. I'm amazed with what we're able to do," Saiz said.

Retirement nears for Saiz

Saiz is the half-time faculty member and will be an adjunct faculty member after June 21. He is retiring for a second time. Saiz thought he was retiring when he moved to Rapid City in 2012 at the end of 36 years of teaching, the last 13 at Plattsburgh (New York) State University.

Saiz's replacement, Lisbeth Anne Leagjeld, will work full time. In addition to teaching and keeping the ship on course, the Rapid City counselor will work at growing internship sites and supporting site supervisors.

Saiz, in addition to teaching the program's capstone course, will spend a lot more time at the open pottery studio at Dahl Arts Studio in Rapid City, volunteer at Feeding South Dakota, and spend part of each week tutoring at an elementary school in Porcupine where he started teaching at in 1976 (through 1980).

"My wife (Michele) and I, whom I met in Pine Ridge, have both dedicated our lives to the education of Native peoples," Saiz said.

Ziegler named director of Diversity, Equity, Inclusion and Access



Nathan Ziegler

Nathan Ziegler, a staff member in the Office of International Affairs at South Dakota State University, has been named the university's director of diversity, equity, inclusion and access following a national search.

Ziegler has been serving as the director of English as a Second Language since 2013. The appointment is pending South Dakota Board of Regents' approval.

"Nathan's professional background and passion for SDSU will provide leadership and guidance in a very important area for our university," said Michaela Willis, vice president for student affairs and chair of the search committee. "He showed tremendous vision for the position during the interview process. We are fortunate to have him on our team, and I look forward to working with him in this role."

During his time at SDSU, Ziegler has served as the founding director of the Intensive English as a Second

Language Program and was responsible for curriculum design, assessment procedures, course structure and other program offerings. He also designed and implemented the online ESL program to provide affordable and effective resources for international populations living and working in the region. The ESL program includes 13 faculty, staff, graduate assistants and undergraduate student workers under Ziegler's leadership.

Ziegler also collaborated with international affairs staff to help grow SDSU's international student population by more than 400 students in four years. He developed programs to teach students about American culture and diversity-related themes. He also presented on the topics of diversity, inclusion and equity, as well as international student mentoring and inclusivity at the university's fall faculty conference. This past February, Ziegler helped organize and moderate a campus town hall meeting to understand and support the perspectives of the university's international community.

"I am excited to serve in this new role and to be able to do work I am really passionate about, serving both the university and, to a greater degree, the larger SDSU community," Ziegler said. "University leadership has noted several

times that this is a time of change and that means it is also a time of tremendous opportunity. I look forward to engaging with students, faculty, campus groups and the many key stakeholders vital to the success of the institution."

Before SDSU, Ziegler served as a graduate assistant in educational psychology for the Department of Educational Foundations and Leadership at the University of Toledo. He was also an ESL instructor at Owens Community College in Perrysburg, Ohio, from 2009-13.

Ziegler has international teaching experience as a curriculum and instruction consultant at the Hai'an Experimental High School in Hai'an, China. He was also a visiting professor for English and linguistics at the University of Ulsan in Ulsan, South Korea, and an ESL instructor at the Daegu English Village in Daegu, South Korea, as part of a collaboration between Yeungjin College and the University of Colorado at Colorado Springs.

Ziegler holds a bachelor's degree in Spanish and a master's in English from the University of Toledo. He completed his Ph.D. in educational psychology from Toledo in 2015.

Ziegler is scheduled to begin in his new role June 22.

Regents approve academic offerings; programs to start in fall

Students attending South Dakota State will have several new academic options available to them this fall, including a master's degree in human biology, an undergraduate certificate in unmanned aircraft systems, and a minor in applied statistics.

The South Dakota Board of Regents approved the new offerings at its May meeting in Brookings.

The Master of Science degree in human biology offers graduate-level preparation for students seeking competitive admission to professional schools in fields such as osteopathic medicine, optometry, chiropractic and dental surgery. The SDSU program differs from other graduate biology programs

that emphasize research skills. This degree program will focus instead on academic and professional skills needed to gain admission to professional programs in health care. The human biology program is expected to graduate 20 students a year after full implementation.

A 12-hour undergraduate certificate in unmanned aircraft systems provides students a credential to plan and operate unmanned aircraft, plus the knowledge necessary to attain a Federal Aviation Administration Part 107 license. Certificate programs in the Board of Regents' system are developed by packaging a small set of courses that allows students to develop expertise within a focused area of study, addressing

identified market and workforce development needs. This certificate will be especially useful to people working in precision agriculture, geographic information systems, construction and engineering.

An 18 credit-hour minor in applied statistics at SDSU will provide training to apply statistics concepts in a wide variety of fields, including economics, geography, psychology, political science and sociology. Applied statistics differs from statistics in the level of mathematical knowledge required. The study of applied statistics focuses instead on standard statistical methods and commonly occurring data sets. Fifteen graduates a year are expected to earn the minor.

McTaggart receives NASA Summer Faculty Fellowship

Robert McTaggart, an associate professor in the Department of Physics, has been awarded a 10-week Summer Faculty Fellowship by the NASA Marshall Space Flight Center to collaborate with researchers in Huntsville, Alabama, on the uses of neutron detection in space. He started May 30.

The primary use of the neutron detector design has so far been in neutron dosimetry. Protons in the solar wind interact with the shell of the International Space Station or other vehicles, which results in the production of secondary neutrons. McTaggart said because neutrons generate up to 25 percent of an astronaut's total radiation dose, accurate and timely measurements are necessary in low Earth orbit. If one wants to go to Mars, monitoring radiation doses becomes critical. The same technology can also detect particle emissions from the sun, which in turn supports interests in heliophysics and the sun's influence on space weather.

"On one hand, I am supporting health physics for astronauts, and on the other, I am studying particle astrophysics," McTaggart said. "However, the largest impact may come from incorporating this knowledge into the health physics and nuclear engineering classes I teach and the variety of experiential learning opportunities I will be able to help students pursue."



Kyle Schroeder (foreground) and Ryan Michel (background) are in the nuclear laboratory helping South Dakota State University Associate Professor Robert McTaggart calibrate the high-purity germanium detector for use in the gamma spectroscopy analysis of naturally occurring radioactivity in a soil sample. McTaggart started his second-straight NASA Summer Faculty Fellowship in May.

"We're quite proud that he's gotten these fellowships," said Joel Rauber, the physics department head. "It fits in well with our nuclear engineering minor, which he coordinates. We hope he is able

to bring some of that knowledge gained to the classroom. Some of what he is doing may also convert into future grants that will benefit our students who work with him."

Jorgenson awarded South Dakota State's Mom of the Year

Michelle Jorgenson, mother to South Dakota State University sophomore electrical engineering student Tyler Jorgenson, received the SDSU's Mom of the Year Award during Mom's Weekend, March 31 and April 1.

More than 400 people visited that weekend, 181 of them being mothers to SDSU students. This was the largest Mom's Weekend attendance number to date. One of the more popular events, Six Appeal, was an a capella performance put on for students and their moms.

Michelle is an official court reporter for the seventh judicial district in Fergus Falls, Minnesota. She has always worked outside of the home and had to learn the tough balance of having a career while being a mom. Tyler recognized this fact in his nomination letter placed during Mom's Weekend.

"[She] has willingly placed her two kids' needs above her own since the beginning ... She came home with a smile and a hug every day," he said. "She has loved me despite every heartbreak, mistake and failure along the way."

With Tyler being the youngest in the family, dropping him off at SDSU was especially hard for Michelle.

"My mom and I left the student parking lot move-in day with tears in our eyes," Tyler said. "I was about to begin my SDSU adventure, while my mom was leaving her youngest child. Yet I felt prepared because of my mom."

Michelle was surprised to win the award, stating many mothers are deserving.

Ritter named April Civil Service Employee of the Month



Angie Ritter

Angie Ritter was selected South Dakota State University's April Civil Service Employee of the Month.

Ritter, a program assistant, has worked at SDSU for six years servicing the South Dakota

Agricultural Experiment Station.

In letters of support, co-workers said Ritter is kind, professional and reliable.

"Angie has many great qualities, and one of them is that she has an outstanding work ethic," said Martha Aragón, a program assistant in the College of Agriculture and Biological Sciences.

"She is reliable, hardworking, honest, courteous and very conscientious. It does not matter how busy she is, she will always make time to help others, supervisors, co-workers and students. Her projects are

also always turned in in a timely matter. You know for a fact that whatever task she is helping with, it will be done right the first time."

Those traits were also recognized by Justin Werkmeister, the college's director of finance and accountability.

"The first thing most people notice about Angie is her smile. She's always happy and joyful no matter the circumstances," Werkmeister said. "She deals with a lot of different situations and personnel, treating everyone with great respect and never dismisses anyone's problems. No matter who you are or what your role is, she makes you feel like a priority.

"I have seen Angie grow a lot in the last five years. She has grown into a great leader and teacher. Many of us, myself included, have turned to Angie for advice. She has great institutional knowledge and shows her dedication to the college and university every day."

That dedication to State was noticed by Shirley Jensen, senior accountant in the College of Agriculture and Biological Sciences, when working with Ritter.

"I had the pleasure of being on a search committee with Angie. We had the job of calling the references. I was impressed with how Angie handled the phone interviews, getting them to answer the questions and also explaining what the position was about," Jensen said. "SDSU would be proud of how professional she represented the College of Agriculture and Biological Sciences. She just had a way of making the person feel comfortable."

A South Dakota native, Ritter earned a Bachelor of Science degree from SDSU in 2000. After living outside of the state for more than a decade, she was thrilled to be able to move closer to family and to be back on campus. She loves being a mother to Zoe (12) and Lucas (9). Her favorite things include listening to NPR, coffee and always choosing the butter and sour cream option on baked potatoes.

"SDSU makes Brookings a great place to live; I feel blessed to be able to raise my kids in such a safe and vibrant community," Ritter said. "Working with so many passionate, engaged people who are all focused on improving the lives of people across South Dakota is very rewarding."

Flute chosen as May's Civil Service Employee of the Month



Sara Flute

Sara Flute was chosen South Dakota State University's May Civil Service Employee of the Month.

Flute, a program assistant, has worked at SDSU for nearly three years in the Department of Communication

Studies and Theatre.

In letters of support, co-workers said Flute is kind, professional and reliable.

"One of things I most enjoy about Sara is her ability to effectively interact with faculty, students, coworkers and the public," said Joshua Westwick, the interim

department head for the Department of Communication Studies and Theatre.

"Sara has a wonderful personality that is demonstrated in the warm and thoughtful interactions she has every day with various people across campus.

"In addition to her wonderful personality, Sara has been an amazing asset to our program and dramatically improved our day-to-day operations," Westwick continued. "She is, by far, one of the most organized individuals I know. We have a lot going on in our program—approximately 2,000 undergraduate and graduate students each semester, a competitive speech and debate team, multiple dance and theater productions, a large budget, and an academic staff of over 20. She manages all of this effectively and efficiently with grace and humility."

Those traits carry over to other departmental activities, such as State

University Theatre and Prairie Repertory Theatre, according to J.D. Ackman, professor and director of theater.

"Sara manages, with aplomb, a wide array of duties and responsibilities relative to those organizations," Ackman said. "She necessarily manages a variety of accounts and navigates the sometimes complex billing and invoicing involved with skill. Her support of SDSU's theater activities is critical to our success."

Many, including Andrea Carlile, in the department appreciate Flute's efficiency.

"As the director of the forensics team, I work frequently with Sara to manage and maintain the team accounts. She ensures timely and what feels like expedited reimbursement of travel expenses," said Carlile, an instructor and director of forensics.

A Brookings native, Flute has two children: Constance, 10; and Breighton, 7.

Hospitality students invited to join international honor society

The International Council on Hotel, Restaurant and Institutional Education (ICHRIE) has granted a charter to South Dakota State University in recognition of its hospitality program.

SDSU's Eta Sigma Delta chapter received its charter April 25 at an installation ceremony. The following students were inducted into the chapter:

Seniors: Morghan Deiss, Aberdeen; Brittany Haberman, Olivet; Becca Herman, Sioux Falls; Danielle Stane, Council Bluffs, Iowa; and Thayer Trenhaile, Volga.

Juniors: Caitlyn Fluke, Aberdeen; Bailey Johnson, Bingham Lake, Minnesota; Masao Komazaki, Mibu, Japan; Wenfang Liu, Wuhan, Hubei, China; Cassandra Onnen, Brandon; Carson Pruet, Brandon; Michaela Simon, Tolstoy; Kristin Smith, Brandon; Hannah Swanson, Brookings; and Kasie Vollmer, Savage, Minnesota.

"We're excited and proud to receive the charter and have our students be recognized for their efforts," Kunsoon Park, an assistant professor in the Department of Consumer Sciences, said. "We've seen our students be among the nation's first to receive certification in hotel industry analytics and look forward to seeing what our students can accomplish in the future as a result of this charter."

Eta Sigma Delta was founded in 1978 by a group of students from the University of New Hampshire's Whittemore School of Business and Economics, which identified a need to recognize hospitality and tourism students for outstanding academic achievement, meritorious service and demonstrated professionalism.

SDSU's hospitality management program is within the consumer science department in the College of Education and Human Sciences.

About ICHRIE

International CHRIE (ICHRIE), a nonprofit professional association, provides programs and services to continually improve the quality of global education, research, service and business operations in the hospitality and tourism industry. ICHRIE, an inclusive, collegial association, values creative, ethical and progressive action and improvement of global hospitality and tourism education and research. With chapters in the United States, Hong Kong and Switzerland, Eta Sigma Delta is truly an international society that remains dedicated to recognizing the most outstanding students of hospitality, tourism and culinary arts. The professional benefits include an opportunity for outstanding students to distinguish themselves in the eyes of educators, recruiters and industry executives in an increasingly competitive industry.



The following students are part of Eta Sigma Delta chapter. Front row, from left: Morghan Deiss, Caitlyn Fluke, Wenfang Liu, Carson Pruet and Danielle Stane; back row, from left, Brittany Haberman, Becca Herman, Hannah Swanson, Thayer Trenhaile, Masao Komazaki, Cassandra Onnen and Michaela Simon. Not pictured were: Bailey Johnson, Kristin Smith and Kasie Vollmer.

Mobile Media Design and Applications

Despite not having any experience coding—much less designing—an app, South Dakota State University students in Rebecca Britt's Mobile Media Design and Applications course were able to create several apps for Project SEARCH and the Brookings Community.

Britt's six-week online course, which was offered for the first time at State in spring 2017, saw the students develop apps that can be used as timers, resources for visitors or a way to find public transportation in Brookings.

Project SEARCH is a unique business-led transition program for students with disabilities. Students who want to work have the chance to explore careers and develop transferable job skills. The goal of the Project SEARCH program is competitive employment for each intern. According to Kyrsten Zimmerman, job coach with Project SEARCH in Brookings, individuals with disabilities spend an academic year at SDSU where they learn job skills by completing three job rotations in various areas across campus.

“We saw the opportunity to develop an app about Project SEARCH as a great way to give back to our community by offering a top-of-line app that would truly benefit them.”

-Chelsea Rosenau

“For me, I thought it initially was going to be a class for mocking up designs. I did not think I'd actually complete an app,” said Rebecca Moorhead, who completed her junior year in May. She is from Winner and teamed with Molly Gray, MiKayla Heller, Alexandra Johnson and Paige Leafstedt to create a timer for Project SEARCH. “That first week is always stressful, especially with an online class, so I went to see Dr. Britt and she said we'd actually be implementing one. As a result, our selection had to be something that was not real easy to do but also doable. Everything I had thought of up to that time was really out there.”

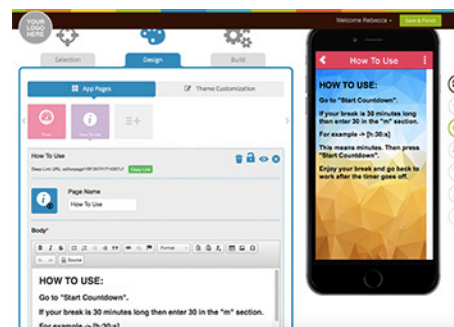
Chelsea Rosenau, a May graduate from Spearfish, and her team of Jayden Howie, Joey Merz and Reid Nachtigall created an app that was an information hub for Project SEARCH.

“When given the assignment, we discussed various app ideas we wanted to do, but based on time, resources and overall interest, we developed an app that will benefit Project SEARCH,” Rosenau said. “We saw the opportunity to develop an app about Project SEARCH as a great way to give back to our community by offering a top-of-line app that would truly benefit them.”

Another app that benefits Project SEARCH and the Brookings community is “Go! Brookings,” which is a transportation app.

“We were going to first do an app of our own but we figured the extra guidance from Project SEARCH would be more beneficial and would help lead us to reach the ultimate goal for what we wanted to do,” said Jazmin Wubben, who teamed with James Dykes, Shelby Meier and Erin Wicker. “While it's something for our future portfolios, it benefits Project SEARCH and the community.

“The project gave us experience working with a program on campus,” continued Wubben, a May graduate from Crofton, Nebraska. “In the workforce,



A screenshot of the timer app built for Project SEARCH by the Mobile Media Design and Applications course.

people hire you to solve problems. The same concept applied to this class as well. Project SEARCH essentially hired us to solve a problem. It was interesting to see how the project applied to real life and to class. We were able to meet Kyrsten, sit down with her and see what was her vision of the project. She presented seven to 10 problems Project SEARCH students encounter. Learning how to make the app took a lot of patience and trial and error, which has been an experience. Not all problems are solved in a day. There are a lot of the steps you need to take.”

To help with their app development, the students used AppyPie, which is do-it-yourself app building software. Britt received a grant to cover the costs of using the software for the duration of the class.

“To see the apps be successful, come together and meet the needs of Project SEARCH is exciting,” Britt said. “They got to see how app development works in the real world, too. When we see the updates on our phone take place, those updates happen right away as there's a need to respond to a new operating system or a problem.”

While the students all gained skills and knowledge, Wubben said she gained something else—confidence.

“When you walk into a class like this and are told you're going to make an app,

course creates tools for Project SEARCH

“When you walk into a class like this and are told you’re going to make an app, you’re like, ‘there’s no way I can make an app.’ I have hundreds on my phone, but there’s no way I can make one.”

-Jazmin Wubben

you’re like, ‘there’s no way I can make an app.’ I have hundreds on my phone, but there’s no way I can make one,” she said. “After walking through the process of

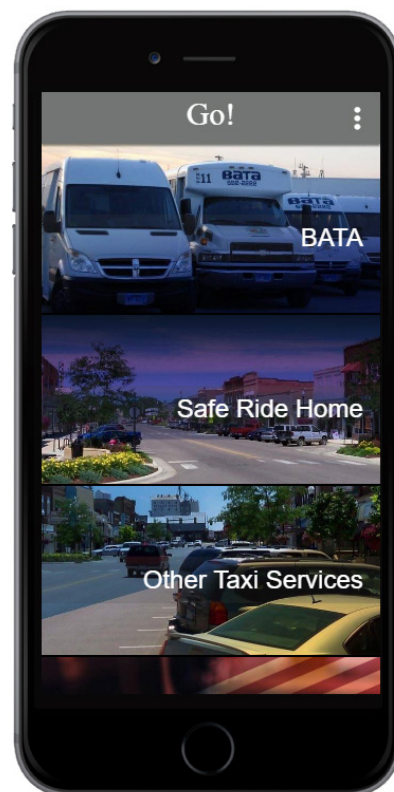
learning how they’re made, it takes a lot of work behind it to get the app to be simple to use and accepted by the public.”

Heller, a May graduate from Wolsey, was thinking about how she could use her recently added skill to help her employer despite having a few weeks of classes remaining before graduation..

“I think it’ll benefit us in the long run, when we’re in the workforce. I know the Huron Chamber of Commerce has a website but I don’t know how many people use it,” she said. “I’ll learn about that but it might be a chance to create an app to post all of the events or what businesses joined the chamber—all info we can put into an app and have available with a tap. Apps are the new era to tech.”

Because of that factor, the students say the class will get the attention of potential employers.

“It was a very exciting project because there aren’t many schools that focus on something like this,” Rosenau said. This will differentiate us between everyone else in our field of study because interactive communication is becoming very important.”



A screenshot of the Go! Brookings app built for Project SEARCH by the Mobile Media Design and Applications course.

Commencement livestream shows digital reach

For the fourth consecutive year, South Dakota State University livestreamed its commencement ceremonies to allow the graduates’ friends and family who were not able to attend the ceremonies experience the day.

The first undergraduate ceremony, which included students from the College of Agriculture and Biological Sciences, Jerome J. Lohr College of Engineering and College of Nursing, had 93 peak concurrent viewers, up 35 viewers from 2016. The second undergraduate ceremony, which included students from the College of Arts and Sciences, College of Education and Human Sciences and the

College of Pharmacy and Allied Health Professions, had 96 peak concurrent viewers, up 15 from 2016.

The average viewing session was between 21 and 25 minutes for the undergraduate ceremonies, and 15 minutes for the graduate ceremony.

The undergraduate ceremonies had viewers from 28 nations—the highest number of viewers being from the U.S., Saudi Arabia, Egypt, India and Honduras.

The graduate ceremony, which included master’s, professional and doctoral students, had viewers from 35 nations; the highest number of viewers

being from the U.S., Saudi Arabia, Ghana, India and Finland, respectively

On commencement day, the sdstate.edu/graduation website was accessed 4,065 times from users in 75 countries; the highest number of viewers being from U.S., Saudi Arabia, India, Bangladesh and Canada.

Facebook photo albums from the three ceremonies received 68,047 views; the Facebook recap video received 22,135 views; and the commencement day geofilters were used 1,089 times with 67,536 views.

Increasing grain size, weight may improve wheat yields



Associate biology and microbiology professor Wanlong Li assesses the growth of two-week-old wheat seedlings. Through a new three-year, \$930,000 U.S. Department of Agriculture grant, Li hopes to increase wheat yield by increasing the size and weight of the kernels. The project is part of the National Institute of Food and Agriculture's International Wheat Yield Partnership Program.

Larger, heavier wheat kernels—that's how associate professor Wanlong Li of the SDSU Department of Biology and Microbiology seeks to increase wheat production. Through a three-year, \$930,000 U.S. Department of Agriculture grant, Li is collaborating with Bing Yang, an associate professor in genetics, development and cell biology at Iowa State, to increase wheat grain size and weight using a precise gene-editing tool known as CRISPR/Cas9.

South Dakota State is one of seven universities nationwide to receive funding to develop new wheat varieties as part of the National Institute of Food and Agriculture's International Wheat Yield Partnership (IWYP) Program. The program supports the G20's Wheat Initiative, which seeks to enhance the genetics related to yield and develop

varieties adapted to different regions and environmental conditions.

The goal of IWYP, which was formed in 2014, is to increase wheat yields by 50 percent in 20 years. Currently, the yearly yield gain is less than 1 percent, but to meet the IWYP goal, wheat yields must increase 1.7 percent per year. "It's a quantum leap," he said. "We need a lot of work to reach this."

Humans consume more than 500 million tons of wheat per year, according to Li. However, United States wheat production is decreasing because farmers can make more money growing other crops. He hopes that increasing the yield potential will make wheat more profitable.

First, the researchers will identify genes that control grain size and weight in bread wheat using the rice genome as a model.

The CRISPR editing tool allows the researchers to knock out each negatively regulating gene and thus study its function, according to Li. "CRISPR is both fast and precise," he added. "It can produce very accurate mutations."

This technique will be used to create 30 constructs that target 20 genes that negatively impact wheat grain size and weight. From these, the University of California Davis Plant Transformation Facility, through a service contract, will produce 150 first-generation transgenic plants and the SDSU researchers will then identify which ones yield larger seeds. One graduate student and a

"The end products are not genetically modified organisms. When we transfer one of the CRISPR genes to wheat, it's transgenic. That then produces a mutation in a different genomic region. When the plants are then self-pollinated or backcrossed, the transgene and the mutation are separated."

-Wanlong Li

research assistant will work on the project.

"The end products are not genetically modified organisms," Li emphasized. "When we transfer one of the CRISPR genes to wheat, it's transgenic. That then produces a mutation in a different genomic region. When the plants are then self-pollinated or backcrossed, the transgene and the mutation are separated."

The researchers then screen the plants to select those that carry the desired mutations. "This is null transgenic," Li said, noting USDA has approved this process in other organisms. Yang used this technique to develop bacterial blight-resistant rice.

As part of the project, the researchers will also transfer the mutations into durum wheat. Ultimately, these yield-increasing mutations, along with the markers to identify the traits, can be transferred to spring and winter wheat.

Civil engineering professor to develop guidelines for asphalt bonding agents

When it comes to asphalt, how well the layers stick together affects the durability of the road, according to assistant civil engineering professor Rouzbeh Ghabchi. That's why tack coat—the substance that bonds those layers together—is important.

Ghabchi will help the South Dakota Department of Transportation develop guidelines on tack coat selection and application through a two-year, \$75,000 grant from the Mountain Plains Consortium plus matching funds from the SDSU Department of Civil and Environmental Engineering. Ghabchi came to SDSU last fall from the University of Oklahoma, where he did postdoctoral research for two years after receiving his doctorate. His research on transportation infrastructure materials focused on asphalt pavement.

"You want all the layers to behave together as a system," he said. That will make the highway last longer and save taxpayers money. Ghabchi is working with SDDOT engineers to select the tack coat products that he and a graduate student will examine.

More than 80 percent of the state's highways are made of asphalt, according to the 2016-17 SD DOT Fact Book.

"Many different tack coat products are on the market and each product has different properties," explained Ghabchi. In addition, their behavior can be different depending on the type

of asphalt surface—whether it's applied to new or existing concrete or asphalt. Traffic and adverse environmental conditions must also be considered.

"We want to select the right tack coat and apply it in the right amount," noted Ghabchi, who compared bonding asphalt layers to repairing a broken vase. "If you use too little glue, it will come apart; if you use too much, then the pieces can slip."

Most tack coats are emulsified asphalt products that are sprayed on a prepared road surface, according to Ghabchi. When the coat changes color, the hot mix asphalt can be applied.

"If you have 8 inches of asphalt, for example, it may be applied as two 4-inch layers," he said. Each layer of asphalt must be properly compacted. "If it has too many voids, it will not have the durability that you need."

In addition to sealing the layers together, the tack coat also waterproofs the joints, explained Ghabchi. That's important because when water penetrates the layers and freezes, it causes cracking and potholes.

The guidelines the SDSU researchers develop for tack coating on highways in South Dakota will also be applicable to asphalt roads in areas with similar materials and environmental conditions, such as North Dakota, Minnesota and Nebraska.



A bonding agent known as tack coat helps asphalt layers stick together, but at higher stress levels or when moisture gets between the layers cracking and potholes can result. SDSU assistant professor Rouzbeh Ghabchi, in collaboration with the South Dakota Department of Transportation, will help develop guidelines on tack coat selection and application through a two-year, \$75,000 grant from the Mountain Plains Consortium plus matching funds from the SDSU Department of Civil and Environmental Engineering.

Free summer camp teaches high schoolers about bridge, road engineering

High school students can figure out whether building bridges, roads and other transportation infrastructures might be an interesting career through a free summer camp at South Dakota State University July 30 through Aug. 5. The National Summer Transportation Institute has openings for 15 South Dakota high school students who are interested in an engineering, science or technology-related career. This is the first time the camp has been offered in South Dakota.

"There is no cost to participating students, thanks to a grant from the South Dakota Department of Transportation and the Federal Highway Administration," said assistant professor Rouzbeh Ghabchi of the SDSU Department of Civil and Environmental Engineering.

During the week, campers will work with construction materials such as asphalt, build model bridges and assemble robots and electronic circuits related to the transportation field.

The application form is available at <https://www.sdstate.edu/civil-environmental-engineering/national-summer-transportation-institute>. The deadline for submitting applications has been extended to June 16. Completed applications can be mailed to the Department of Civil and Environmental Engineering, Box 2219, Crothers Engineering Hall 134, Attn: Rouzbeh Ghabchi, South Dakota State University, Brookings, S.D., 57007, or emailed to Rouzbeh.Ghabchi@sdstate.edu. Applicants will be notified by mail and email when their applications have been accepted.



Discovery District Groundbreaking Celebrates Partnerships and Possibilities

The USD Discovery District, an 80-acre contemporary corporate and academic research park under development in Sioux Falls, held a public groundbreaking ceremony to celebrate the launch of South Dakota's first innovation community and the public-private partnerships that have made the historic project a reality.

"Great universities do three basic things each and every day. We teach, we foster research and we provide service to our state, region and students," said USD President James W. Abbott. "Extraordinary universities help drive the state's economy and that's really what we're here for today."

The USD Discovery District is the result private-public partnerships between the University of South Dakota, the Board of Regents, Governor's Office of Economic Development, Forward Sioux Falls and the City of Sioux Falls.

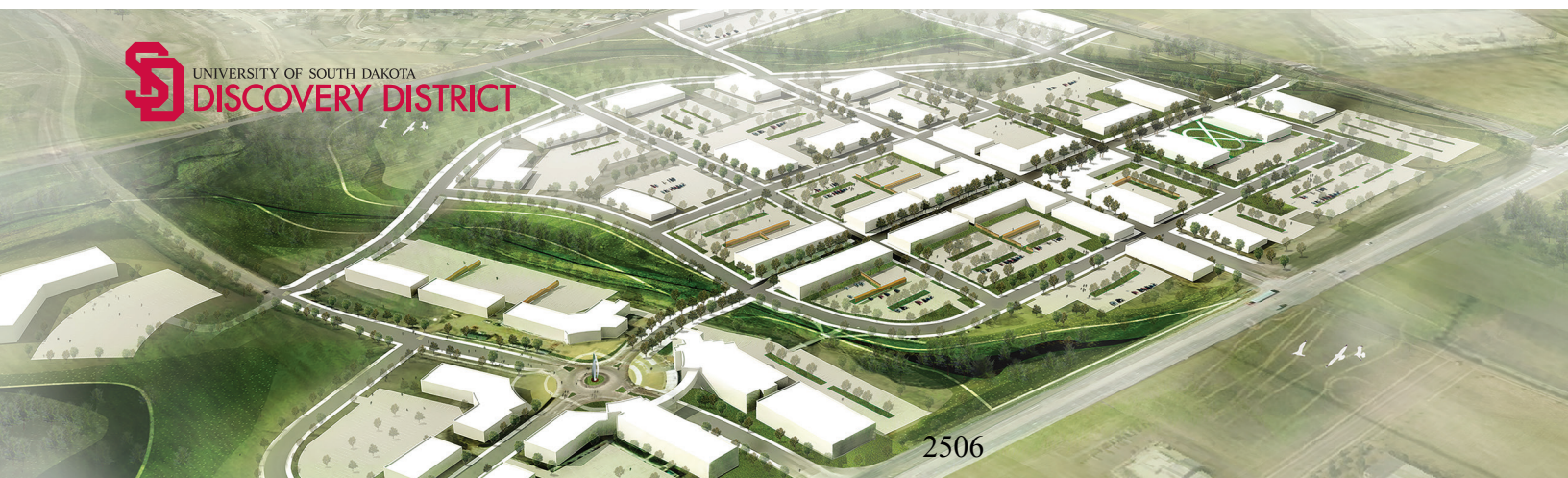
"The concept for the USD Discovery District began more than 20 years ago, with leaders in business and education coming together to set a strategy on growing technology-based business in South Dakota," said Rich Naser, Jr. president of the USD Discovery District. "Through studies, planning and collaboration and investment of these partners this concept evolved to a vision and today has become a reality."

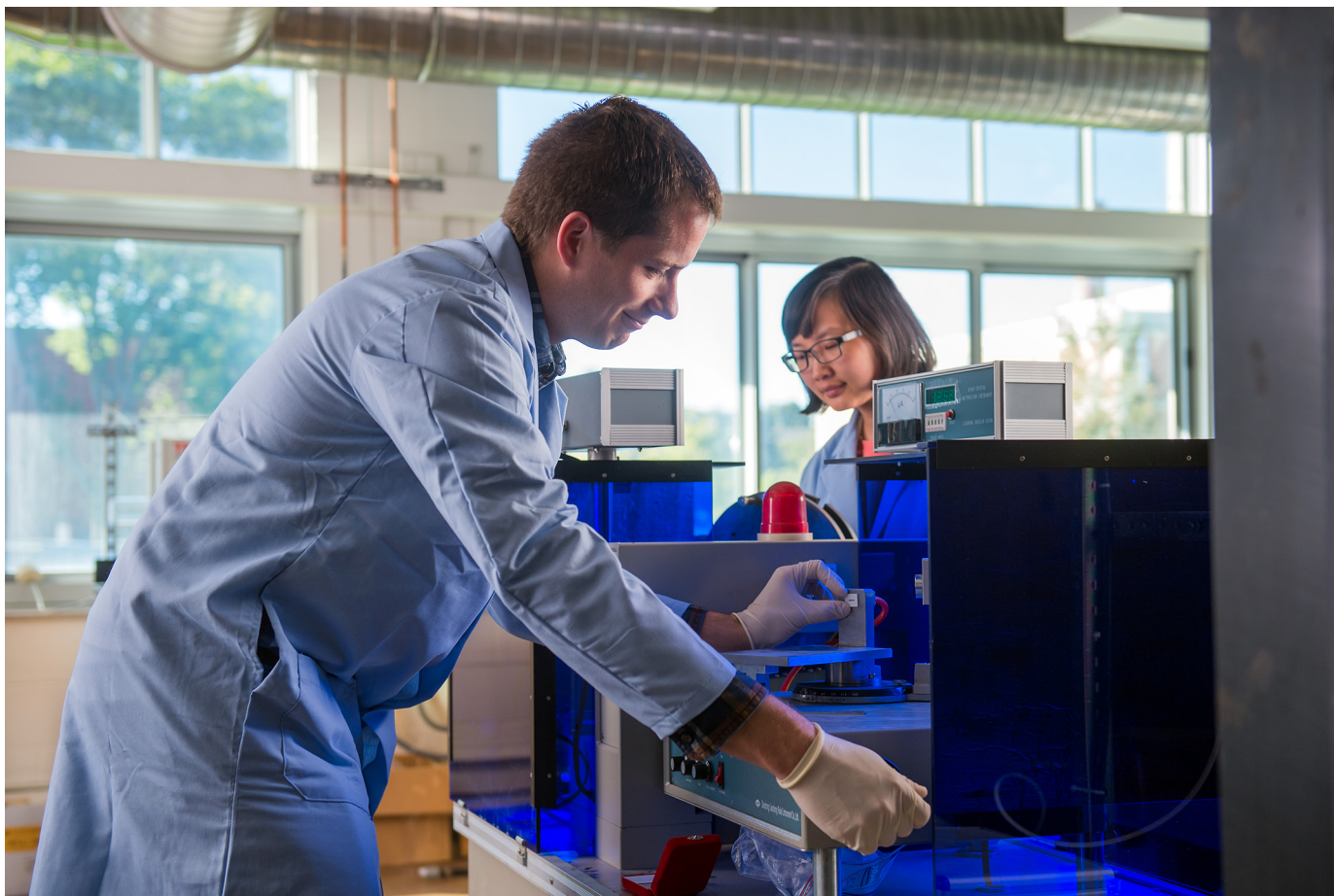
In 2009, the South Dakota legislature authorized the establishment of an 80-acre research park at University



USD Discovery District partners break ground at a ceremony May 18.

Center in Sioux Falls, and the USD Research Park corporation was formed in 2012. The Discovery District projects a +/-25-year development horizon with facility construction value exceeding \$314 million. At full build out, the direct economic impact is projected to include 26 privately developed buildings with nearly 2,800 people employed by companies located in the District.





USD Wins \$1 Million to Enhance Diversity in the Sciences



Brian Burrell

The University of South Dakota has been awarded a \$1 million grant by the Howard Hughes Medical Institute (HHMI) as part of their Inclusive Excellence Initiative to enhance the participation and retention of underrepresented minorities in the natural sciences.

“We are excited and honored that USD has been chosen as one of the institutions to be funded by the HHMI-Inclusive Excellence program,” said Brian Burrell, associate professor in the Division of Basic Biomedical Sciences who led the faculty team at USD behind this effort. “For scientific advances to truly benefit all members of our society we will need all members of our society to be fully engaged in the scientific enterprise. The faculty, staff and students at USD are committed to making institutional level changes that will expand the diversity of students engaged in the sciences.”

In the 2017 competition, 511 schools of all types submitted pre-proposals to engage more students in the sciences on their campuses. Over multiple stages of peer-review by scientists and science educators, HHMI identified 24 schools for Inclusive Excellence 2017 awards.

The grant, spread over five years will assist USD faculty from the College of Arts & Sciences, Sanford School of Medicine, School of Education, School of Health Sciences and the Center for Teaching and Learning develop culturally aware mentoring skills for faculty and staff and create culturally-relevant introductory science courses for students.

“This award from the Howard Hughes Medical Institute will allow USD to put in play several elements that will serve to attract, retain and enhance science education for an increased number of undergraduate students from groups that have tended to be under-represented in science,” said Jerry Yutzenka, associate dean of diversity and inclusion at the USD Sanford School of Medicine.



USD/Mines Research Team Wins Governor's Giant Vision Award

NP Systems Integration LLC, a business based on the collaborative research of Stanley May and Aravind Baride from USD and Jon Kellar, William Cross and Jeevan Meruga from SDSMT, won top honors in the business division in the Governor's Giant Vision Business Competition on April 26 in Sioux Falls.

Collaborating with the Center for Security Printing and Anti-Counterfeiting Technology (SPACT), which is a South Dakota Governor's Research Center, the team helped develop "SecureMarking," a system that uses nanotechnology to covertly identify products for authentication and tracking through supply chains. This system can be used to secure a wide range of high-value products, such as pharmaceuticals and aviation electronics.

Since 2009, the center has received more than \$1 million in research funding to develop the system. With the Giant Vision award, NP Systems Integration can fully develop its capabilities.

"In addition to the research dollars and potential for commercial success, SPACT provides an exciting research environment for undergraduate and graduate students working in our labs," said May, associate director of SPACT. "The success of SPACT will always depend on the progress in our research labs, and we have experienced a very real synergy between our basic research efforts and our commercialization activities."

May and team worked with Daniel Stanton, a Mines Entrepreneur-in-Residence, on the project and credited team members for the success.

"It is a great affirmation of the value of our work. Our team has put tremendous effort into this project for a number of years now," said May. "It feels pretty good to get some recognition."



David Lane and Jason Porter

Lane and Porter Honored with Belbas-Larson Awards

Professors David Lane, Ph.D. and Jason Porter, Ph.D. received 2017 University of South Dakota Belbas-Larson Awards for Excellence in Teaching, which includes a \$5,000 stipend for each. Candidates for the awards are nominated by students and colleagues and selected by a faculty committee based on a variety of qualities such as demanding rigorous standards of performance, inspiring students to greater achievement and ensuring course content represents the highest standards in the field.

Lane is an assistant professor of anthropology and sociology in the College of Arts & Sciences and was honored in the tenure-track category. He joined USD in 2013 currently serves as the chair of the Social Problems Theory Division of the Society for the Study of Social Problems. He holds a doctorate in sociology from the University of Delaware. He earned a master's in sociology at Virginia Commonwealth University in 2007 and a bachelor's degree in sociology from Salisbury University in 2004.

Porter, an associate professor of accounting at the Beacom School of Business, was honored in the tenured category. He joined USD in 2014. Porter earned his doctorate in accounting at the University of Georgia in 2006. He earned a Master of Accountancy in 2002 and a Bachelor of Science in Accounting in 2001 from Brigham Young University.

The Belbas-Larson Awards are made possible by a gift from Dean Belbas, a former vice president of General Mills and former chairman of the board of the USD Foundation and his close friends Harold W. and Kathryn Larson of Scottsdale, Arizona.

USD Division of Educational Leadership Joins Carnegie Project

The USD Division of Educational Leadership has been selected to join the Carnegie Project on the Educational Doctorate (CPED) Consortium.

"Joining will assist the educational leadership program at USD develop stronger state leaders, which will make South Dakota schools stronger," said Donald Easton-Brooks, dean of USD's School of Education.

Beginning in June, USD faculty joined more than 80 programs across the nation in redesigning professional

practice preparation in education for the improvement of Pk-20 education and the organizations that support it.

"We believe that by actively participating in the CPED consortium, we could learn from other programs, as well as contribute effective strategies that other programs from across the nation could use to enhance the educational doctorate," said Karen Card, chair of the educational leadership program.

American Prize Awards USD Opera Second Place

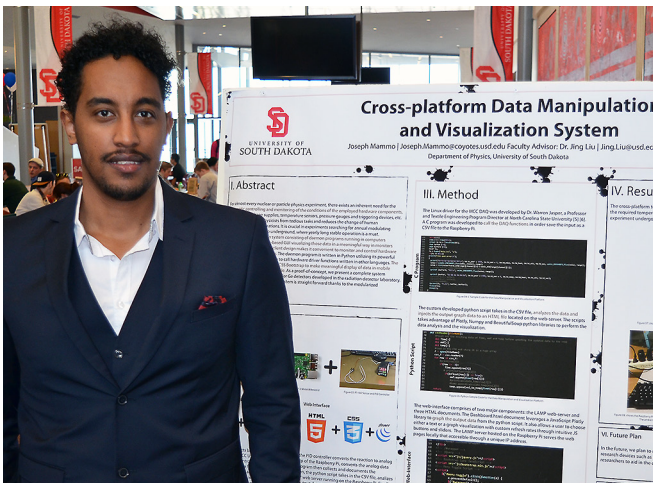


The University of South Dakota won second place from the American Prize in Opera Performance 2016–2017 for its rendition of Aaron Copland’s “The Tender Land.”

“It is a tremendous honor for our opera program to be recognized by The American Prize. I am extremely proud of our cast, orchestra, and crew,” said Tracelyn Gesteland, USD voice professor. “I am confident that this award will help to further USD Opera’s growing reputation as the collegiate opera hub of the Dakotas.”

The American Prize is a non-profit organization hosting national competitions in the performing arts. Runner-up to the University of Michigan, USD Opera was a finalist in 2014 and second in 2013 for the American Prize in Opera Performance.

Physics and Computer Science Major Presents Research to Congress



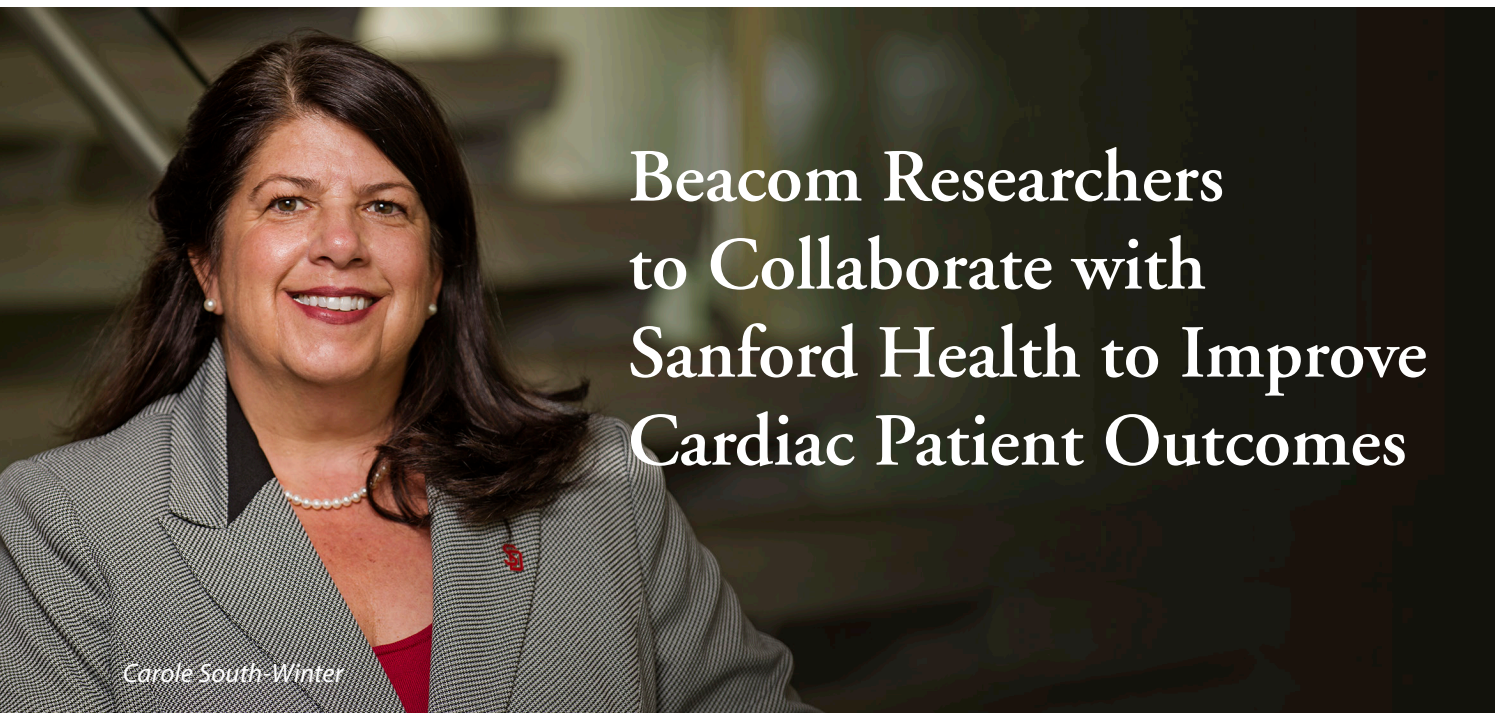
Joseph Mammo, a senior physics and computer science major, presented his honor’s thesis research project at the annual Posters on the Hill event in Washington, D.C., April 25–26.

Mammo, who is from Addis Ababa, Ethiopia, said “This is a once-in-a-lifetime opportunity and it’s an honor to represent USD.” Mammo’s project involved creating a computer system to monitor and control conditions during nuclear and particle physics experiments. He was one of 60 students selected from hundreds of applicants to showcase their research to members of the U.S. Congress. The event is sponsored by the Council on Undergraduate Research, a national organization of individual and institutional members representing more than 900 colleges and universities.

Students Take Second in National Advertising District Competition

For the second straight year, a team of advertising, marketing, graphic design and business students from the University of South Dakota captured second place in District 8 of the National Student Advertising Competition (NSAC). The 17-member team created an integrated marketing plan aimed at millennials for Taipei Food. In addition to the second place honor, the team received special recognition for Best Digital Strategy. The National Student Advertising Competition is considered the premier college advertising competition. It provides 2,000 college students the real-world experience of creating a strategic advertising/marketing/media campaign for a corporate client.





Carole South-Winter

Beacom Researchers to Collaborate with Sanford Health to Improve Cardiac Patient Outcomes

Researchers from the Beacom School of Business will partner with Sanford Health to study real-time data and hopefully reduce readmission rates due to complications after cardiac interventions. One of six universities in the Dakotas chosen for the award, the USD team includes business school faculty Carole South-Winter, Ali Dag and Srini Ragothaman, student researcher Murtaza Nasir and two additional researchers from Sanford Health, Emily Griese and Benson Hsu.

Anonymous health information will be gathered from thousands of patient visits to Sanford facilities each day

and will be used to identify underlying causes for various illnesses. The USD team will use this information to create risk scores for patients after heart surgery.

“From a clinician’s point of view, we can predict using the analysis which patient has greater odds of having a readmission or continued problems. In a way, we are watching the indicators to predict a readmission due to complications, to avoid the perfect storm,” said South-Winter.

Ultimately, the researchers hope this collaboration will result in multiple benefits including saving lives and reducing health care costs.

Beacom Outreach Program Contributes to Business Growth in South Dakota

The South Dakota Small Business Development Center (SBDC), an outreach program of the USD Beacom School of Business, helped to create or retain 1,434 jobs across the state during 2016, according to the recently published South Dakota Small Business Development Center annual report.

The statewide network of business-assistance offices also helped 158 new businesses get started, and were credited with a direct economic impact of nearly \$264.2 million, including capital investments, new and retained sales, and federal contracts and grants.

“2016 was an outstanding year for the network and its clients, including 2,218 new clients served last year,” said Jeff Eckhoff, state director of the SBDC. “The South Dakota SBDC provides a solid return on taxpayer dollars. For every dollar of government funding, the network returns more than \$510 to the state’s economy.”

The SBDC has regional offices in Aberdeen, Pierre, Rapid City, Sioux Falls, Watertown and Yankton, and satellite offices in Brookings and Mitchell.

Business School Announces New Graduate Certificate Programs

The Beacom School of Business will offer three new graduate business certificates, providing a way for professionals to specialize and add value to their employers. Designed with working professionals in mind, each certificate includes three to four courses and is delivered entirely online. Individuals with an undergraduate degree can apply credits toward a master's degree. Those with a master's degree will earn an additional specialization.

The certificates are in business analytics, operations and supply chain management, and marketing.

"As the flagship business school in the state, we are committed to providing opportunities to working professionals and senior executives to help their businesses achieve higher productivity and enhance their competitiveness. Graduate certificate programs are a way to recognize that knowledge continues to evolve," said Venky Venkatachalam, dean of the Beacom School of Business.



Livermont Awarded Second Udall Scholarship



USD rising senior Tamee Livermont, from Martin, South Dakota, has been awarded the prestigious Udall Scholarship for the second straight year. Livermont, a member of the Oglala Sioux Tribe, is double majoring in medical biology and Native American studies.

"Growing up I saw a lot of moms using drugs and alcohol while they were pregnant so I was a witness to the effects," said Livermont. "It sparked my interest wondering why people use drugs and alcohol while pregnant. I always wanted to be that first line of defense for those babies affected by it."

Livermont said she picked up the second Native American studies major after her first Udall experience exposed her to the policy issues surrounding Native American health care. In addition to a medical doctorate focusing on neonatology, she would also like to earn a Master of Public Health degree. "I want to work in the Native community to research and improve Native American health care nationwide and the policies related to it," she said.

Livermont is one of 50 students from 42 colleges and universities chosen for the Udall scholarships that provide up to \$7,000 for the scholar's junior or senior year. The Udall Foundation selects recipients based on their commitment to careers in the environment, American Indian health care or tribal public policy, leadership potential and a record of public service and academic achievement.



Jennewein Receives National Science Foundation Data Storage Infrastructure Grant



Doug Jennewein

Doug Jennewein, the University of South Dakota's Director of Research Computing, received a \$200,000 grant from the National Science Foundation to develop the South Dakota Data Store (SDDS), a platform to enable data-intensive research and education. "Initially, SDDS will support 12 STEM projects across eight departments at four institutions in South Dakota, including 30 faculty, 43 postdocs and 303 students," said Jennewein. "SDDS will provide South Dakota researchers with a centralized, efficient, high-performance platform for both archival of and shared access to large quantities of electronic data."

Jennewein said he was inspired to apply for the grant because he believed it would accelerate how data-driven

research is conducted around the state. Some of the initial projects utilizing the SDDS will include USD's Center for Ultra-low Background Experiments at Dakota (CUBED) for its work at the Sanford Underground Research Facility, the Center for Brain and Behavior Research and the South Dakota Biomedical Research Infrastructure Network at various locations around the state.

"It makes us more competitive," said Jennewein. "What was before impossible is now possible. A strong data infrastructure attracts strong partners."

The distributed storage system will be housed at two locations: the USD Vermillion campus and University Center in Sioux Falls. The SDDS is scheduled to be operable by the end of 2017.

Physician Assistant Department's Betty Hulse Named to National Exam Board



Betty Hulse

Betty Hulse, M.S., clinical coordinator and associate professor in the Department of Physician Assistant Studies, has been appointed to the national Physician Assistant Exam Development Board. Hulse and other board members develop clinical examinations for physician assistant students. Hulse, a 2006 graduate of the USD physician assistant studies program, has taught in the department since 2008. USD's Department of Physician Assistant Studies was started in 1993. It is the only physician assistant program in South Dakota.

Nursing Chair Haifa Samra Selected as National Fellow



Haifa Abou Samra

Haifa Abou Samra, Ph.D., chair of the University of South Dakota Department of Nursing, has been selected as a national fellow by the American Academy of Nursing. Fellows are considered leaders in education, management, practice and research related to nursing with a goal of transforming and improving America's health system. Samra has been at the University of South Dakota since 2014 and was named chair in 2016. She earned a Ph.D. in biological sciences and master's degree in nursing from South Dakota State University. She earned a B.S. nursing degree from American University, Beirut, Lebanon. She is internationally recognized for her prolific research on neonatal care, children's health and rural health.

MARKETING COMMUNICATIONS & UNIVERSITY RELATIONS

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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – C

DATE: June 27-29, 2017

SUBJECT: Ellucian Student Banner

Over the past several months, regent and university staff have been in the process of evaluating the Colleague Student software application system which has been deployed since approximately 2003. With the implementation of Colleague, the student software system required significant modification to meet the overall needs of SDBOR. These modifications have created challenges in functionality, cost and long-term strategy and effectiveness.

In 2007, the Banner HRFIS was implemented for the Regental system. Consequently, the ongoing discussions regarding a student software application progressed toward the evaluation of Banner Student. The benefits of utilizing a complete Banner suite (which is an Enterprise Resource Planning [ERP] system) include a single source of data (data truth), a seamless integration between Finance, Human Resources and Student, and enhanced functionality.

In fact, the number one issue facing the university system was not whether a new technology solution was necessary, rather when would the optimum time be for implementing a new solution. Throughout the demonstrations and discussions with module and institutional leads a greater share of the stakeholders had clearly stated their desire for new functionality, with a universal understanding that the system must implement self-service. Ellucian Banner has self-service features that would ultimately enhance the student experience. Therefore, Dr. Turman recommended adoption of the Banner Student project to the Academic Affairs Council on May 24, 2017. This recommendation was accepted due to the limited functionality and long-term needs of the Student system. During the Council of President and Superintendents (COPS) meeting on June 13, the council discussed a number of concerns related to the campus level staffing, commitment of institutional resources, and the projected roadmap for Ellucian products over the next 5 to 10 years. Institutions were encouraged to supply additional questions and formal responses were provided during the week of June 19.

The next step to this process is the creation of the project structure. A project charter which establishes the overall charge and objectives must be created. To ensure that the project meets the Regents expectations, a project charge and project assumption statements are provided for formal

(Continued)

DRAFT MOTION 20170627_9-C: I move to approve the endorsement of the Banner Student project, and approval of the project charge and assumption statements for inclusion in the project charter.

approval by the Board of Regents. These two important expectations will be the endorsed methodology to the project teams, project leadership and software system design. The Project Charge and Assumption Statements are listed below.

Project Charge

The Board of Regents adheres to an integrated systems approach. As we look to the objectives of this project, the goals include implementing a student system that allows for consistent policies and service-transactions across the system. The student system and the stakeholders of that system will be unified and experience comprehensive financial and academic records covering all of the universities.

This includes then that the Regents will have a system-wide administrative database (with a single source of data [data truth]). Therefore, the system will implement a data-centric system that encompasses database, software, views, workflows, tools, reports, queries, quality assurance, and end-user training.

In addition to establishing a data-centric framework, the student software shall be student-rather than institution-centered. Students will be able to perform all common student services online (within BOR policy and guidelines, University Policy and Practices). Students will be able to commonly apply online, audit and plan progress toward a degree, register for classes, apply for financial aid, purchase textbooks, access library services, request transcripts, drop and add courses, pay fees, review grades, use self-service, etc.

The governance of the system will remain the same with the expectation that the student transactions and processes will be integrated across the system. Policies, procedures, and timetables will remain consistent in this new system as in the past. The student software will allow for system reporting as well as university specific reporting and management of services while maintaining FERPA requirements. All student transactions will be consistent and integrated. All student information unique to an institution and directly required for accreditations will be separable from the aggregate database.

In this new solution, all policies and practices that exists in the current system will be consistent per Regent policies and guidelines. Therefore, the rules and validation tables will be consistent inasmuch as possible. Instances that may require flexibility due to University requirements must be reviewed and approved by the appropriate council during the implementation process.

Project Assumptions

- *The Banner Student Information System has the full support of the Regents, Executive Director, and Presidents of the University.*
- *The Academic Vice Presidents fully support this project and will continually support this project throughout the project plan, execution and closeout.*
- *Stakeholders will be assigned and engaged on this project. The team members will work together for the success of the project. All stakeholders will agree to the standards of behavior outlined in the project charter.*

- *Project team members will be empowered to make decisions on behalf of the functional modules they represent. The decisions will be based on the mission, objectives and the overall project charter.*
- *Stakeholders will be permitted through the project governance to provide input, raise issues, and address the functional/operational needs as well as overall strategic needs of the university, module, and system. Staff are encouraged to communicate to help mitigate risk and jeopardy of the project.*
- *All stakeholders will be regularly informed regarding this project through various means including Campus Module Leads, Affair Council Updates, Board of Regents Updates, Steering Committee Updates, Module Updates, and various technology sources may be used (e.g., website, communication portal, etc.).*
- *Modification of baseline or the use of extensibility will only be permitted if and only if the baseline system cannot support a feature. In the event the baseline cannot work due to functionality (not workflow, business process) then an appropriate business case must be presented and approved by all levels of the project team and change plan.*
- *Common data standards will be developed for governing the data system(s) when new functionality and workflows emerge..*
- *“Shadow IT” systems that can be replaced by Banner SIS should be. Integration of 3rd party vendors that supplement the Banner SIS will undergo a review, prioritization and approval for integration.*
- *Universities will need to commit the appropriate necessary personnel to analyze, design, configure, and test in a timely manner. The understanding is that this project will require university and system personnel and will require the dedication of those staff members.*
- *This project will be the priority for the system until closeout is completed.*
- *System and university leaders will provide budget management of this project to ensure mission, scope, goals and objectives are met.*
- *System will have the appropriate hardware available per solution hardware requirements.*
- *System will provide resources to the Banner consultants per consultant requests that are within the project scope.*

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

**REVISED
AGENDA ITEM: 9 – D (1)**

DATE: June 27-29, 2017

SUBJECT: New Program: SDSU BS in Conservation Planning & Park Management

South Dakota State University (SDSU) requests authorization to offer a Bachelor of Science (BS) in Conservation Planning and Park Management, including a specialization in Park Administration and Management. The program will prepare students for careers in Park Management, Landscape Conservation Planning, Natural Areas Management, Land Use Planning, and as a Park Ranger and Interpretive/Naturalist. SDSU formerly offered a Park Management major and a Park Management specialization within the Recreation Management major. SDSU notes resurgent workforce demand and student interest have driven renewed interest in related programs. No other program in this field exists within the region.

The Executive Director waived the Intent to Plan as SDSU previously offered a closely related degree program and because only four new courses are proposed.

University Mission and Priorities

SDCL 13-58-1 provides SDSU's mission as providing "*undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human science, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*" In addition, Board Policy 1:10:2 declares SDSU as the state's comprehensive land grant institution, responsible for meeting the needs of the State and region.

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 contributing to economic development by benefitting the State's tourist industry.

Workforce Need, Student Demand, Projected Graduates

SDSU cites US Bureau of Labor Statistics data indicating projected 7% job growth nationally in conservation through 2024. In South Dakota, the State's Department of Game, Fish, and Parks has averaged eight open positions per year over the last five years. SDSU expects to

(Continued)

DRAFT MOTION 20170627_9-D(1): I move to approve SDSU's BS in Conservation Planning & Park Management as provided in Attachment I.

attract ten to twelve new students per year and graduate five students per year after full implementation.

Development

SDSU modeled the curriculum on a similar successful program at the University of Idaho. In addition, SDSU received input from the South Dakota Department of Game, Fish, and Parks on curriculum development. SDSU has included two letters of reference for the program from the South Dakota Parks & Recreation Association (SDPRA) and the South Dakota Department of Game, Fish & Parks.

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 through distance delivery.

Budget and Resources

SDSU 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

UNIVERSITY:	SDSU
MAJOR:	Conservation Planning and Park Management
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science (B.S.)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	8/22/2017
PROPOSED CIP CODE:	03.0101
SPECIALIZATIONS:¹	Park Administration and Management
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Waived
UNIVERSITY DEPARTMENT:	Natural Resource Management
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

05/10/17

Date

1. What is the nature/purpose of the proposed program?

South Dakota State University (SDSU) requests authorization to offer a Bachelor of Science degree in Conservation Planning and Park Management and a specialization in Park Administration and Management. Conservation Management and Planning is an interdisciplinary science that trains students to develop conservation strategies at landscape scales. This program will prepare students for careers in Park Management, Landscape Conservation Planning, Natural Areas Management, Land Use Planning, and as a Park Ranger, and Interpretive/Naturalist. The proposed undergraduate program has been developed through an interdisciplinary collaboration between the Departments of Natural Resource Management and Health & Nutritional Sciences. The Department of Health & Nutritional Sciences offers an undergraduate major in Sport, Recreation and Park Management². Courses will be offered from both departments.

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 The Sport, Recreation and Park Management program name will be revised to Sport and Recreation Management. The substantive program modification will be effective for the 2017 academic year.

SDSU has a long history with similar programs. SDSU formerly offered a Park Management major and later a Park Management specialization within the Recreation Management major. This program proposal emerged as a result of resurgent workforce demand in South Dakota and student interest.

The University does not request new State resources.

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

The proposed major 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).*

The major and specialization support the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

- *Goal 1 – Student Success*
 - *Grow the number of undergraduate and graduate degrees awarded* – This new undergraduate program will increase the number of graduates by recruiting new students to SDSU and increasing the number of undergraduate degrees awarded.
 - *Improve system first year retention rates* – This new program will increase first year and overall retention rates of current department students by more closely aligning students with their career goals. There currently are several students in both departments that are interested in careers in Conservation Planning and Park Management. The University anticipates 10 new and/or continuing students to enroll in this major annually.
 - *Expand educational access by:*
 - Encouraging campuses to create innovative programs to attract and retain SD students and attract more non-resident students. The proposed program will be one of only three bachelor degree programs in the Conservation Planning and Park Management across the country (University of Idaho, Upper Iowa and UC Davis). This would serve to recruit out-of-state students who could be retained in SD through employment with SD Department of Game, Fish and Parks (SDGFP), which anticipate filling between 7-8 new positions annually for the foreseeable future. Additionally, this program will train individuals for employment with federal agencies located in the state, and for SD tourism related to the private sector.
- *Goal 3 – Research and Economic Development*
 - *Economic Development* – Contribute to the state's workforce and economic

development. The proposed program will contribute by keeping SDSU graduates in the state through employment with SD Department of Game, Fish and Parks (SDGFP) as well as federal agencies located in the state and region, tourism within the state and the resulting economic benefits.

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.*

According to the United States Department of Labor – Bureau of Labor Statistics, employment as Conservation Scientists and Foresters is expected to grow by 7% from 2014 to 2024. Expected employment growth (new jobs) is 2,700⁴. Overall job growth (replacement and new jobs) is 10,600.⁵

There are currently 269⁶ job openings nationwide in the Conservation Management and Planning (USA Jobs search “Conservation”) with the Department of Interior (205) and the Department of Agriculture (64).

South Dakota Department of Game, Fish and Parks has averaged eight open position per year during the last five years. They project similar trends for the next five years. Students graduating with the Park Administration and Management specialization will be well prepared for these positions.

4. How will the proposed program benefit students?

This program will provide students with training in an emerging field of Natural Resource Management. Conservation Management and Planning is an interdisciplinary science that trains students to develop conservation strategies at landscape scales. Success in this emerging field requires an integration of ecological, recreational, and economical principles. The proposed program builds on current strengths in these areas to create an interdisciplinary curriculum.

The proposed specialization in Park Administration and Management is essential to train students to meet the needs of stakeholders, primarily South Dakota Department of Game, Fish and Parks (SDGFP) (Parks Division). They are facing a large demand for qualified candidates in the next 5-10 years and will require students that are trained in this specialization.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?⁷

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Employment Projection, Conservation scientists*, on the Internet at <https://data.bls.gov/projections/occupationProj> January 12, 2017).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Conservation Scientists and Foresters, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm> (visited January 09, 2017).

⁶ USA jobs search for Federal Employment. Keyword conservation, agencies selected were Department of Interior and Department of Agriculture.

<https://www.usajobs.gov/Search/?keyword=conservation&Location=&AutoCompleteSelected=>

⁷ 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.

This is not a new degree. SDSU is already authorized to deliver a B.S. degree.

B. What is the rationale for the curriculum?

This curriculum resulted from a combination of stakeholder input (SDGFP) and modeling best practices from similar nationally successful programs (e.g., University of Idaho). The final structure of the curriculum was developed by the Conservation Planning and Park Management planning committee. The committee consisted of seven members from the Departments of Natural Resource Management and Health and Nutritional Sciences and nine members from SDGFP.

The curriculum is designed to provide students with a strong academic foundation that integrates Natural Resource Management (NRM) and Sports Recreation and Park Management. It includes two new courses specific to Conservation Planning and Park Management. The program will prepare students for employment opportunities with federal, state, and municipal natural resource agencies, as well as many opportunities in the private and non-profit sectors.

The specialization in Park Administration and Management was designed for students that want to pursue careers in Park Management, particularly state government managed facilities. The courses outlined in this specialization are designed to enhance the human management focus needed for this career track.

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?

The proposed program is multi-disciplinary and seeks to build on existing synergies between Ecology and Environmental Science, Rangeland Ecology and Management, Wildlife and Fisheries Sciences, and Health and Nutritional Sciences. The existing framework of courses and faculty expertise will provide a strong foundation for student learning. Students graduating from this program will be well prepared to succeed in the emerging field of Conservation Management and Planning. Learning outcomes for this program are closely aligned with other undergraduate majors in NRM and developed by a diverse panel of teachers, scholars, and agency professionals. An advisory committee composed of representative professionals to help guide program development and assessment.

D. Summary of the degree program:

Conservation Planning and Park Management (B.S.)*	Credit Hours	Credit Hours	Percent
System General Education Requirements**	32		
Subtotal, Degree Requirements		32	27%
Major Requirements	62		
Major Electives	21		
Subtotal, Program Requirements		83	69%
Electives		5	4%
Degree Total		120	100%

New Program: Bachelor of Science in Conservation Planning and Park Management

*The program will be a Bachelor of Science in Biological Sciences from the College of Agriculture and Biological Sciences.

**Board Policy 2:7 requires all baccalaureate degree programs to include 30 credits of coursework. BIOL 151-151L and CHEM 106-106L each require four credits with the inclusion of a three credit lecture and one credit lab. This has increased the System General Education Requirement from 30 to 32 credits.

Conservation Planning and Park Management (B.S.) - Park Administration and Management Specialization	Credit Hours	Credit Hours	Percent
System General Education Requirements	32		
Subtotal, Degree Requirements		32	27%
Major Requirements	62		
Specialization Requirements	21		
Subtotal, Program Requirements		83	69%
Electives		5	4%
Degree Total		120	100%

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	101	Composition I (SGR #1)	3	No
ENGL	201	Composition II (SGR #1)	3	No
SPCM	101	Fundamentals of Speech (SGR #2)	3	No
ECON	201	Principles of Microeconomics (SGR #3)	3	No
POLS	210	State and Local Government (SGR #3)	3	No
		Student Choice (SGR #4)	3	No
		Student Choice (SGR #4)	3	No
MATH	102	College Algebra (SGR #5)	3	No
BIOL	151-151L	General Biology I & Lab (SGR #6)	4	No
CHEM	106-106L	Chemistry Survey & Lab (SGR #6)	4	No
Subtotal			32	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ABS	475-475L	Integrated Natural Resource Management & Lab (<i>Conservation Planning and Park Management section</i>)	3	No
GEOG or GEOG	131-131L 132-132L	Physical Geography: Weather and Climate & Lab (4) Physical Geography: Natural Landscapes & Lab (4) (<i>recommended for PAM specialization</i>)	4	No
GEOG	365	Land Use Planning	3	No
GEOG	372-372L	Introduction to GIS & Lab	3	No
HO or BOT	339-339L 303-303L	Arboriculture and Urban Forestry (3) Forest Ecology and Management & Lab (3)	3	No
LEAD	435	Organizational Leadership and Team Development	3	No

New Program: Bachelor of Science in Conservation Planning and Park Management

NRM	110	Introduction to Natural Resource Management	3	No
NRM ⁸	119	Orientation to Natural Resource Management	3	Yes
NRM	221	Conservation Planning and Management I	3	Yes
NRM	230	Natural Resource Management Techniques	3	No
NRM	282-282L	Natural Resource Statistics & Lab	3	No
NRM	300	Laws and Policies in Natural Resource Management	3	No
NRM	311	Principles of Ecology	3	No
NRM	321	Park Interpretation	3	Yes
PS	213-213L	Soils & Lab	3	No
RANG	374-374L	Natural Resource Habitat Conservation, Management, and Restoration & Lab	4	No
RANG	321	Wildland Ecosystems	3	No
RECR	140	Introduction to Sport, Recreation, and Park Management	3	No
RECR ⁹	402	Outdoor Recreation Resource Management	3	Yes
WL	430-430L	Human Dimensions in Natural Resource Management and Discussion	3	No
Subtotal			62	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Select 21 credits from the following list:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BADM	360	Organization and Management	3	No
BADM ¹⁰	460	Human Resource Management	3	No
BOT	303-303L	Forest Ecology and Management & Lab	3	No
BOT	301-301L	Plant Systematics & Lab	3	No
BOT	405-405L	Grasses and Grasslike Plants & Lab	3	No
BOT	419-419L	Plant Ecology & Lab	3	No
CEE	434	Hydrology	3	No
EES	430-430L	Biological Invasions & Lab	3	No
GEOG	473-473L	GIS: Data Creation and Integration & Lab	3	No
GEOG	474-474L	GIS: Vector and Raster Modeling & Lab	3	No
GEOG	475-475L	GIS Applications & Lab	3	No
GEOG	484-484L	Remote Sensing & Lab	3	No
HO	339	Arboriculture and Urban Forestry	3	No
LA	331	Landscape Site Engineering	3	No
LA	341	Planning Public Grounds	3	No

⁸ NRM 119 Orientation to Natural Resource Management will also be required in the Ecology & Environmental Science (B.S.), Natural Resource Law Enforcement (B.S.), Rangeland Ecology & Management (B.S.), and Wildlife & Fisheries Sciences (B.S.).

⁹ RECR 402 Introduction to Sport, Recreation, and Park Management will also be required in the Sport, Recreation and Park Management (B.S.).

¹⁰ Currently BADM 460 Human Resource Management. Minor course modification will cross-list and equate the course to HRM prefix effective fall 2017.

New Program: Bachelor of Science in Conservation Planning and Park Management

LA	352	Planting Design Studio	3	No
MICR	310-310L	Environmental Microbiology & Lab	4	No
MICR	421-421L	Soil Microbiology & Lab	3	No
NRM	200-200L	Animal Diversity & Lab	3	No
NRM	450-450L	Freshwater Monitoring and Assessment & Lab	3	No
NRM	466-466L	Environmental Toxicology and Contaminants	3	No
NRM	482-482L	Natural Resource Management Biometry & Lab	3	No
PRAG ¹¹	340	Climate Risk Management with Precision Agriculture	3	No
PS	210-210L	Turf and Weed Management in Horticulture & Lab	3	No
RANG	210-210L	Range Plant Identification & Lab	2	No
RANG	425-425L	Rangeland Assessment and Monitoring & Lab	3	No
RANG	421	Grassland Fire Ecology	3	No
RECR	302	Commercial Recreation and Tourism	3	No
RECR	360	Sport, Recreation, and Park Programming	3	No
RECR	415	Recreation and Sport Facility Management	3	No
WL	302	Animal Behavior	3	No
WL	355-355L	Mammalogy & Lab	3	No
WL	363-363L	Ornithology & Lab	4	No
WL	367-367L	Ichthyology & Lab	3	No
WL	411-411L	Principles of Wildlife Management & Lab	3	No
WL	412-412L	Principles of Fisheries Management & Lab	3	No
WL	415-415L	Upland Game Ecology and Management & Lab	3	No
WL	417-417L	Large Mammal Ecology and Management & Lab	3	No
WL	419-419L	Waterfowl Ecology and Management & Lab	3	No
WL	425-425L	Wildlife Nutrition and Disease & Lab	3	No
WL	427-427L	Limnology & Lab	3	No
WL	431-431L	Advanced Fisheries Management & Lab	3	No
WL	434-434L	Herpetology & Lab	3	No

Park Administration and Management Specialization Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I	3	No
BADM ¹² or BADM or BADM ¹³	350 360 460	Legal Environment of Business (3) Organization and Management (3) Human Resource Management (3)	9	No

¹¹ Currently offered as AST 340. Minor course modification pending approval of the PRAG prefix. Revised prefix is effective fall 2017.

¹² Currently BADM 350 Legal Environment of Business. Minor course Minor course modification will cross-list and equate the course to BLAW prefix effective fall 2017.

¹³ Currently BADM 460 Human Resource Management. Minor course modification will cross-list and equate the course to HRM prefix effective fall 2017.

or CM	216	Construction Methods and Material (3)		
BOT	301-301L	Plant Systematics & Lab (3)	3	No
or BOT	405-405L	Grasses and Grasslike Plants & Lab (3)		
or BOT	419-419L	Plant Ecology & Lab (3)		
RECR	302	Commercial Recreation and Tourism (3)	6	No
or RECR	360	Sport, Recreation, and Park Programming (3)		
or RECR	415	Sport and Recreation Facility Management (3)		

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.*

Conservation Planning and Park Management graduates will:

- 1) Demonstrate understanding of ecological and environmental principles required for management of natural resources for multiple-uses, including (but not limited to) wildlife habitat, water management, ecosystems services, recreation, and livestock production.
- 2) Describe how natural resource management fits into the context of society and how societal factors (e.g., economics, policy, laws, regulations, attitudes, behaviors, norms) influence natural resource management.
- 3) Lead and work with others as appropriate to successfully manage natural resources.
- 4) Demonstrate appropriate use of natural resource field & Lab techniques as well as contemporary technology.
- 5) Analyze and critically evaluate data and other information.
- 6) Effectively communicate (both written and orally) with both scientific and non-scientific audiences.
- 7) Demonstrate an understanding of the professional and ethical responsibility that is necessary for a natural resource manager.

See Appendix A for specific courses which meet these outcomes.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

There is no national standard exam for this field.

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?

Students in the Conservation Planning and Park Management program will be assessed continuously throughout their four-year degree program in accordance to the assessment plan for all Natural Resource Management programs.

The proposed program is multi-disciplinary and seeks to build on existing synergies between Ecology and Environmental Science, Rangeland Ecology and Management, Wildlife and Fisheries Sciences, and Health and Nutritional Sciences. The existing framework of courses and faculty expertise will provide a strong foundation for student learning. Students graduating from this program will be well prepared to succeed in the emerging field of Conservation Management and Planning. Learning outcomes for this program are closely aligned with other undergraduate majors in NRM and developed by a diverse panel of teachers, scholars, and agency professionals. The program will form an advisory committee composed of representative professionals to guide program development and assessment. The advisory committee will be modeled after a successful one being utilized to guide the Natural Resource Law Enforcement major.

Students failing to develop mastery of learning outcomes are unlikely to pass critical key core courses within the major and would then be forced to retake those courses. In addition, Natural Resource Management assessment tools are designed to provide feedback to the curriculum process and instructional approaches taken by faculty teaching assessment courses. While the department cannot guarantee that all students will be successful, mechanisms are in place to ensure quality control and feedback loops which will engage continual review and revision of programs and courses.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

The following approaches and technologies will be utilized:

- Lecture/Lab/Discussion
- Active and/or experiential learning infused throughout the curriculum
- Case Studies
- Field Studies
- Desire 2 Learn classroom management software
- Remote conferencing technologies

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?

This curriculum resulted from a combination of stakeholder input (SDGFP) and modeling best practices from similar nationally successful programs (e.g., University of Idaho). The final structure

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?

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.

New Program: Bachelor of Science in Conservation Planning and Park Management

of the curriculum was developed by the Conservation Planning and Park Management planning committee. The committee consisted of seven members from the Departments of Natural Resource Management and Health and Nutritional Sciences and nine members from SDGFP.

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).

It is expected that students for this new major will be both new to the university and redirected from other programs. Discussions with faculty advisors estimated approximately 20-30 current students interested in career paths targeted in Conservation Planning and Park Management. It is estimated that 10-15 of those current students would change majors. Estimates of students new to SDSU are based on enrollment trends from a similar new program in the Natural Resource Management Department, Natural Resource Law Enforcement. An 80% retention rate has been applied to the enrollment estimates.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 17	FY 18	FY 19	FY 20
Students new to the university	5	10	13	12
Students from other university programs	10	5	0	0
Continuing students	0	12	22	30
=Total students in the program (fall)	15	27	35	40
Program credit hours (major courses)**	180	360	451	484
Graduates	0	0	2	5

*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.

There is no program accreditation currently available for the proposed program.

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. On-line and Off-campus Delivery.¹⁶

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University

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.

Center, Black Hills State University-Rapid City, etc.) or seeks authorization to deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		
	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the program through distance learning (e.g., as an on-line program)?

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		Click here to enter a date.
Delivery Method (if applicable)?			

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.

A program budget is provided in Appendix B. The University does not request new State resources or new or increased student fees. The program will be supported through redirection of existing resources, tuition, and program fee revenue.

This program also will be supported by the Parks Division of South Dakota Department of Game, Fish and Parks. They have verbally committed \$15,000 per year to support the 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:

☒ 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.

Appendix A

Individual Student Outcomes and Program Courses

	Program Courses that Address the Outcomes																				
Individual Student Outcome	ABS 475	BOT 303	BOT 339	GEOG 131	GEOG 132	GEOG 365	GEOG 372	LEAD 435	NRM 110	NRM 119	NRM 221	NRM 230	NRM 282	NRM 311	NRM 321	PS 213	RANG 321	RANG 374	RECR 140	RECR 402	WL 430
Students will demonstrate understanding of ecological and environmental principles required for management of natural resources for multiple-uses, including (but not limited to) wildlife habitat, water management, ecosystems services, recreation, and livestock production.		X	X	X	X	X			X		X			X		X	X	X			
Students will describe how natural resource management fits into the context of society and how societal factors (e.g., economics, policy, laws, regulations, attitudes, behaviors, norms) influence natural resource management.	X		X			X			X	X	X			X	X		X	X	X		X
Students will lead and work with others as appropriate to successfully manage natural resources.	X							X	X	X	X				X						
Students will demonstrate appropriate use of natural resource field & Lab techniques as well as contemporary technology.	X						X				X	X		X				X	X	X	
Students will analyze and critically evaluate data and other information.	X						X				X	X	X	X				X			
Students will effectively communicate (both written and orally) with both scientific and non-scientific audiences.	X														X			X		X	X
Students will demonstrate an understanding of the professional and ethical responsibility that is necessary for a natural resource manager.									X	X					X						X

South Dakota State University
New Program: Bachelor of Science in Conservation Planning and Park Management

Appendix B
Budget & Resources

South Dakota State University, B.S. in Conservation Planning and Park Management

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		15	27	35	40
Program FY cr hrs, On-Campus		180	360	451	484
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.50	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$88,208	\$88,208	\$88,208	\$88,208
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
<i>Salary & Benefits</i>					
Faculty, Regular		\$44,104	\$88,208	\$88,208	\$88,208
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$44,104	\$88,208	\$88,208	\$88,208
<i>Operating Expenses</i>					
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		\$44,104	\$88,208	\$88,208	\$88,208
Off-campus support tuition/hr, net of HEF	UG	\$295.01	\$295.01	\$295.01	\$295.01
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, net of HEFF	UG	\$211.07	\$211.07	\$211.07	\$211.07
On-campus tuition revenue	hrs x amt	\$37,993	\$75,986	\$95,194	\$102,159
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

South Dakota State University

New Program: Bachelor of Science in Conservation Planning and Park Management

University redirections	\$0	\$0	\$0	\$0
Community/Employers	\$0	\$0	\$0	\$0
Grants/Donations/Other	\$15,000	\$15,000	\$15,000	\$15,000

Total Resources	\$52,993	\$90,986	\$110,194	\$117,159
	\$8,889	\$2,778	\$21,986	\$28,951

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$70,000	\$0
University's variable benefits rate (see below)		0.1403	
Variable benefits		\$9,821	
Health insurance/FTE, FY17		\$8,387	\$8,387
<i>Average S&B</i>		\$88,208	\$8,387

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY18 salaries of 1 person in the Natural Resource and Management department were averaged to represent the allocation of 1 FTE to the development of this new program.

Explain adjunct faculty costs used in table:

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Summarize the operating expenses shown in the table:

Summarize resources available to support the new program (redirection, donations, grants, etc).

The program will be supported through redirection of existing resources, tuition, and program fee revenue. The Parks Division of South Dakota Department of Game, Fish and Parks has verbally committed \$15,000 per year to support the proposed program.

South Dakota State University

New Program: Bachelor of Science in Conservation Planning and Park Management

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%	

Rates updated August 2016 (JP)

South Dakota State University

New Program: Bachelor of Science in Conservation Planning and Park Management

Appendix C

New Courses

NRM 119 Orientation to Natural Resource Management (2 cr.)

Orientation course designed to introduce first-year and transfer students to academic success strategies including the development of critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management, goal setting, and the land-grant mission of SDSU. In addition, this course is designed to expose students to the discipline-specific careers and their role in society. Students will investigate career opportunities, engage in professional development activities, and have the opportunity to interact with natural resource professionals.

NRM 221 Introduction to Conservation Planning and Management (3 cr.)

This course will introduce key concepts and accepted practices in conservation planning and management. Focus will be directed to understanding the necessary tools needed to develop ecosystem based conservation plans.

NRM 321 Park Interpretation (3 cr.)

This course will introduce principles and applications of environmental communication, education, and interpretation for managing natural resources.

RECR 402 Outdoor Recreation Resources Management (3 cr.)

The course provides students the scope of outdoor recreation resources (U.S. land, water and wildlife) and major activities; knowledge about outdoor recreation management agencies and their mandates; an understanding of outdoor recreation issues, impacts, and visitors' behavior; knowledge about appropriate management tools for addressing impacts; and an understanding of the contribution of planning to effective recreation resource management.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – D (2)

DATE: June 27-29, 2017

SUBJECT: New Program: SDSU BS in Leadership and Management of Nonprofit Organizations

South Dakota State University (SDSU) requests authorization to offer a Bachelor of Science (BS) in Leadership and Management of Nonprofit Organizations. The program will provide education in marketing, public relations, fundraising, volunteer recruitment, program development, and other skills vital to success in the nonprofit sector. Graduates would gain employment in positions with local, national, and international nonprofit organizations as well as leadership positions in public and private employment. The Board approved the intent to plan at the March 2017 meeting.

University Mission and Priorities

The proposed major is within the statutory mission of SDSU as provided in SDCL 13-58-1 to 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.*” In addition, the proposed programs meets the university mission as designated in Board Policy 1:10:2 to provide service to the state and region.

System Strategic Goals

The proposed program supports goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020, including increasing the number of undergraduate degrees awarded, growing opportunities for experiential learning, and contributing to the state’s economic development.

Workforce Need, Student Demand, Projected Graduates

SDSU cites surveys indicating over half of the nation’s nonprofits added staff in the last year and that South Dakota’s nonprofit sector has grown by 10% in recent years. The program will provide opportunities for students to pursue the National Certified Nonprofit Professional certification, the only credential that recognizes students prepared for nonprofit management positions. SDSU expects to enroll between 10-20 students in the program after approval.

(Continued)

DRAFT MOTION 20170627_9-D(2): I move to approve SDSU’s BS in Leadership and Management of Nonprofit Organizations as provided in Attachment I.

Development

SDSU developed the curriculum in alignment with the mission of the Nonprofit Leadership Alliance and after reviewing the curriculum at Arizona State University, University of Minnesota, and Washington University in St. Louis.

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 online or at off campus.

Budget and Resources

SDSU 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

UNIVERSITY:	SDSU
MAJOR:	Leadership & Management of Nonprofit Organizations
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science (B.S.)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	8/15/2017
PROPOSED CIP CODE:	52.0213
SPECIALIZATIONS:¹	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	3/29/2017
UNIVERSITY DEPARTMENT:	Consumer Sciences
UNIVERSITY DIVISION:	Education & Human 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

5/12/2017

Date

1. What is the nature/purpose of the proposed program?

South Dakota State University (SDSU) requests authorization to offer an undergraduate degree program in leadership and management of nonprofit organizations (LMNO). Graduates with a major in Leadership and Management of Nonprofit Organizations obtain positions with local, national, and international nonprofit organizations. Examples of these positions include executive director of a nonprofit; marketing and public relations; fundraising and resource development; human resources director of a nonprofit; volunteer recruitment and management; community and economic development; program development, management and evaluation; and financial administration and management. The major is based on knowledge of the social context in which the professions are practiced, and stresses the skills and experiences needed to succeed in today's nonprofit environment. The program will contribute to workforce development by preparing students for South Dakota employers.

Through the Leadership and Management of Nonprofit Organizations program, students will be empowered to become successful professionals who work to advance the quality of life in

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.

South Dakota State University

New Program: Bachelor of Science in Leadership & Management of Nonprofit Organizations

communities. Philanthropy (voluntary action for the public good) is a hallmark of the nonprofit sector as individuals give their time, money, and know-how to causes about which they care. According to the Nonprofit Leadership Alliance:

the nonprofit sector in the United States is a major economic engine, employing 10% of our workforce and involving hundreds of millions of volunteers and donors. From serving youth and the aging to preserving wildlife and the arts, this network of social-impact organizations provides essential services that our government and for-profit sectors cannot or will not. The day-to-day activities of these more than 1 million organizations have a profound and transformative effect on our quality of life.²

The University does not request new state resources.

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

The proposed major in Leadership and Management of Nonprofit Organizations 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 champions the public good through engaged learning, bold and innovative research and creative activities, and stewardship within a global society. SDSU offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world. The B.S. in Leadership and Management of Nonprofit Organizations will support that mission by preparing graduates to lead and strengthen nonprofit organizations, along with positively impacting the communities in which they work.

The proposed program supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

Goal 1 – Student Success

- Increase total undergraduate degrees awarded.

² Nonprofit Leadership Alliance, "About Nonprofit Careers," www.nonprofitleadershipalliance.org (28 December 2016).

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/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

South Dakota State University

New Program: Bachelor of Science in Leadership & Management of Nonprofit Organizations

Goal 2 – Academic Quality and Performance

- Grow the number of students participating in experiential learning.

Goal 3 – Research and Economic Development

- Contribute to the state’s workforce and economic development.

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.

According to the 2016 Nonprofit Employment Practices Survey Results, “this year’s survey reflects continued growth in the nonprofit sector over the past year and moving forward. The percentage of nonprofits that reported increasing staff size rose by 2 points, from 49% in 2014 to 51% in 2015. In 2016, education/community outreach moved into the top three areas of anticipated job growth, as 40% of organizations see it as a growth area (compared to 30% in 2015). As educational fundraisers predict that charitable giving in this area will continue to increase in 2016, education-related nonprofit positions will continue to be a source of opportunities for job seekers and organizations. Fundraising moved from the third highest area of anticipated growth to the top spot (33% in 2015 results versus 44% this year). This jump indicates that nonprofits are more optimistic about the improving economy and charitable giving climate, and therefore plan to focus on fundraising efforts in the coming year. Nonprofits that have met fundraising goals in recent years attribute this success to a number of factors, including a positive change in donors choosing to make charitable gifts, more organized internal efforts, (assigned staff, focused plans, communications, budgeting) and the improving economy. Over one-third of nonprofit believe the following five areas will experience the most job growth in the coming year: fundraising/development, direct services, education/community outreach, program management/support, and marketing/communications/public relations. Since 2014, the second biggest challenge for nonprofit employers has been finding qualified staff. This indicates a shift from an employers’ market to a jobseekers’ market, as qualified candidates have more options in where they choose to work and are able to be more selective.”⁴

Per the U.S. Department of Labor (USDOL), national employment in the nonprofit sector has grown across the country, with nonprofit employment within the state of South Dakota being at 10% or higher. New jobs will be created as the economy expands and generates more non-profit entities. This is particularly true for those with a college degree in LMNO. As of 2014 data, nonprofits account for 11.4 million jobs, 10.3 percent of all private sector employment.⁵

The nonprofit sector in the United States is unique in form and function. This sector includes institutions and individuals situated between government, public, business, and commerce sectors. It is this sector, with more than 1.6 million organizations in the US, that employs more people than the finance, insurance, and real estate industries combined.

Types of nonprofits include:

- Arts and Culture (museums, theaters, cultural organizations)
- Religion-Related (religion-focused)

⁴ Nonprofit HR, “2016 Nonprofit Employment Practices Survey Results,” www.nonprofithr.com/wp-content/uploads/2016/04/2016NEPSurvey-final.pdf (28 December 2016).

⁵ U.S. Bureau of Labor Statistics, “TED: The Economics Daily,” 21 October 2014, https://www.bls.gov/opub/ted/2014/ted_20141021.htm (28 December 2016).

South Dakota State University

New Program: Bachelor of Science in Leadership & Management of Nonprofit Organizations

- Public, Social Benefit (civil rights, advocacy, foundations)
- International (serving causes outside the US)
- Education (colleges, universities, private schools, financial aid groups)
- Environment (conservation, zoos)
- Healthcare (hospitals, mental health organizations)
- Human Services (food banks, homeless shelters, youth sports, family or legal services)

Increasing opportunities in the nonprofit sector include careers across the spectrum of community issues such as the arts, environment, health care, and others. Typical positions include such roles as:

- Chief Executives
- Community and Social Service Specialists
- Compliance Managers
- Field Executives
- Fund Development Directors,
- General and Operations Managers
- Program Directors
- Program Officers for Grant-Making Organizations
- Public Relations and Fundraising Managers
- Regulatory Affairs Managers
- Social and Community Service Managers
- Volunteer Program Managers
- Programming
- Volunteer coordinator
- Marketing coordinator
- Finance manager
- Membership coordinator
- Development coordinator
- Fundraising coordinator

Depending on their interests, graduates seek work in various areas of the nonprofit sector. They find employment in diverse settings that include a wide range of missions, including arts and culture, environmental, health, youth development, etc. Some graduates work for local, grassroots, direct service nonprofits, for grant-making foundations, and many work in affiliates of well-known national organizations such as:

- American Red Cross
- America's Second Harvest
- Humane Society of the United States
- March of Dimes
- National Urban League
- United Way
- Youth-serving entities such as Big Brothers Big Sisters, Boys and Girls Club, Boy Scouts of America, Girl Scouts of the USA, Camp Fire USA and the YMCA of the USA.

4. How will the proposed program benefit students?

The course of study is designed to provide preparation for jobs in the nonprofit arena. A major in Leadership and Management of Nonprofit Organizations prepares students with opportunities to increase their abilities and skills in the work of leadership to enhance nonprofit organizations. The

curriculum will help students develop a basic understanding of the nonprofit sector, the role of philanthropy in the United States, and introduce the history, philosophy, ethics, and organization of nonprofit and social service agencies. Students will apply fundraising techniques, the roles of human service professionals in the nonprofit field, and leadership and team development in organizational structures. In addition, students will study organizations and teams through the lens of leadership to apply theory to practice in different organizations including nonprofit organizations. Topics will consist of leadership intelligence, organizational alignment and vision, leadership values creating a civil work climate, leading teams, organizational culture, conflict resolution techniques, follower engagement, personality and skills performance management, and leading change. The program will offer service-learning experiences focused on planning, service interaction with community, and reflection.

Students may also choose to pursue the National Certified Nonprofit Professional credential through SDSU's affiliation with the Nonprofit Leadership Alliance. The Certified Nonprofit Professional (CNP) credential is the only national nonprofit credential preparing students (undergraduate, graduate and professionals) for careers in nonprofit management. Students who complete a leadership development program at one of the Nonprofit Leadership Alliance's affiliated colleges or universities are awarded the credential and gain access to a network of nonprofit career resources, including the CNP network. The training for the Alliance's CNP credential is based on the 10 core competencies that hiring managers are looking for in prospective employees, including:

- marketing and public relations
- cultural competency and diversity
- financial resource development and management
- foundations and management of the nonprofit sector
- governance, leadership, and advocacy
- legal and ethical decision making
- personal and professional development
- program development
- volunteer and human resource management
- future of the nonprofit sector

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?⁶

This is not a new degree.

B. What is the rationale for the curriculum?

The Nonprofit Leadership Alliance conducted a survey that resulted in 10 competencies employers want students to be knowledgeable of and proficient in. Over 3,200 large and small nonprofits participated in the survey. The coursework within the discipline will aid students in becoming a Certified Nonprofit Professional with the Nonprofit Leadership Alliance organization. This certification requires students to have knowledge and experiences in 10 different competency areas. Those competency areas are: Communication, Marketing, and Public Relations; Culture and Diversity; Financial

⁶ 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.

Resource Development and Management; Foundations and Management of Nonprofit Sector; Governance, Leadership, and Advocacy; Legal and Ethical Decision Making; Personal and Professional Development; Program Development; Volunteer and Human Resource Management; and Future of the Nonprofit Sector. In addition to becoming a Certified Nonprofit Professional, the curriculum will make graduates of the program attractive to employers outside of the nonprofit sector. Students graduating with the LMNO major may be employed by for-profits in their public affairs, community relations, or corporate responsibility departments or in the consultant industry.

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?*

The Leadership and Management of Nonprofit Organizations (LMNO) program is designed with the primary purpose “of strengthening the social sector with a talented and prepared workforce,” which is the mission and focus of the Nonprofit Leadership Alliance organization.

The Nonprofit Leadership Alliance surveyed over 3,200 large and small nonprofits seeking insight on the desired nonprofit competencies recent graduates should be knowledgeable and proficient in. This research, as well as a review of curriculum at Arizona State University, University of Minnesota, and Washington University in St. Louis were models for the curriculum design. The Nonprofit Leadership and Management (B.S.)⁷ offered by Arizona State University requires 60 credit hours focused on nonprofit leadership and management (NLM), community resources and development (CRD), and additional NLM related coursework.

A significant commitment to management and leadership development is needed by nonprofit sector organizations. Therefore, this program includes 36 credit hours focused on management and leadership skill development.

In addition to the management and leadership core focus, the proposed LMNO curriculum draws upon the ten core competencies the Nonprofit Leadership Alliance identified as areas employers want students to be knowledgeable and proficient in. Below you will find a list of each competencies, the description of the competency, and the courses in the proposed LMNO curriculum that will help students become knowledgeable and proficient in each area.

Competency 1: Communication, Marketing and Public Relations

Highlights the knowledge, attitudes and activities that nonprofit organizations use to understand, inform, and influence their various constituencies.

Courses meeting competency: ADV 314, ADV 370, BADM 370, CA 321, HDFS 255, PUBR 243, SPCM 215

Competency 2: Cultural Competency and Diversity

Highlights the development of cultural competency preparation for professional practice in culturally diverse settings.

Courses meeting competency: CA/CS 230, CA 340, LMNO 201, LMNO 435, LMNO 487, LMNO 494

⁷ <https://webapp4.asu.edu/programs/t5/roadmaps/ASU00/PPNLMBS/null/ALL/2017>

Competency 3: Financial Resource Development & Management

Highlights financial resource acquisition, budgeting, financial management, control and transparency in nonprofit organizations.

Courses meeting competency: ACCT 210, ACCT 211, CA 321, HDFS 255, LMNO 301, LMNO 315, MGMT 310

Competency 4: Foundations and Management of Nonprofit Sector

Highlights the history, contributions, and unique characteristic of the nonprofit sector and its management.

Courses meeting competency: ENTR 320, LMNO 201, LMNO 487, LMNO 494

Competency 5: Governance, Leadership, and Advocacy

Highlights the stewardship and advocacy roles, responsibilities, and leadership of the board of directors, staff and volunteers in the development of policies, procedures, and processes by which nonprofits operate and are held accountable.

Courses meeting competency: BADM 334, CA 340, LEAD 210, LEAD 310, LEAD/LMNO 410, LMNO 201, LMNO 305, LMNO 435

Competency 6: Legal and Ethical Decision Making

Highlights basic laws, regulations and professional standards that govern the nonprofit sector operations, including basic knowledge of risk and crisis management, ethics, and decision making.

Courses meeting competency: BADM 334, LMNO 201, LMNO 301, LMNO 315, LEAD/LMNO 410, LMNO 435, LMNO 487, LMNO 494

Competency 7: Personal & Professional Development

Highlights the nature of employment in the nonprofit sector, from researching career opportunities, applying and interviewing for a job, to continuing professional development.

Courses meeting competency: CS 377, CS 381, LEAD/LMNO 496, LMNO 201, LMNO 435, LMNO 487, LMNO 494

Competency 8: Program Development

Highlights program design, implementation, and evaluation strategies applicable to all nonprofits.

Courses meeting competency: BADM 334, CA 321, CA 360, ENTR 320, HDFS 255, LMNO 201, LEAD/LMNO 496

Competency 9: Volunteer and Human Resource Management

Highlights the knowledge, skills, and techniques for managing volunteer and paid staff.

Courses meeting competency: LEAD 210, LEAD 310, LMNO 201, LMNO 305, LMNO 435, LMNO 494, MGMT 360, MGMT 460

Competency 10: Future of the Nonprofit Sector

Highlights the dynamic nature of the nonprofit sector, the importance of continuous improvement, emerging trends and innovations, and the critical role research plays in shaping best practices.

Courses meeting competency: CA 360, ENTR 320, LEAD/LMNO 410, LMNO 201, MGMT 325

D. Summary of the degree program (complete the following tables):

Leadership & Management of Nonprofit Organizations (B.S.)	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Major Requirements	57		
Subtotal, Program Requirements		57	48%
College of Education and Human Sciences Requirements		4	3%
Consumer Sciences Department Requirements		7	6%
Electives		22	18%
Degree Total ⁸		120	100%

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	101	Composition I (SGR #1)	3	No
ENGL	201	Composition II (SGR #1)	3	No
SPCM	215	Public Speaking (SGR #2)	3	No
		Student Choice (SGR #3)	3	No
		Student Choice (SGR #3)	3	No
PHIL	220	Introduction to Ethics (SGR #4)	3	No
		Student Choice (SGR #4)	3	No
		Student Choice (SGR #5)	3	No
		Student Choice (SGR #6)	3	No
		Student Choice (SGR #6)	3	No
Subtotal			30	

College of Education and Human Sciences Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
EHS	119	EHS Seminar	2	No
EHS	309	Interdisciplinary Group Processing	2	No
Subtotal			4	

Consumer Sciences Department Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CS	377	Professional Documents	1	No
CS OR CA/CS	381 230	Professional Behavior at Work (3) Consumer Behavior (3)	3	No
LEAD	210	Foundations of Leadership	3	No
Subtotal			7	

⁸ 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.

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ACCT	210	Principles in Accounting I	3	No
ACCT	211	Principles in Accounting II	3	No
ADV OR ADV OR MKTG ⁹ OR PUBR	314 370 370 243	Sales, Promotion, and Marketing (3) Advertising Principles (3) Marketing (3) Public Relations Principles (3)	3	No
CA OR ENTR OR HDFS OR MGMT ¹⁰	321 320 255 334	Consumer Needs & Program Funding (3) Social Entrepreneurship Principles & Practices (3) Program Design, Implementation, & Evaluation (3) Small Business Management (3)	3	No
CA	340	Work Family Interface	3	No
CA	360-360L	Quantitative Research Methods in Consumer Affairs and Lab	4	No
FIN ¹¹	310	Business Finance	3	No
HRM ¹²	460	Human Resource Management	3	No
LEAD	310	Leadership in Context	3	No
LEAD/ LMNO	410	Leadership Senior Seminar	1	No
LEAD/ LMNO	496	Field Experience (Section: Leadership in Action)	2	No
LMNO	201	Introduction to LMNO	3	No
LMNO	301	Fundraising and Resource Development	3	Yes
LMNO	305	Volunteer Management	3	Yes
LMNO	315	Financial Management of Nonprofit Organizations	3	Yes
LMNO	435	Organizational Leadership and Team Development	3	No
LMNO	487	Preparing for Internship and Career	2	Yes
LMNO	494	Internship	3	Yes
MGMT	325	Management Information Systems	3	No
MGMT	360	Organization and Management	3	No
Subtotal			57	

⁹ Currently BADM 370 Marketing. Minor course modification will cross-list and equate the course to MKTG prefix effective fall 2017.

¹⁰ Currently BADM 334 Small Business Management. Minor course modification will cross-list and equate the course to MGMT prefix effective fall 2017.

¹¹ Currently MGMT 310 Business Finance. Minor course modification will cross-list and equate the course to FIN prefix effective fall 2017.

¹² Currently MGMT 460 Human Resource Management. Minor course modification will cross-list and equate the course to HRM prefix effective fall 2017.

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.*

Leadership & Management of Nonprofit Organizations graduates will:

1. Understand and apply fundamental nonprofit management terms, concepts, and skills.
2. Understand and apply the positive outcomes diversity brings to the classroom, workplace, team dynamics, problem solving processes and decision-making.
3. Develop and apply necessary skills (clear communication, teamwork, ethical decision-making, problem-solving, advocacy, and financial management) to be an effective leader and nonprofit professional
4. Demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
5. Demonstrate, through a comprehensive internship and field experience the potential to succeed as professionals at supervisory or higher levels in nonprofit and/or related fields.
6. Demonstrate the ability to use diverse, structured ways of thinking to solve problems related to different facets professional practice, engage in advocacy, and stimulate innovation.

See Appendix A for specific courses that meet these outcomes.

- B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.**

No.

- C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.¹³ What are the consequences for students who do not demonstrate mastery?**

While there are no national instruments to measure individual student learning, the 10 competencies measure individual student achievement in the field of leadership and management of nonprofit organizations. Students will complete all LMNO coursework with a C or better. Other means of assessment include instructor evaluation of student work, and internship supervisor and field experience evaluation. Students will be monitored using Starfish and the Student Success Collaborative platforms for progress. Students failing to meet minimum standards may be required to retake course work.

- 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.*

¹³ 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?

The following approaches and technologies will be used:

- Lecture
- Seminar
- Experiential learning
- Desire2Learn classroom management software
- Online and hybrid course delivery

8. Did the University engage any developmental consultants to assist with the development of the curriculum?¹⁴ 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.

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.

It is expected that students will be both new to the University and redirected from other programs. As noted, there are few undergraduate degree programs for students interested in careers related to the proposed LMNO major. Organizations in the state and region have a need for graduates with the knowledge and skills provided by the LMNO major, thus students will be attracted to the University and this particular major so as to successfully pursue positions in the non-profit sector.

As an academic discipline, LMNO has been taught on college campuses for decades. Today, many major colleges and universities offering LMNO programs have set enrollment caps because student demand exceeds the program capacity for the major. In the SDSU College of Education and Human Sciences (EHS), LEAD (Leadership) and LMNO courses are in high demand. In the fall of 2016, 30 students currently enrolled designated LMNO as their choice of minor. A conservative estimate of program growth has the program beginning with three students and steadily climbing from this base per academic year. By the end of the fourth year, it should have approximately nineteen majors. These numbers are based in part on the already high profile of the LMNO minor that has produced 56 graduates over the last five years.¹⁵ Common majors that earn the LMNO minor include: Agricultural Education, Communication, and Leadership, Consumer Affairs, Entrepreneurial Studies, Global Studies, Human Development and Family Studies, History, Hospitality Management, Journalism, Spanish, and Sociology. An 80% retention rate has been applied to the enrollment estimates.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 17	FY 18	FY 19	FY 20
Students new to the university	1	4	5	7
Students from other university programs	2	2	2	2
Continuing students	0	2	6	10

¹⁴ 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.

¹⁵ SDBOR Graduate Production Dashboard, <https://www.sdbor.edu/dashboards/Pages/Graduate-Production.aspx>.

South Dakota State University

New Program: Bachelor of Science in Leadership & Management of Nonprofit Organizations

=Total students in the program (fall)	3	8	13	19
Program credit hours (major courses)**	18	24	78	114
Graduates	0	0	0	2

*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. If not requesting any exceptions, enter "None."

None.

12. On-line and Off-campus Delivery. ¹⁶

A. Complete the following charts to indicate if the university seeks 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 seeks authorization to deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the program through distance learning (e.g., as an on-line program)?

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes		8/15/2017
Delivery Method (if applicable)?	Online		

75% of the LMNO program is expected to be available online.

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

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.

South Dakota State University

New Program: Bachelor of Science in Leadership & Management of Nonprofit Organizations

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.

A program budget is provided in Appendix B. The University does not request new State resources or new or increased student fees.

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:

☒ 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.

Appendix A

Individual Student Outcomes and Program Courses

	Program Courses that Address the Outcomes																															
Individual Student Outcome	ACCT 210	ACCT 211	ADV 314	ADV 370	BADM 334	BADM 370	CA 321	CA 340	CA 360-360L	CA/CS 230	CS 377	CS 381	ENTR 320	LEAD 210	LEAD 310	LEAD/LMNO 410	LEAD 496	LMNO 201	LMNO 301	LMNO 305	LMNO 315	LMNO 435	LMNO 487	LMNO 494	MGMT 310	MGMT 325	MGMT 360	MGMT 460	PHIL 220	PUBR 243	SPCM 215	
Students will understand and apply fundamental nonprofit management terms, concepts, and skills.	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Students will understand and apply the positive outcomes diversity brings to the classroom, workplace, team dynamics, problem-solving processes and decision-making.							X	X						X	X	X		X		X		X	X				X	X				
Students will develop and apply necessary skills (clear communication, teamwork, ethical decision-making, problem-solving, advocacy, and financial management to be an effective leader and nonprofit professional.	X	X	X		X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
Students will demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.							X						X		X		X	X	X	X	X	X		X								

Competency 2: Cultural Competency and Diversity Highlights the development of cultural competency preparation for professional practice in culturally diverse settings.								X		X								X				X	X	X							
Competency 3: Financial Resource Development & Management Highlights financial resource acquisition, budgeting, financial management, control and transparency in nonprofit organizations.	X	X					X							X					X		X				X						
Competency 4: Foundations and Management of Nonprofit Sector Highlights the history, contributions, and unique characteristic of the nonprofit sector and its management.												X						X					X	X							
Competency 5: Governance, Leadership, and Advocacy Highlights the stewardship and advocacy roles, responsibilities, and leadership of the board of directors, staff and volunteers in the development of policies, procedures, and processes by which nonprofits operate and are held accountable.					X			X						X	X	X		X		X											

Competency 6: Legal and Ethical Decision Making Highlights basic laws, regulations and professional standards that govern the nonprofit sector operations, including basic knowledge of risk and crisis management, ethics, and decision making.					X											X		X	X		X	X	X	X							
Competency 7: Personal & Professional Development Highlights the nature of employment in the nonprofit sector, from researching career opportunities, applying and interviewing for a job, to continuing professional development.										X	X						X	X				X	X	X							
Competency 8: Program Development Highlights program design, implementation, and evaluation strategies applicable to all nonprofits.					X		X					X	X			X	X														
Competency 9: Volunteer and Human Resource Management Highlights the knowledge, skills, and techniques for managing volunteer and paid staff.														X	X			X		X		X		X			X	X			

Competency 10: Future of the Nonprofit Sector Highlights the dynamic nature of the nonprofit sector, the importance of continuous improvement, emerging trends and innovations, and the critical role research plays in shaping best practices.								X				X				X		X										X					
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Appendix B Budget and Resources

South Dakota State University, B.S. in Leadership & Management of Nonprofit Organizations

1. Assumptions

Headcount & hours from proposal

Fall headcount (see table in proposal)

Program FY cr hrs, On-Campus

Program FY cr hrs, Off-Campus

1st FY18	2nd FY19	3rd FY20	4th FY21
3	8	13	19
18	48	78	114
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

2	2	2	2
---	---	---	---

Faculty, Adjunct - per course

See p. 3

\$4,097	\$4,097	\$4,097	\$4,097
---------	---------	---------	---------

Other FTE (see next page)

See p. 3

0.00	0.00	0.00	0.00
------	------	------	------

Other Salary & Benefits, average

See p. 3

\$62,382	\$62,382	\$62,382	\$62,382
----------	----------	----------	----------

2. Budget

Salary & Benefits

Faculty, Regular

\$0

\$0

\$0

\$0

Faculty, Adjunct (rate x number of courses)

\$8,194

\$8,194

\$8,194

\$8,194

Other FTE

\$0

\$0

\$0

\$0

S&B Subtotal

\$8,194

\$8,194

\$8,194

\$8,194

Operating Expenses

Travel

\$0

\$0

\$0

\$0

Contractual Services

\$0

\$0

\$0

\$0

Supplies & materials

\$500

\$500

\$500

\$500

Capital equipment

\$0

\$0

\$0

\$0

OE Subtotal

\$500

\$500

\$500

\$500

Total

\$8,694

\$8,694

\$8,694

\$8,694

3. Program Resources

Off-campus support tuition/hr, net of HEF

UG

\$295.01

\$295.01

\$295.01

\$295.01

Off-campus tuition revenue

hrs x amt

\$0

\$0

\$0

\$0

On-campus support tuition/hr, net of HEFF

UG

\$211.07

\$211.07

\$211.07

\$211.07

On-campus tuition revenue

hrs x amt

\$3,799

\$10,131

\$16,464

\$24,062

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	\$3,799	\$10,131	\$16,464	\$24,062
------------------------	----------------	-----------------	-----------------	-----------------

Resources Over (Under) Budget

Provide a summary of the program costs and resources in the new program proposal.

(\$4,895)	\$1,437	\$7,770	\$15,368
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Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$0	\$47,352
University's variable benefits rate (see below)	0.1403	0.1403
Variable benefits	\$0	\$6,643
Health insurance/FTE, FY17	\$8,387	\$8,387
<i>Average S&B</i>	\$8,387	\$62,382

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

Explain adjunct faculty costs used in table:

2 courses per year to be taught by adjuncts at \$4,097 per course. \$3,788.00 base pay \$309.00 benefits.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Summarize the operating expenses shown in the table:

Office supplies/copies

Summarize resources available to support the new program (redirection, donations, grants, etc).

South Dakota State University

New Program: Bachelor of Science in Leadership & Management of Nonprofit Organizations

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%	

South Dakota State University

New Program: Bachelor of Science in Leadership & Management of Nonprofit Organizations

Appendix C

New Courses

LMNO 301 Fundraising and Resource Development (3 cr.)

Theory and practice of philanthropy, resource acquisition methods through ethical fundraising, and earned income approaches for nonprofit organizations.

LMNO 305 Volunteer Management (3 cr.)

Administration of volunteer service programs. Study and analysis of volunteer personnel process.

LMNO 315 Financial Management of Nonprofit Organizations (3 cr.)

Financial management specific to nonprofits including accounting, budgeting, reporting, and analysis.

LMNO 487 Preparing for Internship and Career (2 cr.)

Students acquire personal and professional skills necessary for success in the nonprofit environment. Students will secure an internship and address internship expectations related to the certified nonprofit professional requirements.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – D (3)

DATE: June 27-29, 2017

SUBJECT: New Program: USD BS in Technical Leadership

The University of South Dakota (USD) requests approval for a Bachelor of Science (BS) in Technical Science. 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 further their education through a bachelor's degree. The 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 may complete the degree immediately after completion of an AAS or after the student has gained additional technical work experience. Five certificates stack into the degree, creating multiple pathways for students to pursue the bachelor's while achieving short-term professional and academic benefit. These include existing certificates in Regulatory Affairs & Laboratory Safety and Web Design, and proposed new certificates in Personnel Supervision, Communication & Leadership, Management, Small Business Entrepreneurship, and Healthcare Leadership.

The Board approved the intent to plan at the May 2017 meeting.

University Mission and Priorities

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."

System Strategic Goals

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. In addition, the proposal supports state initiatives to create additional pathways to increase educational attainment.

(Continued)

DRAFT MOTION 20170627_9-D(3): I move to approve USD's BS in Technical Leadership as provided in Attachment I.

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 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 15 graduates per year after full implementation.

Development

USD developed the curriculum, including the associated certificates, through discussions with technical institute leaders and industry leaders.

Board Policy

USD is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

USD is requesting authorization to deliver the program on campus, 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.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

UNIVERSITY:	USD
MAJOR:	Technical Leadership
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	8/1/2017
PROPOSED CIP CODE:	52.0213
SPECIALIZATIONS:¹	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	5/10/2017
UNIVERSITY DEPARTMENT:	UIDL
UNIVERSITY DIVISION:	UAS

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. What is the nature/purpose of the proposed program?

The University of South Dakota seeks authorization to offer a Bachelor of Science degree in Technical Leadership. The proposed B.S. degree in Technical Leadership is an interdisciplinary degree intended for students who have earned an A.A.S. technical associate degree or have completed a “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 and practice in the field to develop their interpersonal and managerial skills.

The programs will feature multiple stand-alone certificates that will stack to the degree, providing multiple pathways for students to continue their postsecondary education. The certificates include existing options in Regulatory Affairs & Laboratory Safety and Web Design. In addition, new certificates are proposed in conjunction with this program proposal that address specific skills need by employers as indicated to USD by discussions with business leaders. These new proposed

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.

certificates include Personnel Supervision, Communication and Leadership, Management, Small Business Entrepreneurship, and Healthcare Leadership.

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 statutory mission of the University of South Dakota is provided in SDCL 13-57-1³:

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 Statement⁴:

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 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 Science in Technical Leadership program is an ideal fit for USD's liberal arts mission. The liberal arts foundation coupled together with selected business, management and leadership coursework provided at USD will enable students to have the skills to be qualified to apply for and receive management and leadership positions in their technical fields.

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

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 http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-57-1

⁴ <https://www.sdbor.edu/policy/1-Governance/documents/1-10-1.pdf>

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.⁵ There is a call for states and higher education institutions to adequately address the needs of adult learners; some states, including South Dakota, have degree attainment goals.⁶ Even recently, The South Dakota Board of Regents published *Non-Traditional No More*, to focus attention on degree attainment for working adults.⁷ The Board's *Strategic Plan* identifies a significant increase in degrees awarded by 2020.⁸ South Dakota offers many technical degree options to residents.⁹ 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.

4. How will the proposed program benefit students?

The proposed program will build on expertise the student has gained from the technical program. Interviews with Technical school officials indicate their graduates are well prepared for the technical aspects of workforce readiness. However, they also indicate that their 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 budget. 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 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."¹⁰ The Bachelor of Science in Technical Leadership program would assist in addressing this mismatch.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?

⁵ <https://www.census.gov/quickfacts/table/PST045215/46>

⁶ 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

⁷ *Non-Traditional No More*, available at <https://www.sdbor.edu/the-board/agendaitems/Documents/FULLBOR0610H.pdf#search=degree%20attainment>

⁸ SDBOR Strategic Plan 2020, ATTACHMENT II, p. 10.

⁹ See program options defined by 16 career clusters, <http://doe.sd.gov/octe/documents/CTE-EduBr.pdf>

¹⁰ 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>.

The Bachelor of Science in Technical Leadership is “a bachelor’s degree designed to incorporate applied associate courses and degrees once considered as —terminal or non-baccalaureate level while providing students with the higher-order thinking skills and advanced technical knowledge and skills so desired in today’s job market.”¹¹ Major programs similar to this began in the 1970s and the number of programs have grown considerably. These programs address the following concerns¹²: 1) to ease students difficulties in transferring between community colleges and 4-year universities; 2) facilitate increased baccalaureate degree attainment for adult students; 3) provide a means for states to increase degree attainment for adult students; and 4) improve workforce education in the state.

B. What is the rationale for the curriculum?

The Bachelor of Science degree in Technical Leadership will be a 120 credit hour program with a minimum of 60 credits awarded through an A.A.S. degree program from an accredited two-year institution. The additional credit hours will come from: 1) the General Education coursework, 2) a minimum of 12 credit hours in one of the selected emphasis areas (personnel supervision, communication and leadership, regulatory affairs and laboratory safety, project management, small business entrepreneurship, health sciences leadership, and web design, 3) a required capstone or internship course, and 4) a minimum of 30 credit hours of upper division coursework.

The rationale behind the chosen coursework beyond the general education courses is to identify employer demand for skills and match these skills to certificate programs that would job-ready skills by themselves, as well as add additional value to AAS degree-holders who are seeking managerial positions in their technical fields. By stacking certificates into the B.S. degree, individuals could earn the certificate before they enter the degree program, gaining additional earning power during the time they are working on bachelor’s degree requirements.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The Intent to Plan included the Bloomsburg University of Pennsylvania as one model for USD’s proposed Bachelor of Science in Technical Leadership program. Bloomsburg University and many other institutions that offer B.S. programs conclude with a capstone course.¹³ Other courses vary, depending upon the program’s focus. USD’s proposed program incorporates the certificate approach model due to discussions with University Center and Sioux Falls advisory boards and discussions with our technical college partners. Many of the topic areas chosen for the certificate areas are consistent with other B.S. programs across the nation.

¹¹ <http://dx.doi.org/10.1080/10668920902983601>

¹² https://www.academia.edu/733119/The_Applied_Baccalaureate_What_We_Know_What_We_Learned_and_What_We_Need_to_Know

¹³ Ohio University, a liberal arts based comprehensive university also provides for a capstone seminar to tie together the general education requirements, the AAS technical degree and specialization/distribution courses. <https://www.ohio.edu/southern/academics/degrees/bachelor-technical-applied-studies.cfm> or https://www.ohio.edu/admissions/partners/upload/sinclair-btas_guide-2016-2017.pdf.

D. Summary of the degree program (complete the following tables):

Technical Leadership, B.A.S.	Credit Hours	Credit Hours	Percent
System General Education Requirements	30*		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	60*		50%
Major Requirements	30-36		
Major Electives			
Subtotal, Program Requirements		30-36	25%
Free Electives			%
Degree Total ¹⁴	120	120	%

Required Support Courses Outside the Major

*60 credit hours awarded in A.A.S. degree program from an accredited two-year institution. Some of the two-year institution general education courses will fulfill the general education requirements at USD.

Major Requirements				
Prefix	Number	Course Title	Credit Hours	New
Choose one of the following emphasis areas (11-12 credit hours)				
Personnel Supervision- (New Certificate)				
BADM	369	Organizational Behavior and Theory	3	No
HRM	460	Human Resource Management	3	No
HRM	466	Training and Development	3	No
Choose one of the following course (3 credits):				
PSYC	430	Organizational Psychology/ Psychology of Teamwork	3	No
PSYC	460	Psychology Perspectives on Diversity	3	No
Subtotal			12	
Communication and Leadership- (New Certificate)				
EDFN	475	Human Relations	3	No
LDR	404	Leadership and Conflict Resolution	3	No
Choose 6 credits of the following:				
ENGL	305	Written and Technical Proposal Writing	3	No
SPCM	470	Intercultural Communication	3	No
SPCM	487	Team Building and Decision Making	3	No
Subtotal			12	

¹⁴ 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.

Regulatory Affairs and Laboratory Safety				
ISCI	151/151L	Integrated Science I plus laboratory	4	No
ISCI	215/215L	Good Laboratory Practices	4	No
ISCI	353	Regulatory Affairs	3	No
Subtotal			11	
Management –(New Certificate)				
BADM	369	Organizational Behavior & Theory	3	No
BADM	370	Marketing	3	No
Choose one of the following (6 Credits):				
BADM	101	Survey of Business	3	No
BADM	311	Finance and Accounting for Entrepreneurs	3	No
HRM	460	Human Resource Management	3	No
Subtotal			12	
Small Business Entrepreneurship- (New Certificate)				
ENTR	311	Finance and Accounting for Entrepreneurs	3	No
ENTR	330	Creativity/ Innovative Thinking	3	No
ENTR	350	Market Opportunity Analysis	3	No
ENTR	481	New Venture Planning & Development	3	No
Subtotal			12	
Healthcare Leadership- (New Certificate)				
Choose one of the following courses (3 credits):				
HSC	315	Introduction to Public Health	3	No
HSC	360	Technology in Care Delivery	3	No
Complete the following three courses (9 credits)				
HSC	380	Health Literacy and Culture Care	3	No
HSC	450	Patient Safety and Quality Improvement	3	No
HSC	460	Leading Change	3	No
Subtotal			12	
Web Design				
ARTD	205	Digital Design	3	No
ARTD	215	Typography	3	No
ARTD	325	Digital Design and Web Design I	3	No
ARTD	425	Digital Design and Web Design II	3	No
Subtotal			12	
Choose one of the following courses:				
A&S	494	Internship	3	No
A&S	489	Technical Leadership Capstone	3	Yes
Subtotal			3	
Complete an additional 17-26 credit hours of upper division coursework. One must have a total of 30 upper division.				
Subtotal of upper division coursework remaining:			17-26	
Major requirement Subtotal:			30-38	

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.

Bachelor of Science in Technical Leadership graduates will:

1. Demonstrate an understanding of differences and recognize level of cooperation in a professional setting. Apply this to interactions with others.
2. Apply fundamental concepts and practices of business and management.
3. Identify the communication requirements for a professional situation and employ communication in formal and informal settings.
4. Describe accepted regulations that govern professional behavior and demonstrate creative, ethical behavior in professional settings.
5. Employ an understanding of methods that develop trust while motivating others to work toward goal accomplishment.
6. Demonstrate the ability to evaluate, synthesize, and deploy information.

See Appendix A for specific courses which meet these outcomes.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

There is no national standard exam for this program.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.¹⁵ What are the consequences for students who do not demonstrate mastery?

Students in this program will be assessed continuously in accordance to the program's assessment plan. The proposed program will need to complete a capstone and/or an internship program which will be used by the department to monitor student success. Student success and persistence will be monitored in the early alert system and Student Success Collaborative platforms. Advisement and tutoring will be available to all students.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

Most courses will be taught using traditional lecture discussion format in Face-to-face and online modalities. Technology available in both modes include classrooms using USD smart classroom technology, as well as the Desire2Learn course management system to provide course information, post course materials, allow working professionals to “turn-in” assignments, and, in some cases, offer quizzes. Students will be expected to access library services, use searchable databases, on-line journals, and other academic resources to complete their courses and to conduct research.

¹⁵ 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. Did the University engage any developmental consultants to assist with the development of the curriculum?¹⁶ 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 paid developmental consultants were engaged in the development of the curriculum. The curriculum was developed by faculty, technical school leadership, and Provost James Moran who has developed and administered a similar major in a previous role. The curriculum design was also based upon a comprehensive review of existing Bachelor of Science programs within the U.S. and the region.

- 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.**

We anticipate that this major will attract students that are new to the University. Students who have completed an associate’s degree in a technical career field and who would like advancement opportunities will be interested in this program. From our discussion with leadership at Southeast Technical Institute, associate degree graduates are looking for an opportunity to attain a baccalaureate degree and will embrace this opportunity for a baccalaureate completion program. Estimates of new students are based on these discussions. A 75% retention rate has been applied to the enrollment estimates.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 18	FY 19	FY 20	FY 21
Students new to the university (Sioux Falls)	15	10	10	10
Students new to the university (online)		10	10	10
Students from other university programs	0	0	0	0
Continuing students		7	20	25
=Total students in the program (fall)	15	27	40	45
Program credit hours (major courses)**	180	324	480	540
Graduates		5	15	15

*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.**

There is no program accreditation associated with this program at this time.

¹⁶ 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.

- 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."*
We request an exception to [SDBOR policy 2.25-4A](#). The Associate of Applied Science degree will be transferrable to the B.A.S. program as a block transfer of 60 credit hours.

12. On-line and Off-campus Delivery.¹⁷

- A. Complete the following charts to indicate if the university seeks 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 seeks authorization to deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	Yes	University Center, Sioux Falls	8/18/2017

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	USD would like to be able to offer this program online after beginning the program in Fall 2017 at University Center.	8/17/2018

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the program through distance learning (e.g., as an on-line program)?**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		
Delivery Method (if applicable)?			

- 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.**

The University does not request new State resources or new or increased student fees. The program will be supported through redirection of existing resources, tuition, and program fee revenue. See Appendix B.

- 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.**

¹⁷ 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

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:

- ☒ 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.

16. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

Appendix A

Individual Student Outcome	A&S 494	A&S 489
Demonstrate an understanding of differences and recognize level of cooperation in a professional setting. Apply this to interactions with others.	X	X
Apply fundamental concepts and practices of business and management.	X	X
Identify the communication requirements for a professional situation and employ communication in formal and informal settings.	X	X
Describe accepted regulations that govern professional behavior and demonstrate ethical behavior in professional settings.	X	X
Employ an understanding of methods that develop trust while motivating others to work toward goal accomplishment.	X	X
Demonstrate the ability to evaluate, synthesize, and deploy information.	X	X

Appendix B

University of South Dakota - Bachelor of Science in Technical Leadership**USD's Revenue & Budget**

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		15	27	40	45
Program FY cr hrs, On-Campus		0	0	0	0
Program FY cr hrs, Off-Campus		180	324	480	540
Faculty, Regular FTE	See p. 3	1.00	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$88,418	\$88,418	\$88,418	\$88,418
Faculty , Adjunct - number of courses	See p. 3	0.00	0.00	0.00	0.00
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

Salary & Benefits

Faculty, Regular		\$88,418	\$88,418	\$88,418	\$88,418
Faculty , Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
S&B Subtotal		\$88,418	\$88,418	\$88,418	\$88,418

Operating Expenses

Travel		-	-	-	-
Contractual Services		-	-	-	-
Supplies & materials		-	-	-	-
Capital equipment		-	-	-	-
OE Subtotal		\$0	\$0	\$0	\$0
Total		\$88,418	\$88,418	\$88,418	\$88,418

Off-campus support tuition/hr, net of HEFF	UG	\$296.48	\$296.48	\$296.48	\$296.48
Off-campus tuition revenue hrs x amt		\$53,366	\$96,058	\$142,308	\$160,097
UCSF tuition/hr, net of HEFF	UG	\$240.14	\$240.14	\$240.14	\$240.14
UCSF tuition revenue hrs x amt		\$0	\$0	\$0	\$0
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
Other					
Grants/Extramural					
Total Resources		\$53,366	\$96,058	\$142,308	\$160,097
		(\$35,053)	\$7,640	\$53,890	\$71,679

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$70,000	\$0
University's variable benefits rate (see below)	0.1399	0.1399
Variable benefits	\$9,793	\$0
Health insurance/FTE, FY18	\$8,387	\$8,387
<i>Average S&B</i>	\$88,180	\$8,387

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY18 salaries of 1 person in the certificate program areas were averaged.

Explain adjunct faculty costs used in table:

USD has a policy to pay \$3,390 for master's qualified adjuncts and \$4,146 for adjunct faculty who hold a terminal degree in their discipline.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Summarize the operating expenses shown in the table:

See detailed schedule below rows 114 through 124

Summarize resources available to support the new program (redirection, donations, grants, etc).

Self-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY18 Rate (est)	HEFF	Net
Undergraduate - (USD)	\$335.00	\$38.53	\$296.48
Undergraduate - (UCSF)	\$271.35	\$31.21	\$240.14

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY18 Rate (est)	HEFF	Net
Undergraduate Resident	\$239.70	\$27.57	\$212.13
Undergraduate Nonresident	\$348.00	\$40.02	\$307.98

*Change cell on page 1
to point to your net.*

Variable Benefits Rates

University	FY15
------------	------

BHSU

DSU

NSU

SDSM&T

SDSU

USD	13.99%
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*Change the benefits rate cell in the table
on page 2 to point to the rate for your
university.*

Appendix C

A&S 489: B.S. Capstone

Serves as the capstone for the Bachelor of Science in Technical Leadership major. The course requires completion of a portfolio and focuses on a topic selected by the program director.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – E (1)

DATE: June 27-29, 2017

SUBJECT: Intent to Plan: SDSM&T MS in Innovation and Design

South Dakota School of Mines & Technology (SDSM&T) has submitted an Intent to Plan requesting approval to develop a Master of Science (MS) in Innovation and Design. Approval or waiver of an Intent to Plan is required prior to submitting a formal program proposal. The proposed program is a multidisciplinary, non-thesis program blending emerging innovation strategies and technologies, human-centered design, and lean entrepreneurship concepts. Graduates of the program would receive preparation for launching a startup enterprise in line with their engineering and science expertise. The programs is designed to appeal to graduates of engineering and science disciplines, including but not limited to computer science, mechanical engineering, materials and metallurgical engineering, chemical and biological engineering, and industrial engineering.

University Mission and System Strategic Goals

The proposed program supports the Statutory Mission and Board Policy mission of the university. SDCL 13-60-1 provides the mission of SDSM&T to “provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.” The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences 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 proposal also aligns with the REACH1 committee’s *2020 Vision: The South Dakota Science and Innovation Strategy* that notes South Dakota needs additional pathways for STEM innovation and entrepreneurship. In addition, the proposal aligns with the Board of Regents Strategic Plan efforts to grow the number of graduate degrees awarded and contribute to research and economic development.

Related Programs in the System

No directly related programs currently exist in the System.

(Continued)

DRAFT MOTION 20170627_9-E(1): I move to authorize SDSM&T to develop a proposal for a Master of Science in Innovation and Design as presented.

Workforce Need, Student Demand, Projected Graduates

The program would align with emerging trends in other areas of the country for universities to develop innovation capacity, technology transfer, and economic development within academic programs. However, states surrounding South Dakota (North Dakota, Montana, Wyoming, Minnesota, and Nebraska) have lagged behind other regions in this endeavor. The intent of the program is to provide skills to students immune to future automation as well as encourage entrepreneurial innovations and new product development in multiple industries. SDSM&T projects enrollment of at least twelve students per year after full implementation.

Board Policy

SDSM&T is not requesting any exceptions to Board Policy.

Off Campus and Distance Delivery

SDSM&T intends to seek authorization to offer the program online.

Budget and Resources

SDSM&T does not intend to request any new state resources to implement or maintain the proposed program. SDSM&T intends to seek external funding through industry collaboration.

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

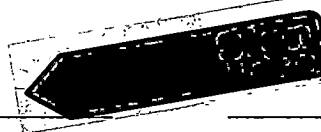
Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
DEGREE(S) AND TITLE OF PROGRAM:	M.S. Innovation and Design
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.

President of the University



Here to enter a
date.

Date

1. What is the general nature/purpose of the proposed program?

This Masters of Science in Innovation and Design (MSID) is a new degree program aimed at fulfilling several goals outlined by the REACH¹ committee's 2020 Vision: The South Dakota Science and Innovation Strategy (referred to hereafter as 2020 Vision). The REACH Committee concluded that South Dakota lags other states in science and engineering degree production. This program helps address that lag by creating a clear and attractive path for students to build on bachelor-level STEM knowledge and acquire the skills needed to succeed in launching a new startup enterprises or contributing to existing companies that emphasize innovation and new product development.

SDSM&T will not request new state resources to offer this program.

This proposed multidisciplinary non-thesis program blends emerging innovation strategies and technologies, human-centered design, and lean entrepreneurship precepts. Graduates of multiple engineering and science disciplines, such as computer science, mechanical engineering, materials and metallurgical engineering, chemical and biological engineering, and industrial engineering will be drawn to the program as preparation for launching a startup enterprise or making themselves

¹ The REACH Committee is the advisory committee for South Dakota EPSCoR.

more attractive to companies that emphasize innovation and new product development. Such a program at SDSM&T will also amplify current technology-transfer and economic-development initiatives in the region.

SDSM&T has already rolled out initiatives to address the “Ideas & Talent Strategies” articulated in the *2020 Vision*. For the last three years, the School has hosted a regional student business plan competition. The semester-long program centers on intense business skills training and mentoring from top-level executives from around the country, i.e., our “entrepreneurs in residence.” Thus far, student teams from SDSM&T have developed and presented over 45 business plans. Competitors have launched a number of South Dakota companies and have placed first at the Governor’s Giant Vision Awards every year since the campus competition started. SDSM&T has a record of responding to the call to invigorate a campus culture of innovation. Student interest and aptitude for these programs indicate demand for the educational opportunity provided by the new MSID degree.

The purpose of this program, therefore, is to respond to and build upon the tremendous student interest and calls for more opportunities to mature skills in innovation and entrepreneurship already made manifest. The response proposed is to offer a graduate degree with coursework focused on deeper development of skills critical to innovation that complement the focused short-term information currently provided by the volunteer executives serving as Entrepreneurs-in-Residence and mentors in Boot Camps.

A further purpose is to address the lag in state production of STEM degrees cited by the REACH Committee. Earning a STEM bachelor’s degree will be more attractive if students can access a curriculum that offers design, and product development skills needed by independent entrepreneurs or employees of companies that emphasize innovation and new product development.

The proposed MSID will appeal to students graduating from an array of STEM programs and will bolster South Dakota’s competitiveness in all of the five target industry sectors identified by the REACH Committee: Materials & Advanced Manufacturing, Information Technology, Human Health & Nutrition, Energy & Environment, and Value-Added Agriculture & Agribusiness.

- 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.)?**

Industry needs graduates with the skill set this program provides because technology development cycles have accelerated. Innovation and design skills are in more demand than the business content provided by the MBA programs engineers traditionally enroll in as precursors to becoming entrepreneurs.

Leading institutions (e.g., Carnegie Mellon, MIT, Harvard, Northwestern, the University of Pennsylvania, and the University of Washington) have programs addressing the skill profile that will be designed into this program. None of our public regional universities offer a program of this nature, and SDSM&T is perfectly situated to bring this educational trend to the northern Midwest

region. Local employers are already eager to hire SDSM&T graduates from this prospective program.

Leaders of the nascent venture capital community in the Black Hills expect the new program to improve the quality of early ventures they seek to fund. The Chair of the Black Hills Regional Angel Fund, Darren Haar, believes providing engineers with these additional innovation skills is a powerful combination for success. A few local employers are also already eager to hire SDSM&T graduates from this prospective program. Jamie Hale, the founder of DarCEO, a Rapid City based Engineering Firm servicing clients ranging from Fortune 500 companies to start-ups, has been advocating for the program for several years. Mr. Hale stated, "Having Engineers educated in formal innovation processes and methods is invaluable to organizations of any size. The topic has come up in discussions with both our Fortune 50 customers and when working with the small start-ups. All of them need qualified students that can truly drive innovation within the company."

Cisco, Amazon, and IBM are examples of large firms beyond the local job market with a broad commitment to building innovation skills through hiring and internal training. If they cannot find applicants with the skills this program will target, they grow their own. One can learn about the elaborate program Cisco employs to build an innovation culture and skillset among employees in its submission to the Innovating Innovation M-Prize Challenge issued by the Harvard Business Review and McKinsey Quarterly: Unleashing Inclusive Innovation at Cisco².

Jeff Bezos asserted back in 2013 that Amazon's long-term hold on innovation comes from making innovation a required aspect of everyone's job. Amazon, he explained, does not have a 'chief innovation officer' typical of big companies because he doesn't want to dilute expectations or responsibility for innovation. To detect the innovation instinct in potential hires, Bezos asks candidates to describe something they've invented. "Their invention can be on a small scale? say, a new product feature or a process that improves the customer experience? But," Bezos explains, "I want to know that they will try new things."³

In 2012, IBM set out a bold vision: To flood its ranks with hundreds of designers and train its entire workforce—some 377,000 employees worldwide—to think, work, *feel* like designers. "Design is everyone's job. Not everyone is a designer, but everybody has to have the user as their north star," explains Phil Gilbert, general manager of design for IBM software. To stretch its investment, IBM is intentionally filling two-thirds of its design-minded ranks with new graduates.⁴

Specialized innovation programs of the type proposed here have emerged over the last five years in technology powerhouse regions such as Seattle, Palo Alto, Boston, Pittsburg, and Denver/Boulder. These well-known innovation hubs variously described as 'innovation districts' or 'university-linked technology development ecosystems' have at their core a university that now includes a M.S. program with a curriculum focused on lean, innovative, design-oriented entrepreneurship paired with cutting edge technology.

² <http://www.mixprize.org/story/unleashing-inclusive-innovation?challenge=161>

³ <http://www.forbes.com/sites/innovatorsdna/2013/08/14/the-secret-to-unleashing-genius/#6102d86c1a83>

⁴ <https://qz.com/755741/ibm-is-becoming-the-worlds-largest-design-company/>

Attempts to replicate the most successful university-linked technology development ecosystems have been emerging all over the U.S. – including in the surrounding states of North Dakota, Montana, Wyoming, Minnesota, and Nebraska. However, universities in those areas are lagging in developing innovation-oriented degrees. Failing to address this emerging need could leave engineering students in our region at a disadvantage and hamper current efforts by SDSM&T and the Black Hills Business Development Center to incubate or scale up new businesses and facilitate technology transfer.

SDSM&T is positioned to be a regional ‘prime mover’ in building capacity for innovation, technology transfer, and economic development. This program could ensure that a resource on par with those of the large metro centers mentioned above exists here in South Dakota.

Estimating enrollments for an innovative curriculum can be tricky; however, an existing innovation and design program at the University of Washington projects an enrollment of 3,000 students in their M. S. in Technology Innovation program by 2025. Microsoft believes so strongly in this educational model they have donated \$40 million to construct a building for the UW program and to underwrite its launch. Carnegie Mellon, which has one of the longer established programs, states that it had 500 alumni as of 2015, but does not provide information on annual enrollment. Looking further afield, Northeastern University has an M.S. in Innovation housed in its business school which has stated yearly cohorts of 35. Tufts University’s one-year accelerated Master’s program, the M.S. in Innovation & Management (MSIM), geared towards recent STEM graduates has 14 in its first graduating class.

After studying comparable M.S. programs connected to schools of engineering, we anticipate having cohorts of several dozen students each year.

3. How would the proposed program benefit students?

This program will appeal to graduates seeking to launch a startup enterprise or make themselves more attractive to companies that emphasize innovation and new product development.

There is a revolution going on in information technology. The convergence of two technologies (i.e., the artificial neural network and massively parallel graphics processing units) have provided a quantum leap in machine learning. These systems are now able to understand speech, read text, recognize images, and make significant inferences from large data sets. Medicine, business, science, engineering, and education are being altered significantly by machine capabilities and the option to replace human agency for many tasks. Robotics is the "killer app" that will transform the workplace. Job loss will come from cyber-replacement—not offshoring. Job creation will also come from cyber-replacement for those who have the right array of emerging skills.

This program is designed to “future proof” graduates by developing in them an innovation mindset and skills that cannot be automated because they can’t be reduced to algorithms and math. As Daniel Araya and Heather McGowan note in a think piece for Brown University, “When anything mentally routine or predictable can be reduced to an algorithm, it signals the need for a shift in our learning systems around adapting to change. In [John] Hagel’s view, this is a move from

scalable efficiency to scalable learning. It is also a shift in mindset from expertise or ‘knowing’ to learning agility and learning as design thinking.⁵”

Current students already need this curriculum, and for future students, it will be indispensable.

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?"⁶

The proposed program supports the Statutory Mission and Board Policy mission of the university.

SDCL 13-60-1 provides the mission of SDSM&T as follows:

The South Dakota School of Mines and Technology, formerly the State School of Mines, located at Rapid City, in Pennington County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.

The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences 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. Graduate programs in engineering and science are currently approved for the university.

The SDSM&T M.S. in Innovation and Design supports the Board of Regents’ Strategic Plan⁷ in the following ways:

Goal 1: Student Success (*this program will*)

- Grow the number of graduate degrees awarded
- Attract more non-resident students and encourage them to remain in South Dakota because of the teamwork and ties to industry they develop through the project-based curriculum
- Expand SDSM&T’s distance learning and hybrid course offerings

Goal 2: Academic Quality and Performance (*this program will*)

- Amplify attainment of learning through experience with engaging and challenging projects
- Foster instructional delivery models that incorporate academic/industry collaboration
- Fuel student engagement by allowing them to exercise the entrepreneurial skills that are the most sought-after by employers

Goal 3: Research and Economic Development (*this program will*)

- Offer an additional graduate degree oriented to STEM students
- Meet existing & future workforce needs, including those identified in the 2020 *Vision* analysis

⁵ <https://www.brookings.edu/blog/brown-center-chalkboard/2016/09/14/education-and-accelerated-change-the-imperative-for-design-learning/>

⁶ 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.

⁷ https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

- Encourage private/public partnerships, including in the target industries identified in the *2020 Vision* analysis
- Further enhance SDSM&T technology commercialization efforts by teaching skills critical for scaling up new business ventures.
- Build capacity for mentoring and other services provided by business incubators and business parks affiliated with SDSM&T and serving Rapid City and the broader Black Hills business community

Goal 4: Affordability and Accountability (*this program will*)

- Be explicitly designed to create new markets
- Offer an attractive return on investment (of both time and tuition) given the competitive position of program graduates
- Lend itself to corporate partnerships which will defray program expenses, particularly in project-based courses
- Provide a new vehicle for communicating innovation initiatives in the region and state

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?⁸ If there are no related programs within the Regental system, enter "None."

None.

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.⁹

	Institution	Program Title
Minnesota	None**	
North Dakota	None	
Montana	None	
Wyoming	None	

**** University of Minnesota, M.S. Medical Device Innovation.** Contains no design content and is specific to the medical school.

⁸ 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>.

⁹ 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.

6. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

We expect both. Students completing bachelor's degrees from SDSM&T with an interest in innovation will want to continue and enter the program, and graduates from other regional engineering programs will also be attracted by the curriculum. The primary intent of this program is to enable students with bachelor's-level technical and scientific preparation to establish new enterprises or join design-and innovation-oriented companies. This program will be a new and unique offering at the Master's level; therefore, we anticipate attracting students from a broadened pool of potential applicants.

7. 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.

Estimated enrollment for the new M.S. in Innovation and Design:

Year	Enrollment Expectations	Number of Graduates
Year 1	5	0
Year 3	12	10
Year 5 and up	20-25	18-22

The proposed new M.S. program will be open to students with undergraduate degrees in Engineering or Science. The scope is wider than that of SDSM&T's Construction or Mining Management. The scope is more akin to Engineering Management. The recent enrollment numbers for Construction and Engineering Management are given in the table below.

Program/Year	2012	2013	2014	2015
Construction Management	21	21	16	23
Engineering Management	39	41	41	54

Using Construction and Engineering Management as example enrollments, and with the goal of attracting students in the sciences as well (e.g., Materials Science and Nanotechnology), we believe that we can achieve enrollments that fall in the range represented by these two existing M.S. degrees at SDSM&T.

8. 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)?¹⁰

The date of 2020 given below for deploying the program via distance delivery differs from the “intended data of implementation” of 2018. The disparity of two years is an estimate of the amount of time needed to deliver the curriculum on campus initially and then optimize the program for effective delivery via distance.

	Yes/No	If Yes, list location(s)	Intended Start Date
Off-campus	No		

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Live streaming of lectures, skype office hours, D2L management of course materials.	Fall 2020

9. 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 ¹¹	No	No
Ask Board to approve a new or increased student fee	No	No

** Already have secured \$50,000 for program development.

We expect that this program be significantly supported by industry collaboration.

Members of SDSM&T University Advisory Board perceive this need and this opportunity to be so great that they have privately provided \$50,000 to fund an academic-industry team to conduct a feasibility study, draft this intent to plan, and travel to the pioneering universities in Seattle, Silicon Valley, and Boston in order to design a sample curriculum for the new program.

¹⁰ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹¹ 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.

- 10. 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.***

Appendix A starts with a preliminary suggested/sample curriculum for the proposed new SDSM&T degree. This is an early draft and still a work-in-progress at this point. Gathering faculty input is ongoing, and the initial concept is expected to be refined as the planning process proceeds. Appendix A offers a program concept by laying out curricular topics.

Appendix B, provides links to several existing similar programs. None are a perfect model for what we believe should be developed at SDSM&T. These programs were selected for study because the curricula reflect strong school of engineering influence supplemented by partnerships with schools of business, schools of design, and/or schools of law. We have borrowed elements from several programs to design a curriculum of maximum value to students.

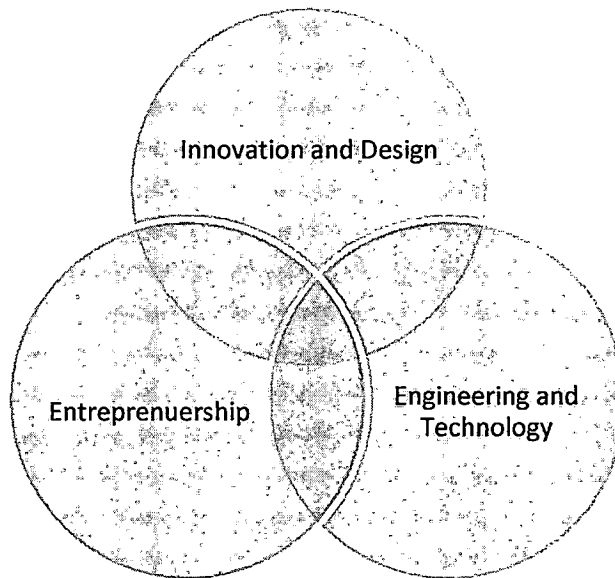
Appendix A. Sample Curriculum

SDSM&T Masters of Science in Innovation and Design (MSID)

Program Overview

The Masters of Science in Innovation and Design is a multidisciplinary degree bringing together new innovation strategies, human centered design, cutting edge technologies and lean entrepreneurship.

To be competitive in the 21st century marketplace, one needs to approach problems from a new perspective. It requires bold creative innovations, novel use of technology, and unique design. In addition, it requires understanding of the marketplace and the skills to move a new idea through an often-resistant landscape, whether in a new venture (entrepreneurship) or established organization (intrapreneurship). The MSID program provides the blend of skills to address these challenges in both contexts.



The Masters of Science in Innovation and Design is a 15-month non-thesis degree program with 30 credits of coursework in Innovation & Design, Entrepreneurship, and Engineering & Technology combined with hands on project experience. The core competencies students gain are effective idea generation and evaluation, design principles and tools, exposure to business fundamentals, and project experience in developing marketable technologies. Students will also be provided with explicit training to enhance their leadership and communications skills. The program is designed for individuals with an undergraduate background in engineering or science in the early to middle stages of their careers. A subset of entering students who have completed particular prior coursework may qualify for accelerated completion paths, as described in the final section. [Note: we removed this section because we're still working out details. Will send later in a separate document]

Required background to enter program:

BS Degree in Engineering or Science with GPA of 2.75
Basic Statistics

Program Forms, Intent to Plan for a New Program (last revised 08/2016)

Curriculum

Topical Coverage: Overview

30 credits of coursework

NOTE: Each topic listed below is extrapolated immediately following the sample curriculum sequence.

Innovation: equivalent to 8 credits

- Strategic Management of Innovation (3cr)
- Creativity and Idea Generation (3cr)
- Guest Speaker Seminar: Fundamental Drivers of Change (1cr x 2)

Design: equivalent to 9 credits

- Design Tools/Design Lab (3cr)
- Human Centered Design (3cr)
- Technology Design & Development/Product Lab (3cr)

Entrepreneurship/Intrapreneurship¹²: equivalent to 7 credits

- Foundations of Business/Marketing (2cr)
- Management, Leadership & Entrepreneurship (3cr)
- Communicating Effectively (2cr)

Engineering & Technology: equivalent to 6 credits

- Project Development/Internship (4cr)
- Final Project Launch Studio (2cr)

Sample Curriculum Sequencing (i.e., timing of topical coverage)

Duration: 12 months

Credits: 14 credits per semester max

Orientation: 3 days

Fall

Strategic Management of Innovation (3cr)
Creativity & Idea Generation (3cr)
Foundations of Business/Marketing (2cr)
Design Tools/Design Lab (3cr)
Project Development/Internship I (2cr)
Seminar: Drivers of Change (1cr)

Spring

Human-Centered Design (3cr)
Management, Leadership & Entrepreneurship (3cr)
Communicating Effectively (2cr)
Technology Design & Development/Product Lab (3cr)
Project Development/Internship II (2cr)
Seminar: Drivers of Change (1cr)

Summer

Final Project Launch Studio (2cr)
Earn a certification (e.g. Six Sigma green belt) prior to graduation

¹² An “intrapreneur” is an inside entrepreneur, or an entrepreneur within a large firm, who uses entrepreneurial skills without incurring the risks associated with those activities. Intrapreneurs are usually employees within a company who are assigned to work on a special idea or project, and they are instructed to develop the project like an entrepreneur would.

Topical Coverage: Details

Strategic Management of Innovation

- * History & Future of Technology
- * Agile/Lean Launchpad/Design Thinking/Continuous Delivery
- * Balancing speed with developing deep customer empathy
- * Development pipelines
- * Promoting innovation in the workplace
- * Building ethics into the design process

Creativity & Idea Generation (see MS&E 277 in Stanford's STVP program; IPD 527 in UPenn's IPD program for 2 very different approaches; Stanford's is closer to what we're thinking about doing)

- * Overview of Neuroscience/Psychology/ Machine Learning perspectives on innovation
- * Problem Framing & Mental Models
- * Need-Discovery Techniques
- * Creative Design Principles
- * Personal Creativity Stimulation -including external activity options (comedy improv/visual or performing arts/etc.)

Foundations of Business/Marketing

- * Customer Analysis & Segmentation over the Product Life Cycle
- * User/Usability Research Methods
- * Pricing & Profitability
- * Globalization & Business Ethics

Design Processes & Tools (combination of lecture & projects) [see IPD 501& 511 from UPenn's IPD program]

- * Learning the basic tool set
- * 2D Design basics (InDesign or other)
- * 3D Design basics (Solidworks, other CAD)
- * Rendering, animation concepts (Maya, etc)
- * Modeling tools & Productivity tools
- * Rapid Prototyping / 3D Printing
- * Design Lab: Working in teams, students run through an entire design process several times (See UW/GIX Design Studio and Fabrication & Physical Prototyping courses)

Human-Centered Design

- * Human Factors
- * Basic ergonomics
- * Human Computer Interfaces
- * Design for manufacture vs Human Factors

Management, Leadership & Entrepreneurship

- * Organizing for Innovation (theory + case studies)
- * Building Effective Teams
- * Basics of Finance & Business Law
- * Funding & Revenue Models
- * Emotional Intelligence
- * Self-Authorship / Proactive Problem Solving
- * Personal and Professional Development

Communicating Effectively

- * Simplifying complexity through storytelling, visual imagery, and the use of analogies & metaphors
- * Pitching for startups and intrapreneurs
- * Creating compelling business plans
- * Basics of media & communications channels
- * Communication skills lab

Technology Design & Development/Product Lab (combination of lecture & projects)

- * Design for manufacturability (see IPD 514 in UPenn's IPD program)
- * Data analytics [not sure yet which course this topic should be slotted into, may not be this one]
- * Systems Engineering Principles
- * [Other advanced engineering topics based on current SDSMT faculty expertise: materials, robotics, etc.—choice for students from different backgrounds]
- * Product Lab: Students continue more refined prototyping and testing for usability (see EM441-.442/ESD.441-442 in MIT's IDM program for one model)

Drivers of Change

- * Lecture Series featuring guest speakers organized around fundamental areas creating widespread change + other prominent innovators (see Harvard's MDE program Innovating for Society Seminar Series for a similar requirement with a different take)
- * EIR Entrepreneurship Boot Camp [subject to discussion of feasibility with Joseph Wright]
- * Participation in Startup Weekend, Rapid City and eventually bigger contests

Project Development/Internship

- * Project work, either independently or with a student team (entrepreneurial track) or while placed at a firm, i.e., on an intrapreneurship track (See ME 301 in Stanford's STVP program for one model of how to structure a summer course for those who stay on campus)

Final Project Launch Studio

Project writeup & presentation (See UW GIX program)

Appendix B. Links to similar Programs

The following are innovation-focused M.S. programs listed roughly in descending order of similarity to the proposed program.

University of Washington Master of Science in Technology Innovation
University of Pennsylvania Master of Science in Engineering in Integrated Product Design
Carnegie Mellon Master of Integrated Innovation for Products and Services
Northwestern University Master of Science, Engineering Design Innovation
MIT's Master of Science in Integrated Design and Management (full dual degree)
Harvard University Master in Design Engineering (focused on solving grand societal issues)
Purdue Polytechnics Master of Science in Technology Leadership and Innovation
Stanford University Technology Ventures Program (not a degree, but offers relevant courses)
Colorado University Boulder Master of Science in Technology Media and Society
<http://gordon.tufts.edu/programs/m-s-in-innovation-and-management>
<https://www.uml.edu/MSB/Departments/Marketing-Entrepreneurship-Innovation/Programs/MSITE.aspx>

Please find below an example of the types of jobs graduates of one of the above programs hold.

List of Carnegie Mellon Pittsburgh Campus Alumni Job Positions:

Product Manager, Houston, TX as Lead Product Manager
Frog Design, San Francisco as an Associate Creative Director
Vocollect, Pittsburgh, PA as a Product Manager
GlaxoSmithKline, New York, NY as a Associate Brand Manager
Ride Snowboards, Seattle, WA as a Development Engineer
Walt Disney Imagineering, Los Angeles, CA as a Mechanical Engineer
Mine Safety Appliance, Pittsburgh, PA as a Design Engineer
Motorola Solutions, New York, NY as a Senior Mechanical Engineer
HP Enterprise Services, China as a User Experience Researcher
Philips Respironics, Pittsburgh, PA as a Senior Mechanical Engineer
Vital Findings, Culver City, CA as a Senior Manager of Research & Design
BMW Group Designworks USA, Los Angeles, CA as a Associate Director of Business Design
Bright innovation, Pittsburgh, PA as President & CEO
Electronic Ink, Philadelphia, PA as a Senior Design Researcher
4moms, Pittsburgh, PA as Senior Mechanical Engineer
Nissan North America, Franklin, TN as a Strategic Planner-Advanced Planning
R/GA, New York, NY as an Interaction Designer
Samsung Design America, Los Angeles, CA as a Senior Design Researcher & Strategist
Leftronic, San Francisco, CA as a CEO & Co-Founder
Breathe Technologies, Irvine, CA as a Human Factors Designer
New Balance, Boston, MA as a Design Manager-Advanced Products
Solidworks, Boston, MA in Product Definition & User Research
Time Medical Limited, Hong Kong as a Product Design Engineer
IDEO, Palo Alto, CA as a Mechanical Engineer
WET Design, Los Angeles, CA as a Product Development Engineer
Smart Design, New York, NY as a Project Leader
Raytheon Company, Tucson, AZ as a Manufacturing Engineer
Google, Mountain View, CA as a User Experience Designer
Navistar International Truck, Fort Wayne, IN as a Configuration Consultant
PNC Bank, Pittsburgh, PA as an Experience Designer
Flextronics Medical, Dallas TX as a Design Engineer
UPMC, Pittsburgh, PA as a Experience Design Manager
Robert Bosch Tool Corp., Mt Prospect, IL as a Design Engineer

Program Forms, Intent to Plan for a New Program (last revised 08/2016)

Navistar International Truck, Lisle, IL as a Senior Product Development Engineer
Avery Dennison, Los Angeles, CA as a Product Manager
Uncharted Play, New York, NY as a Director of Research & Manufacturing
Enginuity Works, Atlanta, GA as a Mechanical Engineer
C&D Zodiac, Huntington Beach, CA as a Advanced Concepts Design Engineer
Autodesk, San Francisco, CA as a Senior User Experience Designer
MakerBot Industries, LLC, Brooklyn, NY as a Mechanical Engineer/Product Designer
Apple, Inc., Cupertino, CA as a Mechanical Engineer
Ericsson, Inc., Plano, TX as a Project Manager, PMP
IBM Corporation, Austin, TX as a User Experience Designer & Reseracher
Creata Designworks, Oakbrook Terrace, IL as a Senior Project Engineer
Sport Obermeyer, Aspen, CO as a Product Developer
Raytheon Corporation, Tuscan, AZ as a Senior Mechanical Engineer
The Home Depot, Inc., Foster City, CA as a Senior User Experience Designer
American Eagle Outfitters, Pittsburgh, PA as a UX Architect
Sea Ray Boats, Merritt Island, FL as a Designer
Unilife Corporation, King of Prussia, PA in User Experience & Product Develment
WET Designs, Sun Valley, CA as a Product Designer
Delphi Corporation, Warren, OH as a Design Engineer
Unilife Medical Solutions, Inc., King of Prussia, PA as a Product Development Engineer
Samsung Electronics America, Inc., San Jose, CA as a Technical Development Lead
Finlo Renewable Energy, Los Angeles, CA as a Brand Manager
Lead Genius, Berkeley, CA as a User Experience Researcher
Facebook, Inc., Menlo Park, CA as a Product Designer
Redscout, New York, NY as a Senior Strategist
Amazon.com, Inc., Seattle, WA as a Senior User Experience Designer
Electronic Ink, Inc., Philadelphia, PA as a Lead Design Researcher
Microsoft Corporation, Redmond, WA as a User Experience Designer
Westfield Labs, San Francisco, CA as a Product Manager
Lowe's Home Improvement, Mooresville, NC as a Manager- Corporate Innovation
HP, Shanghai, China as an Emerging Market Program Manager
LinkedIn Corporation, Mountain View, CA as an Associate User Experience Designer
Restoration Hardware, Columbus, OH as a Design Associate
Skip Hop, New York, NY as a Product Development Associate
EnVogue International LLC, New York, NY as a Designer
Openbox, New York, NY as an Innovation Associate
Product Creation Studio, Seattle, WA as a Mechanical Engineer
Philips Healthcare, Murrysville, PA as a Product Manager
Samsung Electronic America, Inc., San Jose, CA as a UI Designer
eBay, Inc., Portland, OR as a Mobile UX Designer
Industrial Revolution, Tukwila, WA as a Product Development Manager
Immersion Corporation, San Jose, CA as a UX Design Researcher II
ESP Collective, Fresno, CA as a New Product/ Solution Strategist
Nissan North America, Inc., Venice, CA as a Senior Manager
PepsiCo, Purchase, NY as a Global Design Innovation Director
Aniden Interactive, Houston, TX as a Technical Designer
Pebble Technology Corporation, Palo Altò, CA as a Product Designer
Tilt.com, San Francisco, CA as a Product Manager
Google, Inc., San Francisco, CA as an Interaction Designer
Zodiac Aerospace, Huntington Beach, CA, Design Engineer

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED
AGENDA ITEM: 9 – E (2)

DATE: June 27-29, 2017

SUBJECT: Intent to Plan: SDSU MS in Medical Laboratory Science

South Dakota State University (SDSU) has submitted an Intent to Plan requesting approval to develop a Master of Science (MS) in Medical Laboratory Science (MLS). Approval or waiver of an Intent to Plan is required prior to submitting a formal program proposal. The program would focus on providing graduate students with skills that relate to the improvement, maintenance and success of the overall human-patient health care experience. MLS practitioners trained at the master's level work with other health care professionals to ensure appropriate testing to improve health care delivery and patient care, serve as laboratory professionals in diagnostic testing settings, and fill both technical and administrative roles at medical laboratories. In addition, some graduates may serve as faculty at institutions that provide undergraduate education in medically related fields.

University Mission and System Strategic Goals

The proposed program supports the Statutory Mission and Board Policy mission of the university. SDCL 13-58-1 provides the mission of SDSU to “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 proposal also aligns with the [SDBOR Strategic Plan](#) by expanding the number of graduate degrees awarded, increasing the number of graduate programs in the state, promoting research, and expanding educational opportunities in the areas of science, technology, engineering, and mathematics.

Related Programs in the System

No directly related programs currently exist in the System.

Workforce Need, Student Demand, Projected Graduates

SDSU notes that complex medical fields are simultaneously expanding in the region while also suffering from significant attrition through the retirement of current practitioners. The SD Public Health Workforce summary completed by the SD Department of Health indicated that the

(Continued)

DRAFT MOTION 20170627_9-E(2): I move to authorize SDSU to develop a proposal for a Master of Science in Medical Laboratory Science as presented.

state needs an additional 43 medical laboratory science professionals annually each year through 2022. The MLS program expects to enroll ten students per year and graduate ten students per year after full implementation.

Board Policy

SDSU is not requesting any exceptions to Board Policy.

Off Campus and Distance Delivery

SDSU currently plans only on campus delivery.

Budget and Resources

SDSU does not intend to 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:	SDSU
DEGREE(S) AND TITLE OF PROGRAM:	M.S. in Medical Laboratory Science
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.

Barry H. Dunn

President of the University

5/5/2017

Date

1. What is the general nature/purpose of the proposed program?

South Dakota State University (SDSU) requests authorization to plan a M.S. in Medical Laboratory Science. Medical laboratory science (MLS) is a highly technical and complex discipline that is intimately involved in the improvement, maintenance and success of the overall human-patient health care experience. As the discipline moves forward, several important issues highlight the need for more advanced preparation within the MLS profession.

The MLS professions includes four levels of practice. The first level is a Medical Laboratory Technician (MLT), an associate degree professional that is primarily involved in low to moderately complex laboratory diagnostic testing. The second level is a baccalaureate-trained Medical Laboratory Scientist (MLS) serving as a primary laboratory professional responsible for moderate to high complexity testing. In addition, there are two graduate levels of practice in the medical profession. The master's level practitioner, is typically trained in high complexity and specialized testing in one of the laboratory core disciplines of the laboratory (i.e., microbiology, immunohematology, molecular diagnostics, hematology or clinical chemistry). The final level of practice, the Doctorate of Clinical Laboratory Science (DCLS), is an integral part of the health care team, consulting with the physician and other health care practitioners to ensure quality health care for all patients.

South Dakota State University is the home of the only baccalaureate university-based program that is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). SDSU provides the majority of the moderate to highly complex laboratory professionals in South Dakota. The new M.S. in Medical Laboratory Science is designed to provide graduate level professionals trained in high complexity and specialized testing for the diagnostic laboratory to continue to maintain and improve quality health care in SD and the region as follows:

1. The American Society for Clinical Pathology (ASCP) has reported that over 30% of the unnecessary costs in health care are a result of the incorrect ordering of laboratory tests by practitioners.¹ Masters level advanced practice MLS practitioners can provide guidance and support in the development of new technical methods and their applications in such content areas as pharmacogenomics, molecular immunohematology, molecular diagnostics in microbiology, and hematology (i.e., blood abnormalities including leukemia). These professionals can work with other health care professionals to insure that the appropriate test and interpretation is ordered and improve the efficiency of health care delivery, effectively reducing costs and improving overall patient care.
2. In addition to improving the efficiency in the laboratory, there is an increased need for qualified laboratory professionals due to an expansion in the diagnostic testing within the laboratory. Employment of laboratory professionals is projected to grow from 2014 to 2024 by 16%, much faster than the average for all occupations. In addition, the aging population is expected to lead to a greater need to diagnose complex medical conditions and syndromes such as cancer or type 2 diabetes.^{2,3}
3. Graduate level laboratory science professionals will provide a community of scholars and technical professionals that are qualified to fill administrative roles and technical specialists (e.g. laboratory discipline supervisors, lead technical specialists) and serve as faculty in higher education. As laboratory professionals age and retire, the experience and knowledge that they have accumulated is difficult to replace. The laboratory labor force is currently aging at a 78% faster rate than the entire U.S. labor market, citing a rate of 4.5 percent compared to an overall labor market's 2.5 percent of aging.⁴ The rate of staff positions that take longer to fill (i.e., those that remain open for longer than six months) is the highest for molecular diagnostics and the rate for the corresponding supervisor positions is highest in the complex areas of immunohematology (18%) and diagnostic microbiology (12%).⁵ A national concern also exists that faculty shortages in the medical laboratory professions might also be an issue as older current faculty retire. While the ASCP's wage and Vacancy Surveys collect data on 12 different staff and supervisory-level laboratory occupations, they do not survey faculty.⁵ However, according to the U.S. Department of Labor, Bureau of Labor Statistics the top four industries that employ medical laboratory scientists include: 1. Medical and surgical hospitals, 2. Medical and diagnostic laboratories, 3. Physician offices, and 4. Colleges, universities and professional schools.⁶

The curriculum will be designed to address these important issues and areas of study. The master's level laboratory professional is a nationally credentialed health care professional who can be employed in leadership and clinical practice, health care administration, environmental health, industry, infection control, institutional health care safety, epidemiology, human genetic laboratories, education, industry (i.e., medical equipment and supplies manufacturing and sales,

¹ Harvard Medical School, Unnecessary Testing: Study finds inappropriate laboratory testing throughout medicine. <https://hms.harvard.edu/news/unnecessary-testing-11-18-13>.

² United States Department of Labor, Bureau of Labor Statistics, <http://www.bls.gov/ooh/healthcare/medical-and-clinical-laboratory-technologists-and-technicians.htm>.

³ South Dakota Department of Labor and Regulation <https://www.sdvimi.com/vosnet/lmi/occ/occsunsummary.aspx>

⁴ The Medical Laboratory Personnel Shortage, <https://www.ascp.org/content/docs/default-source/pdf/57723a0c-bd18-473c-be76-d66b52ae5594.pdf>

⁵ Building a laboratory workforce to meet the future: ASCP Taskforce on the Laboratory's Professional Workforce. <https://academic.oup.com/ajcp/article/141/2/154/1760592/Building-a-Laboratory-Workforce-to-Meet-the>

⁶ United States Department of Labor, Bureau of Labor Statistics, <http://www.bls.gov/ooh/healthcare/medical-and-clinical-laboratory-technologists-and-technicians.htm>

management or scientific and technical consulting) and clinical research. The master's program at SDSU will be designed to provide a quality education program in laboratory science for students that currently hold a baccalaureate degree in Biology, Chemistry, Health Sciences, Human Biology, and Medical Laboratory Science. The program would provide the core curriculum in all the areas of the laboratory, as well as a specialization in Molecular Diagnostics. The MLS program would seek accreditation for the specialization in Molecular Diagnostics following the completion of the development of the MLS master's program.

The University does not request new state resources.

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.)?

Advanced laboratory science practitioners are needed in South Dakota and the Northern Plains and Midwest regions to fill leadership positions and to maintain the quality of health care due to retirements and the rapidly expanding and complex medical field. The SD Public Health Workforce summary completed by the SD Department of Health explicitly indicates that the state of SD will need an additional 43 medical laboratory science professionals annually each year from 2012 to 2022.⁸ The three major health care providers in SD either currently provide a variety of molecular diagnostics or are implementing and expanding their diagnostic capabilities in molecular diagnostics, pharmacogenomics and personalized medicine.⁷ In addition, the SD Public Health Workforce summary also indicates that more laboratory scientists are needed when compared to any other health care professional in the State, and remain the highest needed health care professional in the Governor's 2018 initiative.⁸ However, these data do not highlight the specific concerns related to the advance practice roles and technical specialty areas of the laboratory science profession.

3. How would the proposed program benefit students?

The curriculum will be designed to prepare advanced practitioners as well as leaders in the health care profession and in higher education. The Medical Laboratory Science program will include didactic and experiential learning in the core areas of hematology, immunohematology, microbiology, chemistry, microbiology, molecular diagnostics, laboratory science education, and management. This program would provide the graduates of the master's program the opportunity to obtain a national American Society of Clinical Pathology (ASCP) specialty certification within any laboratory science core (i.e., hematology, immunohematology, microbiology, chemistry or molecular diagnostics). An advanced degree or specialty certification is often required for a laboratory professional to serve as a technical supervisor or lead technical specialist in a diagnostic laboratory. In addition, there is a significant difference in the salary for a baccalaureate to master's level laboratory professional. In 2016, a nationally ASCP certified MLS baccalaureate prepared educator earned approximately \$61,823 and a Master's prepared professional earned \$70,570.⁹ In addition, the average base salary for a master's prepared molecular diagnostics specialist was

⁷ Personnel Communications P. Tille Ph.D.MLS(ASCP)FACSc; SDSU MLS Program Director: Mike Black M.B.A. Avera Regional Laboratory, Sioux Falls SD; Megan Landverks Ph.D. Sanford Health Medical Genetics, Sioux Falls SD and Brendon Sato MBA MLS(ASCP), Rapid City Regional Laboratory, Rapid City SD.

⁸ South Dakota Department of Health Workforce Summary,
<https://doh.sd.gov/documents/Providers/RuralHealth/2015WorkforceReport.pdf>

⁹ Salary Survey: Clinical Laboratory Science Journal, Vol 29 No2 Spring 2016.

reported as \$87,200 to \$96,495 for a doctoral level professional and a clinical supervisor with advanced specialty training or education in the other disciplines averaged an annual salary of approximately \$80,183.⁹

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?¹⁰

The proposed M.S. in Medical Laboratory Science 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.*

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).*

The proposed program aligns with the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

Goal 1 – Student Success

- Increase total graduate degrees awarded.

Goal 2 – Academic Quality and Performance

- Grow the number of new graduate programs.

Goal 3 – Research and Economic Development

- Expand STEM education opportunities.
- Promote research.
- Contribute to the state's workforce and economic development.

The M.S. in Medical Laboratory Science also supports South Dakota State University's strategic plan, IMPACT 2018¹¹, 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.

¹⁰ 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.

¹¹ <https://www.sdstate.edu/impact-2018-strategic-vision-south-dakota-state-university>

- 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?**¹²

None

- 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.**¹³

	Institution	Program Title
Minnesota	None	
North Dakota	University of North Dakota	M.S. in Medical Laboratory Science
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?**

Students who choose to pursue this major may be new to SDSU, may be currently pursuing a major in the current SDSU B.S. in Medical Laboratory Science or pursuing a degree in chemistry, biology, human biology or other related health science major. The program expects approximately eight new students and two students redirected from the current B.S. in Medical Laboratory Science. Since inception, the baccalaureate program has an average of two students enrolled annually in the professional program that already have a degree in biology, microbiology, chemistry or other allied health science.

- 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.**

The MLS program expects to enroll ten students per year with the first five years and expects to graduate ten students per year after the first five years. The enrollment limitations are based on space, instrumentation and faculty availability. SDSU's B.S. in Medical Laboratory Science maintains an attrition rate of < 2% overall; a similar, very low attrition rate is predicted for the MS MLS.

¹² 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>.

¹³ 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.

- 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)?¹⁴**

	Yes/No	If Yes, list location(s)	Intended Start Date
Off-campus	No		

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

- 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
Apply for external resources	No	No
Ask Board to seek new State resources ¹⁵	No	No
Ask Board to approve a new or increased student fee	Yes	Yes

The MLS Master's program would be supported by the same existing program fee schedule as the current MLS B.S. level program fee. The fee is \$1,686.70 per semester.

- 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.**

There are very few master's level medical laboratory science programs that are NAACLS accredited. This is because NAACLS does not provide specific accreditation for this level. NAACLS, however, does provide accreditation for a specialty master's program in Molecular Diagnostics. Because of this, the existing master's programs have quite a diverse structure, including curriculum, admissions requirements and advanced learning experiences that may or may not include a clinical requirement. Therefore, the Diagnostic Genetics program at University of Texas - MD Anderson is used here as an example of a NAACLS accredited program with acceptable admission criteria, curriculum design and capstone experiences. (See Appendix A)

¹⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹⁵ 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 Example: University of Texas - MD Anderson - M.S. in Diagnostic Genetics

Additional information regarding the M.S. in Diagnostics Genetics may be found at:
<https://www.mdanderson.org/education-training/degrees-programs/school-of-health-professions/academics/diagnostic-genetics.html>

Applicants to the Program in Diagnostic Genetics must satisfy the following requirements for admission:

- **Bachelor degree** in biological sciences, biochemistry, chemistry, or related majors with emphasis on genetics/biochemistry courses.
- **All prerequisite course work** must be from a regionally accredited college or university. Physical education and military science courses are not acceptable for prerequisite credit.
- **Minimum grade point average of 3.0 on a 4.0 scale** is required to be considered for admission. GPA may be evaluated by the following: overall, science and mathematics course work, and last 60 hours or combinations of all of the above. Special circumstances may be considered, but at the discretion of the Admissions Committee.
- **Applicants holding current Clinical Certification** through the American Society for Clinical Pathology (ASCP) in MB, CG, or MLS are exempt from taking the Graduate Record Exam (GRE). [Proof of ASCP Certification](#) should be submitted in order to claim this exemption from taking the GRE.
- **Applicants without ASCP Clinical Certification in the above fields** must take the General Test of the Graduate Record Examinations (GRE) that includes the analytical portion. NOTE: The GRE Designated Institution Code for The University of Texas MD Anderson Cancer Center is **0490**
- **Applicants with previous graduate degrees**, e.g. PhD or MS, may request a waiver of the GRE at the discretion of the Admission's Committee

Prior Course work and Experience

The following courses are strongly recommended:

- Prior Undergraduate or graduate course work in:
 - Molecular Biology
 - Biology
 - Genetics
 - Microbiology
 - Chemistry/ Organic Chemistry
 - Basic Research Techniques
 - Human Physiology
 - Evolutionary Biology

Curriculum

An integral part of the MS curriculum is pursuing applied (clinical and basic translational) research. Students are required to select and identify their program mentors and related research laboratories during the first semester of the program. The curriculum includes didactic course work followed by directed clinical training at affiliated hospitals and laboratories.

DG 6100 Clinical Research Seminar I	1
DG 6101 Clinical Research Seminar II	1
DG 6102 Clinical Investigative Design/Analysis	1
DG 6280 Concepts in Molecular Diagnostics	2
DG 6290 Clinical Diseases and Applications of Molecular Genetics	2
DG 6301 Advanced Practice I	3
DG 6320 Bioinformatics I	3

DG 6333 Quantitative Research and Advanced Statistics	3
DG 6340 Bioinformatics II	3
DG 6390 Applied Molecular Diagnostic Techniques	3
DG 6401 Advanced Practice II	4
DG 6501 Advanced Practice III	5
DG 6510 Diagnostic Molecular Laboratory Techniques Lab	5
DG 6560 Clinical Molecular Rotation I	5
DG 6570 Clinical Molecular Rotation II	5
Total	46

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – F

DATE: June 27-29, 2017

SUBJECT: SDSM&T Program Modification – Accelerated Program: MS in Engineering Management

The Department of Industrial Engineering at South Dakota School of Mines and Technology seeks to modify their existing MS in Engineering program by making it available as an accelerated program whereby permitted qualified students could shorten the expected time to an MS degree by counting approved courses towards both the BS and MS degrees in Engineering at SDSM&T (Attachment I). Students entering the accelerated MS program would need to satisfy all requirements expected of traditional MS students. Undergraduate students with conditional acceptance into the Master's program will be able to complete up to 12 credits of graduate work to count toward both the undergraduate and the graduate degrees.

Existing Program: Substantive Program Modification

- Engineering Management (MS) – *Request to make available as an Accelerated BS/MS Program*

This request has been reviewed by the system Vice President for Academic Affairs and the Executive Director recommends approval.

DRAFT MOTION 20170627_9-F: I move to approve SDSM&T's program modification request to allow for their MS in Engineering program to be offered as an accelerated BS/MS program as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

Use this form to request substantive changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	SDSM&T
CURRENT PROGRAM TITLE:	M.S. in Engineering Management
CIP CODE:	15.1501
UNIVERSITY DEPARTMENT:	Department of Industrial Engineering
UNIVERSITY DIVISION:	NA

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.

Dr. Demitris Kouris

Vice President of Academic Affairs or
President of the University

3/10/2017

Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

- | | |
|---|--|
| <input type="checkbox"/> Total credits required within the discipline | <input type="checkbox"/> Total credits of supportive course work |
| <input type="checkbox"/> Total credits of elective course work | <input type="checkbox"/> Total credits required for program |
| <input type="checkbox"/> Program name | <input type="checkbox"/> Existing specialization |
| <input type="checkbox"/> CIP Code | <input checked="" type="checkbox"/> Other (explain below) |

2. Effective date of change: 5/31/2017

3. Program Degree Level (*place an "X" in the appropriate box*):

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

4. Category (*place an "X" in the appropriate box*):

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur (place an “X” in the appropriate box):

- ☐ On the effective date for all students
- ☐ On the effective date for students new to the program (enrolled students will graduate from existing program)

Proposed new name:

Reminder: Name changes may require updating related articulation agreements, site approvals, etc.

6. Primary Aspects of the Modification (add lines or adjust cell size as needed):*Existing Curriculum**Proposed Curriculum (highlight changes)*

Current Program Name:		Proposed Program Name:	
No accelerated program currently exists for Engineering Management		Program requirements for Accelerated MS	
		<p>The accelerated BS/MS program is designed to permit qualified students to shorten the expected time to an MS degree by counting approved courses towards both the BS and MS degrees. Students entering the accelerated MS program must satisfy all requirements expected of traditional MS students. The accelerated BS/MS program is governed by campus-wide policies as stated in the Graduate section of the catalog. The following additional guidelines and policies pertain to the accelerated programs within the Department of Industrial Engineering.</p> <ol style="list-style-type: none"> 1. Up to twelve credits of approved courses may be double-counted. To be double-counted, the courses taken at the graduate level, which includes 400/500-level courses taken at the 500-level, or 600-level courses. 400 level courses in other departments may be petitioned to the ENGM graduate program director to be included. 2. All required and elective courses must be approved in advance of registration by the ENGM graduate program coordinator. 	
Total number of hours required for major, minor, or specialization		Total number of hours required for major, minor, or specialization	
Total number of hours required for degree (thesis)	30	Total number of hours required for degree (thesis)	30

Total number of hours required for degree (non- thesis)

Total number of hours required for degree (non-thesis)

7. Explanation of the Change:

The Department of Industrial Engineering is proposing that the MS ENGM be available as an accelerated BS/MS program.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – G

DATE: June 27-29, 2017

SUBJECT: BOR Policy 4:11 Revisions – Rank and Promotion

During the 2013 round of COHE negotiations the series of Lecturer and Librarian ranks were created and BOR [Policy 4:11 Rank and Promotion](#) was not updated to reflect the changes that were made to the COHE agreement. Attachment I seeks to align the Rank and Promotion requirements with the current negotiated agreement by establishing three new sections that differentiate the requirements for the Librarian Ranks, Lecturer Ranks and Research ranks from the current professorial ranks. AAC reviewed an initial set of revisions during the [January 2017](#) meeting, and again in [February 2017](#).

A number of additional changes were identified, and the most recent set of revisions seeks to ensure alignment with the current COHE agreement as drafted. AAC again reviewed the proposed changes during their [May 2017](#) meeting, and advanced them to the Council of Presidents and Superintendents (COPS) for further review. Following a number of proposed revisions, the current draft reflects the proposed revisions for the Board of Regents to consider as an initial reading of the policy changes.

DRAFT MOTION 20170627_9-G: I move to approved the first reading of the proposed revisions to BOR Policy 4:11 – Rank and Promotion as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Rank and Promotion

NUMBER: 4:11

A. PURPOSE

1. To outline the rank and promotion expectations for the professorial, lecturer, and librarian ranks for unit-members, as well as the research ranks for non-unit members.

B. DEFINITIONS

1. See section C.1

C. POLICY

1. Academically Related Position Titles

- 1.1. The following titles shall have the meanings indicated for persons employed by the Board of Regents. They are used for the purposes specified and do not denote membership in the general faculty unless so designated by the President in accordance with established policy.
- 1.2. Lecturer rank designates any of a series of ranks, comprising instructor, lecturer and senior lecturer, in which faculty unit members assume undergraduate instructional activities and serve on term contracts. ~~is a title given to a person qualified to teach in areas related to the academic concerns of a department or school but is not qualified for appointment to the permanent faculty. The title may not be used for continuing basis.~~
- 1.3. Visiting Professor (Assoc. Prof., etc.) is a title given to a person holding the specified rank at another institution, and who is on temporary visiting status.
- 1.4. Adjunct Professor (Assoc. Prof., etc.) is a title given to a person whose primary employment is outside of the institution but who is given a courtesy appointment with or without a specific teaching/research assignment.
- 1.5. Research Professor (Assoc. Prof., etc.) is a title which is given to a person who is assigned to an externally funded research center or assigned to an externally funded position in the ~~Institute for Atmospheric Science or the~~ School of Medicine.
- 1.6. Coach is a title given to a person assigned primarily to coaching duties in intercollegiate or intramural athletics and sports. Academic assignment may be

denoted by an additional title and a percentage of load which may permit the individual to become eligible for tenure consideration.

- 1.7. Teaching Assistant or Associate or Research Assistant (includes Laboratory Assistant) is a title given to enrolled graduate students who are assigned responsibilities in teaching, research, and/or laboratory supervision on a limited or part-time basis. The assistant carries a reduced course load based on ~~his~~-work assignment.
- 1.8. Research Associate is a title given to full-time or part-time exempt staff members who have high level research skills and who are employed for specific responsibilities in research or specialized technical activities.
- 1.9. Postdoctoral Research Associates are individuals with recently granted degrees of doctor of philosophy or medical doctor, or the equivalent, ~~who are primarily involved in continuing post graduate education or training in conducting research.~~ Postdoctoral Fellows may also be unpaid visitors.
- 1.10. "Librarian Rank" designates any of a series of ranks, comprising assistant librarian, associate librarian and librarian, in which faculty unit members assume responsibility for library programs or functions supporting instruction or research and serve on term contracts.

2. Rank Qualification for Employment and Promotion for Higher Education Institutions

The rank qualifications which are set forth below are minimums for consideration for employment and promotion. All reference to teaching or research experience in rank qualifications listed below shall mean full-time academic year appointments. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For the purposes of this Chapter, one year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one year of successful college teaching or research experience.

3. Professorial Rank ~~Minimum Rank~~ Qualifications

3.1. Minimum Rank Qualifications

3.1.1. Assistant Professor: (Nontenurable)

For faculty unit members who report for service on or before June 30, 2012, the minimum rank qualifications for the rank of assistant professor are:-

- 3.1.1.1. Earned master's plus thirty (30) additional semester hours of graduate credit in fields related to assigned responsibilities and three (3) years of successful college teaching or research experience in appropriate fields (or appropriate equivalent experience); or
 - 3.1.1.2. Earned doctorate or a post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline at the institution; and
 - 3.1.1.3. Evidence of scholarship consistent with institutional standards implementing BOR Policy No. 4:38 for professorial ranks.
- 3.1.2. Assistant Professor: (Nontenurable)

For faculty unit members who report for service on or after July 1, 2012, the minimum rank qualifications for the rank of assistant professor are:

- 3.1.2.1. Earned doctorate or a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty unit members' discipline at the institution;
- 3.1.2.2. Completion of all requirements for a doctoral degree except for the successful defense of the dissertation; provided that a person assigned the rank of assistant professor under this subsection pending completion of the dissertation, is not eligible for a tenure track appointment, may be offered a term contract at the rank for no more than two (2) successive years, and may not be reappointed at that rank if the doctoral degree has not been granted by the end of the second academic year; and
- 3.1.2.3. Evidence of scholarship consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks.

3.1.3. Associate Professor: (Tenurable)

3.1.3.1. Either,

3.1.3.1.1. Earned doctorate and ~~five-six~~ (65) years of successful tenure track or —postdoctoral college teaching or research experience in appropriate fields (or appropriate equivalent experience); or

3.1.3.1.2. A post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline, and ~~five-six~~ (56) years of successful tenure track or post-degree college teaching or research experience in appropriate fields (or appropriate equivalent experience).

3.1.3.2. Evidence of external recognition for scholarly accomplishment consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks; and

3.1.3.3. Tenure at the institution or, for persons appointed to the rank of associate professor at the time of hire, tenure at a prior institution.

~~a. — 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.~~

~~b. a. In connection with an application for promotion, at minimum, professional development plans must:~~

~~c. i. address institutional standards for faculty performance and~~

~~1) ii. chart progress towards the performance meeting expectations in all areas of professional activity.~~

~~2) ————— 4) ————— Evidence of external recognition for scholarly accomplishment.~~

3.1.4. Professor: (Tenurable)

3.1.4.1. Either,

3.1.4.1.1. Earned doctorate and ten (10) years of successful tenure track or postdoctoral college teaching or research experience in appropriate fields (or appropriate equivalent experience); or

3.1.4.1.2. A post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline, and ten (10) years of successful tenure track or post-degree college teaching or research experience in appropriate fields (or appropriate equivalent experience).

3.1.4.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks; and

3.1.4.3. Tenure at the institution or, for persons appointed to the rank of professor at the time of hire, tenure at a prior institution.

~~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.~~

~~a. In connection with an application for promotion, at minimum, professional development plans must:~~

~~i. address institutional standards for faculty performance and~~

~~ii. predict continued performance exceeding expectations in all areas of professional activity.~~

~~————— 4) ————— To warrant appointment at the rank of professor, or promotion in rank, a candidate shall present evidence of meeting performance expectations in all areas of professional responsibility, including evidence of external recognition for ongoing scholarly accomplishment and leadership.~~

3.2. Minimum Promotion Eligibility Criteria

In addition to the ~~The~~ minimum rank qualifications for employment and promotion state in this section the minimum eligibility criteria ~~for consideration~~ for promotion in professorial rank shall be:

~~1) A. Instructor to Assistant Professor (Academic):~~

~~Three (3) years in rank, including at least two (2) in the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Assistant Professor.~~

3.2.1. Assistant Professor to Associate Professor (Academic):

There are no time in rank or length of service requirements for promotion to the rank of associate professor; this rank is assigned upon the grant of tenure. Four (4) years in rank in the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Associate Professor.

3.2.2. Associate Professor to Professor (Academic):

Five (5) years in rank in the institution; tenure; -high level of performance in the areas of responsibilities commensurate with promotion to the rank of pProfessor.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty unit members become eligible to apply for promotion during the year in which their length of service will meet the stated requirements. Faculty unit members serving in library positions on tenure or tenure track appointments who, on or before August 30, 2012, elect to retain professorial rank, will accrue years of service under the standard rules. Faculty unit members whose appointment is split between professorial and librarian ranks will accrue years of service in proportion to the percent of their appointment assigned to professorial duties.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for promotion; provided that prior service credit may not be requested in conjunction with an application for promotion. The grant of prior service credit for purposes of promotion will not thereby reduce the tenure track service requirements stated in § 14.2.

~~D. Assistant Research to Associate Research Professor:~~

~~Four (4) years in rank in the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Associate Research Professor.~~

~~E. Associate Research Professor to Research Professor:~~

~~Five (5) years in rank in the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Research Professor.~~

~~All reference to years in rank herein shall mean full-time academic year appointments, or their equivalents, for the regular faculty ranks and full calendar years, or their equivalents, for research ranks. Where part-time experience is to be recognized, it shall be recognized on a pro-rata basis.~~

~~In addition to the minimum promotion eligibility criteria set forth in this section, to be awarded promotion in rank, faculty members must meet institutional performance standards for persons holding the instructional rank sought. Applicants for promotion in research ranks must document research achievement and productivity comparable to the highest research standards observed nationwide.~~

4. Research Ranks

4.1. Minimum Rank Qualifications

4.1.1. Assistant Research Professor:

4.1.1.1. An earned ~~doctorate~~ terminal degree.

4.1.2. Associate Research Professor: (Eligible for continuing appointment)

4.1.2.1. Earned ~~terminal degree~~ doctorate and six (6) years of successful research experience in appropriate fields (or appropriate equivalent experience); and

4.1.2.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the professorial ranks.

4.1.3. Research Professor: (Eligible for continuing appointment)

4.1.3.1. Earned ~~doctorate~~ terminal degree and ten (10) years of successful research experience in appropriate fields (or appropriate equivalent experience); and

4.1.3.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the professorial ranks; and-

4.2. Minimum Promotion Eligibility Criteria

4.2.1. Assistant Research to Associate Research Professor:

Four (4) years in rank in the institution prior to going up for promotion; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Associate Research Professor.

4.2.2. Associate Research Professor to Research Professor:

Five (5) years in rank in the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Research Professor.

All reference to years in rank herein shall mean full-time academic year appointments, or their equivalents, for the regular faculty ranks and full calendar years, or their equivalents, for research ranks. Where part-time experience is to be recognized, it shall be recognized on a pro-rata basis.

In addition to the minimum promotion eligibility criteria set forth in this section, to be awarded promotion in rank, faculty members must meet institutional performance standards for persons holding the instructional rank sought. Applicants for promotion in research ranks must document research achievement and productivity comparable to the highest research standards observed nationwide.

5. Lecturer Rank

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For purposes of this article, one (1) year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one (1) year of successful college teaching or research experience.

5.1. Minimum Rank Qualifications

5.1.1. Instructor:

5.1.1.1. Earned master's; or

5.1.1.2. Other degrees or qualifications recognized under academic program or discipline accreditation standards.

5.1.2. Lecturer:

Earned doctorate or a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty unit members' discipline at the institution; and

Evidence of ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the lecturer ranks.

5.1.3. Senior Lecturer:

Earned doctorate or a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty unit members' discipline at the institution and six (6) years of successful teaching at the university level; and

Evidence of for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the lecturer ranks.

5.2. **Minimum Promotion Eligibility Criteria**

In addition to the minimum rank qualifications for employment stated in this subsection, the minimum eligibility criteria for change in rank will be:

5.2.1. **Instructor to Lecturer:**

Three (3) years in rank at the institution before submitting materials; performance of assigned responsibilities commensurate with expectations for lecturers.

5.2.2. **Lecturer to Senior Lecturer:**

Five (5) years in rank at the institution; performance of assigned responsibilities commensurate with expectations for senior lecturers.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty unit members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

6. **Librarian Rank**

6.1. **Minimum Rank Qualifications**

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis.

6.1.1. **Assistant Librarian:**

6.1.1.1. Master's degree in library or information science from a program accredited by the American Library Association; or

6.1.1.2. Other degrees or qualifications recognized under academic program or discipline accreditation standards.

6.1.2. **Associate Librarian:**

6.1.2.1. Master, Specialist or Doctoral degrees in addition to the master degree in library or information science;

6.1.2.2. Ten (10) years of experience as a professional librarian or three (3) years in rank as an Assistant Librarian at the institution; and

6.1.2.3. Evidence of external recognition for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the librarian ranks.

6.1.3. Librarian:

6.1.3.1. Master, specialist or doctoral degrees in addition to the master degree in library or information science;

6.1.3.2. Fifteen (15) years of experience as a professional librarian or five (5) years in rank as an associate librarian at the institution; and

6.1.3.3. Evidence of external recognition for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the librarian ranks.

6.2. **Minimum Promotion Eligibility Criteria**

In addition to the minimum rank qualifications for employment in this subsection, the minimum eligibility criteria for change in rank will be:

6.2.1. Assistant Librarian to Associate Librarian:

Three (3) years in rank at the institution; performance of assigned responsibilities that meet or exceed expectations for associate librarians.

6.2.2. Associate Librarian to Librarian:

Five (5) years in rank at the institution; performance of assigned responsibilities that meet or exceed expectations for librarians.

All reference to years in rank herein are to full-time, twelve month appointments or to their equivalents. Faculty unit members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

7. Exceptions

Upon the recommendation of the institutional President, the Board may grant exceptions to the minimum rank qualifications or the promotion eligibility criteria relating to the minimum number of years in rank in the institution or both. The Board shall consider for promotion under this Section only those faculty members who, in the judgment of the Board, have demonstrated that their level of performance and/or professional qualifications are notably excellent and sufficient to offset the lack of a required degree or years in rank.

8. Promotion and Tenure Committee Formulation

8.1. The institutional promotion and tenure committee ~~shall~~will consist of elected members of the faculty and members of the administration. The composition of the committee shall be: fifty percent (50%) faculty members; fifty percent (50%) administrative ~~appointmeesors~~appointive. Each President shall determine the total number of members for the

institutional promotion and tenure committee at each institution and will notify the institutional COHE president no later than the date when faculty report for the start of the fall term of the number of members on the committee.

- 8.1.1. The faculty unit representatives on the institutional promotion and tenure committee ~~shall~~will be elected by the faculty as soon as practicable after the commencement of school activities in the fall. Membership terms ~~shall~~will be for three (3) years.
- 8.1.2. Vacancies shall be filled according to procedures established for the original appointment. Election procedures shall be determined by ~~the COHE faculty~~ and the election shall be conducted under its auspices. Only tenured faculty unit members will be eligible for election to the institutional promotion and tenure committee. Election procedures must provide all faculty unit members whose names appeared on the list generated on February 15 and who are still employed at the institution at the time of election, with equal opportunities to nominate candidates for committee membership and to elect committee members, and they must provide all tenured faculty unit members whose names appeared on the list generated on February 15 and who are still employed at the institution at the time of the election with equal opportunities to be nominated for committee membership. Alternates should be selected in the same manner. Faculty members, who themselves are to be considered for promotion or tenure, are not eligible for membership on the promotion and tenure committee during the academic year in which their promotion or tenure is being considered.
- 8.2. Administrators shall be appointed by the President.
- 8.3. There shall be, in addition to the institutional promotion and tenure committees at USD and SDSU, college or school promotion and tenure committees as the case may be. At all institutions, departments or other appropriate administrative units may petition the President for the creation of a promotion and tenure committee for the respective department or unit. If approved, the President shall determine the membership consistent with the ratio and constituency heretofore established for the institutional promotion and tenure committee.
- 8.4. Each promotion and tenure committee shall be given institutional guidelines to be utilized in promotion and tenure recommendations.
- 8.5. The parties recognize that the integrity of the promotion and tenure review process requires not only that it be fair, but also that it be regarded as fair. Therefore, individual committee members will recuse themselves whenever their ability to make a disinterested judgment might reasonably be called into question.
- 8.6. Faculty unit members, who themselves are to be considered for promotion or tenure, are not eligible for membership on the promotion and tenure committee during the academic year in which their promotion or tenure is being considered. If such a faculty unit member is denied promotion or tenure, the individual's term on the committee will be deemed to have expired. Faculty unit members who have been denied promotion may serve on the promotion and tenure committee if elected in an

election held no sooner than one (1) academic year following the year in which the denial occurred.

- 8.7. Colleges, school, departments or other appropriate administrative units that have sufficient numbers of tenured faculty to form a committee may petition the president for the creation of a promotion and tenure committee for the respective college, school, department or unit. If approved, the president will determine the membership consistent with the ratio and constituency heretofore established for the institutional promotion and tenure committee. Tenured faculty unit members will be elected to college or school, department or other appropriate administrative unit promotion and tenure committees using the same procedures used to elect tenured faculty unit members to the institutional promotion and tenure committee. Faculty unit members within the appropriate unit will participate in the election procedures
- 8.8. The promotion and tenure committees shall make their recommendations to the administrator of the applicable department or appropriate unit. Administrators shall consider the recommendations of their departmental or unit promotion and tenure committee in formulating their recommendations to the next level of the process.

9. Procedures for Promotion Recommendations

- 9.1. Faculty members who wish to be considered for promotion shall submit a completed notification and application for promotion, together with supporting documents, to their immediate supervisor 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 and application shall allow the promotion and tenure committee's access to the faculty member's personnel file and individualized professional development plans. The application will include documentation to establish performance commensurate with the award of the professorial rank sought as required under Board Policy No. 4:11(4) or, for faculty unit members not assigned the rank of Associate Professor when first awarded a tenure track contract, to establish performance commensurate with the award of tenure as required under Board Policy No. 4:10(3). -It is the responsibility of the faculty member to prepare documentation appropriate for use by the promotion and tenure committees and appropriate administrators in judging the faculty member's qualification for promotion. This documentation must accompany the request to the immediate supervisor for consideration. This documentation and the recommendations of the department head (and of the departmental promotion and tenure committee, if any) shall 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 a date to be set by the Board. ~~Faculty members who wish to be considered for promotion 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 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 performance commensurate with the award of the rank sought as required under Section 4:11(4).~~ 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 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.

- 9.2. If the institution has college or school promotion and tenure committees, the recommendations of the appropriate administrator (and of the college or school promotion and tenure committees) will be forwarded by that administrator, with the supporting documentation, to the President or designee no later than December 1 for consideration by the institutional promotion and tenure committee.
- 9.3. The institutional promotion and tenure committee will review all materials and may consult with applicable college, school, or departmental promotion and tenure committees, and in addition, may consult with the faculty member or other individuals as it deems appropriate. After such consultation, the institutional promotion and tenure committee will add its recommendation and forward all information to the president no later than January 20 of each academic year. The working papers and files of the promotion and tenure committee(s) will remain confidential; except that, subsequent to the Board's final determination, the president will have the written recommendations of administrators with supervisory responsibility for the faculty member placed in the faculty member's personnel file, together with any additional materials that they may have secured to assist in formulating their opinions.
- 9.4. If an outside recommendation is sought, the administrator or committee requesting the recommendation will provide the outside party a copy of the department/institutional standards used in the promotion review and clearly articulate that the review is to address the contributions the individual has made to the discipline and/or the impact the individual's work has had on advancing the discipline.
- 9.5. The President will make the institutional recommendation to the Board by April 15. At the request of the faculty member, the recommendation of the institutional promotion and tenure committee will accompany the institutional recommendation to the Board. The faculty member will be notified no later than April 1 of the year in which the faculty member is being considered for promotion, of whether the president will recommend promotion to the Board. Such notice will indicate the institutional promotion and tenure committee's recommendation. If the president intends to recommend that promotion be denied, the president will, 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. The reasons given shall be substantive in nature and shall transcend the mere fact of the recommendations by the committees by including the opinions of the president from the information available to him/her. The faculty member may file a written request for reconsideration within ten (10) working days of receipt of the president's reasons for denial of promotion. The request should specify the grounds and considerations that the faculty member believes warrant a different result. The president, after reviewing the request, shall notify the faculty member in writing, within ten (10) working days, of the final institutional recommendation to be forwarded to the Board and of its basis. The rights to obtain reasons and to request reconsideration shall not expand the rights and limitations under BOR Policy 4:7.(8).

- 9.6. ~~Effective the 2010—2011 academic year, f~~Faculty members appointed to tenure track appointments who have not been promoted to the rank of associate professor must apply for such promotion at the beginning of their ~~fifth—sixth~~ year of tenure track service. Faculty members who complete their ~~fifth—sixth~~ year of tenure track service without being granted promotion to the rank of associate professor will be offered a single term contract for the following academic year. This term contract is not subject to renewal, and the faculty member will be ineligible for reappointment after it expires.
- 9.7. No promotions shall be granted unless funds exist to provide for an increase in salary, and an increase in salary is given.
- 9.8. When reviewing applications for tenure, administrators and promotion and tenure committees shall consider the progress towards meeting the objectives of professional development plans required for § C (3), above, 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.

10. Procedure for Awarding Promotion in Research Ranks

- 10.1. 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 promotion 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.
- 10.2. Research faculty members who wish to be considered for promotion 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.

- 10.3. The promotion review committee shall review the qualifications of each applicant for a promotion to determine whether the applicant has satisfied the provisions of Section 4:11(4). To assist in the evaluation of performance, the promotion review committee may solicit outside reviews. The promotion 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 they may deem appropriate, to the institutional president by January 15. The work product of the promotion review committee shall remain confidential.
- 10.4. The applicant shall be notified, not later than March 1 of the year in which the research faculty member is being considered for tenure, of what the institutional president shall recommend to the Board regarding the faculty member's tenure status. Such notice shall indicate the promotion review committee's recommendation. If the institutional president intends to recommend that the promotion be denied, the institutional president shall, upon request, within fifteen (15) working days of the request, provide reasons in writing for the decision.
- 10.5. 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 4:11(4), 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.
- 10.6. The final decision whether to grant a promotion to any applicant shall remain exclusively with the Board.

FORMS/APPENDICIES

None

SOURCE:

BOR August 1979; BOR June 1987; BOR June 1993; BOR May 2002; BOR August 2004; BOR August 2008; BOR April 2009; BOR December 2010.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – H

DATE: June 27-29, 2017

SUBJECT: BOR Policy 4:43 Revisions – Emeritus Status

Board of Regents [Policy 4:43 Emeritus Status](#) had been in place since May 2007, and most recently during the [February 2015](#) and [April 2015](#) meetings the Academic Affairs Council discussed issues associated with the minimum term of service required for faculty or administrators. Although the general agreement among AAC members was that the minimum threshold should be retained at ten years of service, a question was raised regarding the current language that allows faculty to earn emeritus recognition despite retiring at the “Assistant Professor” level. This framework appeared to be a hold-over from a time when the lecturer ranks had not yet been created in the Regental system, and individuals on tenure-track appointments were unlikely to meet the various thresholds without first earning promotion to the “Associate Professor” level at their institution. Following additional AAC discussion, the council supported a modification to policy that specified emeritus status could only be achieved if a faculty member has achieved the level of associate professor. As a result, the proposed modifications were approved by the Board of Regents during their [June 2015](#) meeting. The policy document depicted in Attachment II provides the Board with background to the specific changes that were proposed and approved at the June 2015 meeting.

Since the June 2015 meeting, all emeritus requests have been evaluated against the updated requirements. However, following a number of denials by the System Vice President for Academic Affairs, institutional exemption requests allowable under Section 7 of Policy 4:43 came forward during the May 2017 Board of Regents meeting, resulting in six waivers granted by the Board. With the inconsistency in workload and discipline standards across the six Regental institutions, AAC was asked to consider the removal of the formal Board approval for emeritus recognition. Specifically, each campus has developed separate policies/guidelines that manage this process. Some require vetting through a formal committee, and others rely on the Provost’s office to submit requests for approval by the Board. Similar processes unfold regarding the application of “distinguished professor” designations at individual campuses. With this in mind, the revisions to BOR Policy 4:43 depicted in Attachment I were advanced for discussion and consideration by AAC. Under the proposed revisions, campuses would be responsible for developing their own guidelines/procedures for determining emeritus status, distinguished professor, and/or resolutions of recognition eligibility for its various faculty and staff. These recognitions without formal benefit to faculty/staff would be approved at the institutional level and would not require formal approval by the Board of Regents.

DRAFT MOTION 20170627_9-H: I move to approve the first reading of the proposed revisions to BOR Policy 4:43 – Emeritus Status as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Emeritus Status~~ Faculty Designations

NUMBER: 4:43

A. PURPOSE

~~To establish faculty The title of emeritus is a~~ designations ~~meant to -of bestow~~ distinction ~~bestowed~~ upon a current or retiring faculty member who has held academic rank while serving in an academic, administrative or professional position or to a retiring academic administrative staff member who has served in a position integral to the academic mission at one of the institutions under the control of the Board of Regents.

B. DEFINITIONS

1. **Distinguished Professor/Scholar:** Those faculty members with a record of performance raking them among the most outstanding researchers, teachers and/or educators in their disciplines, as reflected by their accomplishments as both scholar and teachers. Traditionally these individuals have received national and international acclaim in recognition of outstanding achievement.
2. **Emeritus:** Status granted to faculty or administrators who retire from an institution in good standing allowing the retention of the rank or title acquired prior to retirement.

~~B.C.~~ POLICY

1. The conferring of the title of emeritus is an honorary award only, and separate institutions may grant certain privileges to individuals holding this title.
2. The conferring of the title of distinguished professor/scholar may include a stipend.
3. Each institution shall develop their own criteria for determining emeritus or distinguished professor/scholar designations. Such designations shall be approved by the institutional president.

1. ~~Emeritus Status for Retiring Full 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 Full professor or higher.~~

- 2). ~~the individual to be recognized must be retired or have requested retirement from an academic, administrative, or professional position.~~
- 3). ~~the individual to be recognized must have served within the system without interruption for a period of ten (10) years.~~

B. ~~Eligibility Requirements~~

~~Emeritus status typically will be conferred to those faculty who have earned rank at the full professor level, met the minimal requirements, and who have further distinguished themselves in one or more of the following areas:~~

- 1) ~~teaching~~
- 2) ~~contributions to the discipline~~
- 3) ~~university and/or civic involvement including administration~~

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 associate professor.~~
- 2). ~~the individual to be recognized must be retired or have requested retirement from an academic, administrative, or professional position.~~
- 3). ~~the individual to be recognized must have served within the system without interruption for a period of twenty (20) years.~~

B. ~~Eligibility Requirements~~

~~Emeritus status at the assistant professor level typically will be conferred on only those persons who have met these minimal requirements and who have further distinguished themselves in one or more of the following areas:~~

- 1) ~~teaching~~
- 2) ~~contributions to the discipline~~
- 3) ~~university and/or civic involvement including administration~~

4. ~~Emeritus Status for Retiring Academic Administrative Staff Members~~

~~On rare occasion, emeritus status is conferred upon a retiring academic administrator who has distinguished him/herself through meritorious service to the academic mission of the institution. At a minimum, the administrator being recognized must have served the institution for 10 years or more and must have established a record of service that is broadly recognized across the campus.~~

5. ~~Benefits~~

~~The conferring of the title of emeritus is an honorary award which does not include any stipend. However, the separate institutions may grant certain privileges to individuals holding this title.~~

6. ~~Approval~~

~~Since the emeritus designation is one of distinction, it is not automatic and may be conferred by the Board of Regents upon the recommendation of the president. Each institution shall establish a process for consideration of nominations for an award of emeritus status. Recommendations are submitted to the Board of Regents prior to the event at which the title is conferred.~~

7. ~~Exceptions~~

~~Exceptions must be approved by the Board of Regents or by the Executive Director, if circumstances arise.~~

FORMS/APPENDICES:

None

SOURCE:

BOR May 2007; BOR June 2015; March 2017 (Clerical).

Revisions to BOR Policy 4:43 Approved **During the June 2015 Meeting**

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Emeritus Status

NUMBER: 4:43

1. Purpose

The title of emeritus is a designation of distinction bestowed upon a retiring faculty member who has held academic rank while serving in an academic, administrative or professional position or to a retiring academic administrative staff member who has served in a position integral to the academic mission at one of the institutions under the control of the Board of Regents.

2. Emeritus Status for Retiring Full Professor~~Faculty Members~~

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 or higher.
- 2) the individual to be recognized must be retired or have requested retirement from an academic, administrative, or professional position.
- 3) the individual to be recognized must have served within the system without interruption for a period of ten (10) years.

B. Eligibility Requirements

Emeritus status typically will be conferred to those faculty who have earned rank at the associate or full professor level, met the ~~on only those persons who have met these~~ minimal requirements, and who have further distinguished themselves in one or more of the following areas:

- 1) teaching
- 2) contributions to the discipline
- 3) university and/or civic involvement including administration

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 associate professor.
- 2) the individual to be recognized must be retired or have requested retirement from an academic, administrative, or professional position.
- 3) the individual to be recognized must have served within the system without interruption for a period of twenty (20) years.

B. Eligibility Requirements

Emeritus status at the assistant professor level typically will be conferred on only those persons who have met these minimal requirements and who have further distinguished themselves in one or more of the following areas:

- 1) teaching
- 2) contributions to the discipline
- 3) university and/or civic involvement including administration

4. Emeritus Status for Retiring Academic Administrative Staff Members

On rare occasion, emeritus status is conferred upon a retiring academic administrator who has distinguished him/herself through meritorious service to the academic mission of the institution. At a minimum, the administrator being recognized must have served the institution for 10 years or more and must have established a record of service that is broadly recognized across the campus.

5. Benefits

The conferring of the title of emeritus is an honorary award which does not include any stipend. However, the separate institutions may grant certain privileges to individuals holding this title.

6. Approval

Since the emeritus designation is one of distinction, it is not automatic and may be conferred by the Board of Regents upon the recommendation of the president. Each institution shall establish a process for consideration of nominations for an award of emeritus status. Recommendations are submitted to the Board of Regents prior to the event at which the title is conferred.

7. Exceptions

Exceptions must be approved by the Board of Regents or by the Executive Director, if circumstances arise.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – I

DATE: June 27-29, 2017

SUBJECT: BOR Policy 2:3 Revisions – System Undergraduate Admissions (First Reading)

The Academic Affairs Council has received a number of updates related to the Proactive Admission project during their [September 2015](#), [January 2017](#) and [February 2017](#) meetings. Most recently an update was provided to the Board at the [March 2017](#) meeting, and was included as a project to be funded by the Lumina's Attainment Challenge Grant awarded to the Board of Regents. Discussions continue to unfold with the Department of Education with a goal of implementing the process for notifying South Dakota high school students in September of their senior year. Currently, BOR [Policy 2:3 System Undergraduate Admissions](#) does not provide the policy framework that would allow for the admission of high school students just based on their performance on the Smarter Balanced assessment test administered to all South Dakota students at the conclusion of the 11th grade. To address this issue, revisions have been made to the current admission policy to provide a mechanism for institutional admission personnel to process student applications once they arrive without having to evaluate students against the three other criteria that are currently used to determine admission.

The proposed changes to BOR Policy 2:3 are outlined in Attachment I. Additionally, considering the most recent revisions to the policy format used for the Board, a number of style and form changes are reflected throughout the document for consideration. AAC reviewed the proposed changes during their May 2017 meeting, as well as the Council of Presidents and Superintendents during the June 2017 meeting. Both councils supported the revisions as presented.

Background on Smarter Balanced Student Performance

Currently, student ACT/SAT scores are used as the primary standardized measure for both admission and student placement, drawing from validity studies developed by ACT, Inc. During the [April 2015](#) Board of Regents meeting, Smarter Balanced scores were adopted into the system placement matrix and have been used for the past year as an additional measure for determining student eligibility for credit bearing math and English courses. However, since the Smarter Balanced examination was implemented three years ago, questions have surfaced

DRAFT MOTION 20170627_9-I: I move to approve the first reading of the proposed revisions to BOR Policy 2:3 – System Undergraduate Admissions as presented.

regarding the relationship student performance on this measure have with students' future postsecondary success. In an attempt to evaluate the relationship, data available through the Board of Regents Matriculation Dashboard were used to compare student first year performance and credit taking behaviors once they entered the Regental system the year following high school graduation. For reference, there were 8,765 students in 2015-16 high school graduate data file, and a process was employed to match these graduates against the Regental system's 2016FA census data extract (on first name, last name, and date of birth), resulting in 2,632 students. The data depicted below represents the performance outcomes for this student population.

Table 1 (math) and Table 2 (reading) show the relationship between Smarter Balanced score ranges and student cumulative GPA during the first academic year. Specifically, the tables show the following indicators: student count ("fa" column), in-system retention into 2017SP ("sp" column), mean completed credits during FY2017 ("cmplcred" column), and mean system grade point average during FY2017 ("gpa" column). Overall, as student performance on both indicators increases, their average GPA also increased with those students earning a 3 or higher on the assessment achieving an average GPA of 2.7 or higher when considering both Math and English scores.

Table 1
Student Outcomes by Smarter Balanced Math Level

Math	N(fa)	mean(sp)	mean(cmplcred)	mean(gpa)
Level 1	326	83.74	18.10	2.19
Level 2	682	89.00	22.65	2.55
Level 3	946	94.08	26.64	2.98
Level 4	441	96.37	28.69	3.33
Total	2,395	91.65	24.72	2.82

Table 2
Student Outcomes by Smarter Balanced Reading Level

Read	N(fa)	mean(sp)	mean(cmplcred)	mean(gpa)
Level 1	78	91.03	18.44	2.18
Level 2	398	87.69	20.28	2.34
Level 3	1,069	89.52	24.13	2.71
Level 4	854	96.14	28.07	3.23
Total	2,399	91.62	24.71	2.82

Table 3 and 4 below provide an overview of this same set of Smarter Balanced benchmarks when compared against student performance on the ACT. Specifically, students who earned advanced on the examination had an average ACT score that was 26 or greater. Some greater variability existed for those that scored in the proficient range.

Table 3
Student Outcomes by Smarter Balanced Math Level

Math	N(fa)	mean(sp)	mean(cmpl~d)	mean(gpa)	mean(act)
Level 1	326	83.74	18.10	2.19	18.19
Level 2	682	89.00	22.65	2.55	20.45
Level 3	946	94.08	26.64	2.98	23.83
Level 4	441	96.37	28.69	3.33	27.60
Total	2,395	91.65	24.72	2.82	22.82

Table 4
Student Outcomes by Smarter Balanced Reading Level

Read	N(fa)	mean(sp)	mean(cmpl~d)	mean(gpa)	mean(act)
Level 1	78	91.03	18.44	2.18	17.44
Level 2	398	87.69	20.28	2.34	18.82
Level 3	1,069	89.52	24.13	2.71	21.88
Level 4	854	96.14	28.07	3.23	26.30
Total	2,399	91.62	24.71	2.82	22.82

Tables 5-8 display data for the same core indicators shown above, but segment the results by both math *and* reading. Overall there does not appear to be a strong relationship between student Smarter Balanced performance and fall to spring retention. However, the relationships look stronger in Tables 6 and 7, indicating that students scoring the upper end of both distributions generally produce positive first-year outcomes.

Table 5
Spring 2017 In-System Retention by Math-Reading Levels

Math	Read				Total
	Level 1	Level 2	Level 3	Level 4	
Level 1	90.00 50	82.55 149	81.20 117	100.00 9	83.69 325
Level 2	95.65 23	89.50 181	87.34 387	93.41 91	89.00 682
Level 3	100.00 4	93.75 64	91.99 462	96.39 415	94.07 945
Level 4		100.00 4	96.04 101	96.43 336	96.37 441
Total	92.21 77	87.69 398	89.50 1,067	96.12 851	91.64 2,393

Table 6
FY2017 System Completed Credits by Math-Reading Levels

Math	Read				Total
	Level 1	Level 2	Level 3	Level 4	
Level 1	16.44 50	16.98 149	19.54 117	28.89 9	18.15 325
Level 2	21.87 23	20.98 181	22.71 387	25.96 91	22.65 682
Level 3	27.00 4	25.30 64	25.77 462	27.82 415	26.64 945
Level 4		31.25 4	27.56 101	29.00 336	28.69 441
Total	18.61 77	20.28 398	24.15 1,067	28.10 851	24.73 2,393

Table 7
FY2017 System Grade Point Average by Math-Reading Levels

Math	Read				Total
	Level 1	Level 2	Level 3	Level 4	
Level 1	2.01 50	2.10 149	2.32 117	3.21 9	2.20 325
Level 2	2.55 23	2.39 181	2.55 387	2.87 91	2.55 682
Level 3	2.62 4	2.65 64	2.86 462	3.18 415	2.98 945
Level 4		3.33 4	3.12 101	3.40 336	3.33 441
Total	2.20 77	2.34 398	2.71 1,067	3.23 851	2.82 2,393

Table 8
Mean ACT Composite Score by Math-Reading Levels

Math	Read				Total
	Level 1	Level 2	Level 3	Level 4	
Level 1	16.4 50	17.7 149	19.3 117	21.2 9	18.2 325
Level 2	18.6 23	18.9 181	20.6 387	23.5 91	20.4 682
Level 3	23.3 4	20.9 64	22.9 462	25.3 415	23.8 945
Level 4		24.5 4	25.2 101	28.4 336	27.6 441
Total	17.4 77	18.8 398	21.9 1,067	26.3 851	22.8 2,393

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Undergraduate Admissions

NUMBER: 2:3

A. PURPOSE

To establish the various options available for potential students to meet the undergraduate admission requirements within the Regental System.

B. DEFINITIONS

None

C. POLICY

1. Authorization for Individual Institutional Policies

- 1.1. Each university may adopt specific admission regulations, consistent with law and the requirements set by the Board of Regents, as may be required for each school or program to assure acceptable student preparation and enrollment levels.
- 1.2. A copy of such regulations and any subsequent amendments shall be filed with the Executive Director and shall be subject to review by the Board of Regents.

2. Baccalaureate Degree Admissions for High School Graduates

For admission to baccalaureate degree programs, high school graduates must either meet the Smarter Balanced or Curriculum requirements outlined below:

2.1. Smarter Balanced

- 2.1.1. Achieve a Level 3 or higher on the English Language Arts and Mathematics Smarter Balanced Assessments;

2.2. Curriculum

- 2.2.1. Meet the minimum course requirements with an average grade of C (2.0 on a 4.0 scale);

OR

- 2.2.2. Demonstrate appropriate competencies in discipline areas where course requirements have not been met; **AND**

- 2.2.3. Rank in the top sixty (60) percent of their high school graduating class;

OR

- 2.2.4. Obtain an ACT composite score of 18 (Redesigned SAT score of 950, or concorded equivalent for older SAT scores) or above;

OR

- 2.2.5. Obtain a high school GPA of at least 2.6 on a 4.0 scale.

2.3. Minimum Course Requirements

~~Effective the fall of 1996, a~~All baccalaureate or general studies students under twenty-four (24) years of age, including students transferring with fewer than twenty-four (24) credit hours, must meet the following minimum high school course requirements.

- 2.3.1. Four (4) Years of English: Courses with major emphasis upon grammar, composition, or literary analysis. One (1) year of debate instruction may be included to meet this requirement.
- 2.3.2. Three (3) Years of Advanced Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 2.3.3. Three (3) Years of Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case-by-case basis.
- 2.3.4. Three (3) Years of Social Studies: History, economics, sociology, geography, government, including United States and South Dakota, American Problems, etc.
- 2.3.5. One (1) Year of Fine Arts* ~~(Effective Fall 2005 for students graduating from South Dakota high schools in 2005)~~: Art, theatre or music (appreciation, analysis, or performance). Documented evidence of high school level non-credit fine arts activity will be accepted for students graduating from high schools in states that do not require completion of courses in fine arts for graduation.

2.3.5.1. ~~*One half (1/2) year of fine arts remains effective through Fall 2004.~~

2.4. Alternate Criteria for Minimum Course Requirements

- 2.4.1. Students who do not successfully complete four (4) years of English may meet minimum course requirements through one of the following:

2.4.1.1. An ACT English subtest score of 18 or above.

2.4.1.2. An Advanced Placement Language and Composition or Literature and Composition score of 3 or above.

- 2.4.2. Students who do not successfully complete three (3) years of advanced mathematics may meet minimum course requirements through one of the following:

2.4.2.1. An ACT mathematics subtest score of 20 or above.

2.4.2.2. An Advanced Placement Calculus AB or Calculus BC score of 3 or above.

2.4.3. Students who do not successfully complete three years of laboratory science may meet minimum course requirements through one of the following:

2.4.3.1. An ACT science reasoning subtest score of 17 or above.

2.4.3.2. An Advanced Placement Biology, Chemistry, or Physics B score of 3 or above.

2.4.4. Students who do not successfully complete three (3) years of social studies may meet minimum course requirements through one of the following:

2.4.4.1. An ACT social studies/reading subtest score of 17 or above.

2.4.4.2. An Advanced Placement Microeconomics, Macroeconomics, Comparative or United States Government and Policies, European or United States History, or Psychology score of 3 or above.

~~2.4.5. Effective Fall 2005 students graduating from South Dakota high schools in 2005 who do not successfully complete one year of fine arts may demonstrate fine arts knowledge or competency through the following:~~

~~2.4.5.1.2.4.3.~~ An Advanced Placement History of Art, Studio Art drawing or general portfolio or Music Theory score of 3 or above.

3. Associate Degree Admissions for High School Graduates

3.1. A student who seeks admission to an associate degree program may gain acceptance by meeting any one of the following criteria.

3.1.1. Baccalaureate admissions requirements;

OR

3.1.2. Ranking in the top sixty (60) percent of their graduating class;

OR

3.1.3. A composite score of 18 or above on the enhanced ACT;

OR

3.1.4. A cumulative GPA of 2.6 while in high school.

3.2. Individual degree programs may have additional admissions requirements.

3.3. Associate Degree students who did not meet the baccalaureate degree admission requirements and who want to enter a baccalaureate degree program must:

3.3.1. Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; **AND**

3.3.2. Meet university minimum progression standards.

3.3.3. Exception Group: Each university may admit a group of students to associate programs, limited in size to ten (10) percent of the previous year's freshman class, at the discretion of the university.

4. Non-High School Graduates

An applicant for baccalaureate or associate admissions who is not a high school graduate must:

- 4.1. Be 18 years or older to meet the compulsory school attendance requirement in South Dakota; **AND**
- 4.2. Complete the General Educational Development (GED) test credential with the following minimum test scores:
 - 4.2.1. Scores earned since January 1, 2014: Reach a score of at least 145 on each subject and a total score of 580 or higher across all four subjects;
 - 4.2.2. Scores earned before January 1, 2014: Reach a score of at least 150 on each subject and a total score of 600 or higher across all four subjects;

OR

- 4.3. Complete the High School Equivalency Test (HiSET) and obtain a minimum score of 15 on each of the five subsections;

OR

- 4.4. Complete the Test Assessing Secondary Completion (TASC) and obtained a minimum score of 500 on each of the five subtest categories.

5. Home Schooled or Non-Accredited High School Students

Students who are home-schooled or who attend a non-accredited high school must submit an official transcript (in a semester format) for review from either an accredited regional authority or home school provider in conjunction with state requirements:

- 5.1. Baccalaureate Degree Program: For admission to baccalaureate degree programs, home school graduates must:

- 5.1.1. Meet the minimum course requirements established in Section 2.3 ~~2-A section (1)~~ of this policy with an average grade of C (2.0 on a 4.0 scale);

OR

- 5.1.2. Demonstrate appropriate competencies in discipline areas consistent with Section 2.4 ~~2-A section 2)~~ of this policy where course requirements have not been met; **AND**

- 5.1.3. Obtain an ACT composite score of 18 (Redesigned SAT score of 950, or concorded equivalent for older SAT scores) or above.

- 5.2. Associate Degree Program: For admission to associate degree programs, home school graduates must:

- 5.2.1. Meet Baccalaureate admissions requirements depicted in Section 5.12 ~~A section (1)~~;

OR

- 5.2.2. Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; **AND**

5.2.3. Meet university minimum progression standards.

6. Non-Traditional Students

Applicants who are at least twenty-four (24) years of age or older and who have not previously attended college will be admitted in good standing if they have graduated from high school or have completed the GED with scores as indicated in C above.

7. Exception Group

Each university may admit a group of high school graduates to baccalaureate programs, limited in size to three (3) percent of the previous year's freshman class, at the discretion of the university.

8. Regents Scholars

~~Effective Fall 2001 for students who graduated from high school in 2001,~~ South Dakota high school graduates completing the following high school courses with no final grade below a "C" (2.0 on a 4.0 scale) and an average grade of "B" (3.0 on a 4.0 scale) shall be designated as Regents Scholars and shall be eligible to receive a Regents Scholar Diploma upon request by a high school administrator to the Department of Education and Cultural Affairs. High school graduates designated as Regents Scholars automatically are admitted to all six public universities.

- 8.1. Four (4) Units of English: Courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.
- 8.2. Four (4) Units of Algebra or Higher Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 8.3. Four (4) Units of Science Including 3 Units of Approved Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.
- 8.4. Three (3) Units of Social Studies: History, economics, sociology, geography, government--including U.S. and South Dakota, American Problems, etc.
- 8.5. Two (2) Units of a Modern (including American Sign Language) or Classical Language: The two units must be in the same language.
- 8.6. One (1) Unit of Fine Arts*: ~~Effective Fall 2005 for students graduating from South Dakota high schools in:~~ Art, theatre or music--appreciation, analysis, or performance.

~~8.6.1. *One half (1/2) unit of fine arts remains effective through Fall 2004.~~

9. Transfer Students

9.1. Students Who Transfer to Baccalaureate Programs

- 9.1.1. Students who are under the age of twenty-four (24) at the start of the term and who are transferring into baccalaureate degree programs with fewer than

twenty-four (24) transfer credit hours must meet the baccalaureate degree admission requirements.

9.1.2. Students with twenty-four (24) or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into baccalaureate degree programs.

9.1.3. Specific degree programs may include additional admissions requirements.

9.2. Students Who Transfer to Associate Programs

9.2.1. Students who are under the age of twenty-four (24) at the start of the term and who are transferring into associate degree programs with fewer than twelve (12) transfer credit hours must meet the associate degree admission requirements.

9.2.2. Students with twelve (12) or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into associate degree programs.

9.2.3. Specific degree programs may include additional admissions requirements.

9.3. Students from Non-Regental Accredited Colleges or Universities

9.3.1. Students may be accepted by transfer from other non Regental universities outside of the SD system. Preferential consideration shall be given to applicants from institutions which are accredited by their respective regional accrediting association. Advanced standing shall be allowed within the framework of existing rules in each college. (Refer to BOR policy 2:5, Transfer of Credit).

9.4. Students from Non-Accredited Colleges

9.4.1. A university is not required to accept credits from a non-accredited college or university. The university may admit the applicant on a provisional basis and provide a means for the evaluation of some or all of the credits.

9.4.2. Credits from colleges or universities which are not accredited by a regional accrediting association may be considered for transfer, subject to all other provisions in BOR Policy 2:5 and any conditions for validation which may be prescribed by the accepting institution.

9.4.2.1. The validation period for credit from a non-accredited institution shall be no less than one (1) semester and no longer than one (1) academic year.

9.5. Former Students

9.5.1. A student returning to the institution at the same academic level or a student who has attended another higher education institution in the Board of Regents system at the same academic level is not required to pay the application fee but he or she must submit an application for readmission and other required documents if he or she has interrupted attendance by one or more regular semesters (Fall or Spring).

9.5.2. A former student shall be considered as a transfer student if he or she has attended a non-Regental university during the period of interruption of attendance.

9.6. Students Transferring Within the Regental System

- 9.6.1. Students transferring from a degree seeking program at one Regental university to a degree seeking program at another Regental university will be required to apply for admissions. (Refer to BOR policy 2:5, Transfer of Credit).
- 9.6.2. Students who have been admitted to a degree seeking or special program at one Regental university may register for courses at any Regental university without submitting another application.

9.7. Students on Probation/Suspension

- 9.7.1. A transfer student or former student is admitted on probation if they do not have a minimum cumulative GPA of 2.0.
- 9.7.2. If the last institution attended was outside the Regental system, and the transfer applicant left under academic suspension, the applicant shall not be considered for admission during the period of suspension or, if suspended for an indefinite period, until one (1) semester has passed since the last date of attendance at the previous school.
- 9.7.3. Students on academic suspension from a Regental university will not be allowed to register for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. (Refer to BOR Policy 2:10).

9.8. Disciplined Students

- 9.8.1. A transfer applicant under disciplinary suspension shall not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous institution. The university shall take into account the fact of the previous suspension in considering the application.

10. Non-degree Seeking

- 10.1. Undergraduate students not admitted to a degree program are admitted with non-degree seeking student status.
- 10.2. A degree-seeking undergraduate student admitted at one Regental institution may apply to take classes under non-degree seeking admission status at any other Regental institution.

11. Applications and Procedures

- 11.1. Application for Tuition and Fee Reductions and Scholarships Established by the Legislature
 - 11.1.1. Students should contact the Admissions Office at each university for information on eligibility for tuition and fee reductions and scholarships established by the Legislature.

11.2. Application Submission

- 11.2.1. An applicant for admission must submit the required application for admission and the necessary official transcript or transcripts and other required documents to the Enrollment Services Center.

11.3. Records Required

- 11.3.1. Applicants who are twenty-one (21) years of age or younger must submit: ACT (or SAT) results, an official high school transcript (if a high school graduate), or proof of GED and an official transcript for all previous college work as part of their application.

- 11.3.1.1. In those cases where an admission decision can be made based on the student's academic record, the requirement to submit ACT/SAT results may be waived.

- 11.3.2. Applicants who are older than twenty-one (21) years of age and who have valid ACT/SAT exam results (taken within the last five (5) years) must submit those scores, along with an official high school transcript or proof of GED/HiSET/TASC and an official transcript for all previous college work.

- 11.3.3. Applicants who are older than twenty-one (21) years of age and who do not have valid ACT/SAT exam results or who have not taken the exams are not expected to take the exam. However, they are required to submit an official high school transcript, if a high school graduate, and an official transcript for all previous college work. Applicants should also submit any other records, data or letters required to support eligibility for admission, including competency test scores.

- 11.3.4. SAT scores will be converted to ACT equivalences according to a concordance table approved by the Board of Regents.

- 11.3.5. In rare cases, the requirement to submit ACT/SAT or GED/HiSET/TASC results may be waived for transfer students who have completed more than twenty-four (24) credit hours of transfer work since these scores are not required in the admission decision process.

- 11.3.6. The requirement to submit high school transcripts as well as ACT/SAT or GED/HiSET/TASC results may be waived for transfer students who have earned an baccalaureate–associate or baccalaureate degree, regardless of the age of the student since these are not required in the admission decision process.

- 11.3.7. Transcripts: A paper official transcript must bear the original seal and signature of the official in charge of records at the institution and is transmitted directly between institutions. An electronic official transcript must be transmitted directly between institutions using the electronic transcript service authorized by the sending institution and acceptable to the receiving institution.

11.4. Preadmission Immunization Requirements

- 11.4.1. Terms in this section of the Policy mean:

- 11.4.1.1. "Public or private postsecondary educational institution" or "institution": Any entity permitted to offer postsecondary education credits or degrees in South Dakota under § 13-49-27.1.
- 11.4.1.2. "Student": any person born after 1956 who is registering for more than one class during an academic term, such as a quarter or a semester. The term includes any person who meets face-to-face at least once per week to receive instruction. The term does not include any person who receives non-credit-bearing or on-the-job training services.
- 11.4.2. Any student entering a public or private postsecondary education institution in this state for the first time after July 1, 2008, shall, within forty-five (45) days after the start of classes, present to the appropriate institution certification from a licensed physician that the student has received or is in the process of receiving the required two doses of immunization against measles, rubella, and mumps. As an alternative to the requirement for a physician's certification, the student may present:
- 11.4.2.1. Certification from a licensed physician stating the physical condition of the student would be such that immunization would endanger the student's life or health;
 - 11.4.2.2. Certification from a licensed physician stating the student has experienced the natural disease against which the immunization protects;
 - 11.4.2.3. Confirmation from a laboratory of the presence of adequate immunity; or
 - 11.4.2.4. A written statement signed by the student that the student is an adherent to a religious doctrine whose teachings are opposed to such immunizations. If the student is under the age of eighteen, the written statement shall be signed by one parent or guardian.
- 11.4.3. The institution shall require that the documentation from the student, provided for by ~~section 11.4.2subsection 5 (D) (2)~~ of this ~~policy section~~, be submitted within forty-five (45) days after the start of classes.
- 11.4.4. A student allowed to register while completing the round of required vaccinations who fails to provide satisfactory documentation of his or her immune status or of a medical excuse under ~~section 11.4.2subsection 5 (D) (2)~~ of this ~~policy section~~ shall not be permitted to attend classes after the forty-fifth (45th) day or, in the case of classes delivered in less than forty-five (45) days, to register for or to attend classes beginning in a subsequent term. Every attempt should be made to collect this information at the time of admission.
- 11.4.4.1. Students who are unable to ascertain their immunization status may obtain, at their own expense, the necessary tests and vaccination from the Student Health Service of their university.
- 11.4.5. In the event the South Dakota State Department of Health declares an epidemic of measles, mumps or rubella, the institution involved shall provide to the State Department of Health a list of students who have not submitted immunization documentation. Subsequent campus actions shall consider the

advice and authority of the South Dakota State Department of Health. Students who have no vaccination or immunity against the required preventable infectious diseases may be dismissed from the campus.

- 11.4.6. Vaccination for hepatitis B is required for students before they can be admitted to certain health profession programs. Each institution will compile information about current program-related vaccination requirements and make this information available to students along with other curricular and registration materials. It will be the responsibility of the department of the specific health profession program to ensure that the vaccination requirement has been met.
- 11.4.7. Immunization for tetanus, diphtheria, poliomyelitis, varicella and meningitis is recommended, as is a tuberculin test. Vaccination for hepatitis B is also recommended, and an annual influenza vaccination is recommended for students living in residence halls to minimize disruption of routine activities during influenza outbreaks.

FORMS/APPENDICES:

None

SOURCE:

BOR April 1987; BOR October 1991; BOR June 1991; BOR August 1992; BOR December 1992; BOR June 1994; BOR March 1995; BOR March 1996; BOR May 1996; BOR October 1996; BOR December 1996; BOR March 1998; BOR December 1998; BOR January 1999; BOR March 1999; BOR August 1999; BOR December 1999; BOR March 2000; BOR January 2001; BOR March 2001; BOR June 2001; BOR October 2001, BOR March 2002; BOR May 2002; BOR June 2002; BOR March 2003; BOR October 2003; BOR August 2004; BOR May 2005; BOR August 2006; BOR October 2006; BOR May 2008; BOR June 2008; BOR December 2011; BOR December 2013; BOR August 2015; BOR December 2016.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – J

DATE: June 27-29, 2017

SUBJECT: e-Text Pilot Results and Recommendation

During their [January 2017](#) meeting AAC discussed the current status of a pilot of two e-text platforms (RedShelf and VitalSource) underway during the 2017SP term being conducted by the e-Materials Committee. The pilot was necessitated as part of a larger conversation with major publishers to put agreements in place to facilitate the use of publishers' e-materials in D2L by instructors at all SDBOR institutions, with the goal of having these agreements in place at the system level to cover use by campuses. That pilot was conducted with the following courses, representing each institution, and managed by three system leads¹:

Table 1 – Pilot Courses/Instructors				
Inst.	instructor	platform	course	course name
BHSU	Woodle, Annie	RedShelf	MCOM 151 B605	Intro to Mass Comm
DSU	Mydland, Gabe	VitalSource	EPSY 210 D20	Lifespan Development
DSU	Mydland, Gabe	RedShelf	EPSY 210 D30	Lifespan Development
NSU	Francom, Gregory	VitalSource	ELRN 750 N800T	Teaching and Learning with Digital Technology
NSU	Francom, Gregory	VitalSource	ELRN 4/500 N800T	Digital Learning Tools and Resources
SDSMT	<i>Rausch, Scott; Baghsorkhi, Sina</i>	<i>RedShelf</i>	<i>EE 4/547 M001/M840T*</i>	<i>Advanced Power Systems</i>
SDSU	<i>Rausch, Scott; Ni, Zhen</i>	<i>RedShelf</i>	<i>EE 492 S01*</i>	<i>Advanced Power Systems</i>
SDSU	Ahmed, Patricia	RedShelf	SOC 307 S01	Research Methods
USD	Birkeland, Kathryn	VitalSource	ECON 330 U820T	Money & Banking
(*while EE 4/547 & EE 492 S01 were listed as pilots, none of the students ultimately accessed their e-texts during the add/drop period, and none filled out surveys)				

¹ Eric Mosterd, Regents Fellow for e-Education Initiatives, AAC; Ruth Peters, Project Manager, RIS; Derek Peterson, Director of Business & Auxiliary Operations, SDSU

(Continued)

INFORMATIONAL ITEM

During the course of the pilot, students were twice asked to complete surveys regarding their experience. The first survey was conducted shortly after the start of the semester, in order to gauge their initial perceptions, and the last survey was conducted after Easter break, and focused more on reflective questions. Instructors, too, were asked to complete a survey to gauge their experience; however, with only five instructors actively participating in the pilot, and with four responding to the survey, it was difficult to ascertain accurate sentiment.

Recommendation

After evaluating: 1) student feedback (see Attachment I); 2) instructor feedback (see Attachment II); 3) interaction with the e-text platform vendors; and 4) overall functionality of the platforms, the e-Materials Committee recommended the system use of the VitalSource e-text platform. While neither platform greatly outperformed the other--each had some strengths and weaknesses--and while both companies were easy to work with, the committee arrived at this recommendation for the following reasons:

- In general, student perceptions of VitalSource were higher than RedShelf; specifically, students tended to have higher satisfaction--by at least 10% in most cases--with specific functionality of VitalSource when compared to RedShelf
- VitalSource's offline functionality worked better than RedShelf's
- [VitalSource recently announced an acquisition of Verba](#), which could be beneficial as we move forward with e-text and e-material adoptions

The committee also recommends that VitalSource serve as the sole e-text delivery platform for the BOR, in order to provide a unified e-text experience for all users. This will also allow institutions to consolidate support resources. VitalSource can also be used by instructors to self-publish materials for students to access, so instructors do not need to adopt third-party content or platforms to deliver such content (i.e. self-created content, OERs, etc.). Finally, whether using publisher or self-published material, VitalSource takes steps to ensure that the material is compliant with current accessibility standards. Considering this information, during the May 2017 AAC meeting the council supported the recommendation from the e-Materials Committee.

Next Steps

Once VitalSource was approved by AAC, the e-Materials Committee began work to complete final integration into D2L. The bulk of the effort will be to complete agreements with the major publishers (Cengage, Elsevier, Macmillan, McGraw-Hill, Pearson, W. W. Norton, Wiley; others will be completed after these) and to establish an e-text adoption timeline for instructors, so business offices have time to bill students. The committee will also work with VitalSource on a number of fronts with a goal to have each of the following features in place for Fall 2017:

- establishing the federally-required opt-out process
- the development of final documentation and training for students and instructors

- integrating the platform and into university processes for book adoption, billing, refunds up to the 60% date, etc.

Remaining Challenges

The pilot highlighted a number of challenges that will need to be addressed. First, student demand for e-texts is limited. Fewer than half of the pilot students would recommend an e-text to their friends. The latest data from EDUCAUSE shows that, nationally, only 40% of students want more use of e-texts. The single most effective way to change this perception is to demonstrate the significant price discounts that e-texts offer. Second, getting student/faculty buy-in to get the volume needed for attractive pricing will be necessary. In order to get attractive pricing, we need to drive e-text adoption; however, as illustrated by the survey, cost is one of the most important consideration for students when purchasing books--electronic or print--and in order to get attractive pricing, we need volume. So, it is a bit of a chicken-and-egg scenario: in order for one to happen, the other needs to come first. Third, pricing--with bookstore markups--that complies with federal regulations will need to occur. Related to the previous challenge, the prices for e-texts need to include a markup for the bookstores. With this markup included, per federal regulations ([34 CFR 668.164 paragraph \(c\)\(2\)\(i\)\(a\)](#)), the price must to be “below competitive market rates.” This was one of the reasons that the cost of the pilot was covered by the BOR office, as it was not certain, given the short timeline of implementing the pilot, that it would be possible to negotiate such pricing. Finally, establishing and communicating a timeline for faculty adoption of e-texts will need to be coordinated. Because students will be billed directly for e-texts adopted by their courses, this adoption will need to take place before bills are sent out. That being the case, the system will need to develop a timeline to manage the adoption, and may need to set a cutoff date, after which direct billing will not be available.

Background

RIS was receiving numerous requests from institutions for e-material integration into D2L for publisher-provided material. In order to streamline the process, the BOR decided that it would best serve the system if system-level agreements were established with the publishers to cover these integrations. To that end, the e-Materials Committee was established, with representatives from AAC, BAC, and TAC. The committee had two goals:

1. as stated above, establish blanket agreements to easily allow instructors/departments to use publisher integrations within D2L (via SSO) with little or no intervention by RIS/BOR
2. establish a direct billing process to eliminate the need to use codes bundled with textbooks

In March of 2016, the committee engaged with the following publishers to establish such agreements with Cengage, Elsevier, McGraw-Hill, Pearson, W. W. Norton & Wiley. Nearly every publisher asked the same first question: “What is your e-text platform?” [While the system had reviewed e-text platforms just a few years ago](#)--CourseLoad and CourseSmart--the system decided to not move forward with either. Many of the publishers recommended VitalSource--which had acquired CourseSmart--as their preferred platform, but also indicated that they would be more than

willing to work with the other major provider, RedShelf--with which a number of the institutions' bookstores had a relationship.

So, why were the publishers pushing for e-texts? There are a number of benefits for everyone, but the main driver is likely financial:

Advantages for publishers:

- direct billing for e-texts provides a steady revenue source
- obviously, with e-texts, there is reduced inventory management
- e-texts effectively eliminate the used book market
- it is easier to manage updates/revisions to e-texts

Advantages for bookstores:

- no more bundled/printed codes
- reduced inventory management (returns)
- still receive markup on e-texts

Advantages for institutions:

- common billing
- common platform for support
- scale/volume can net attractive pricing, thus reducing cost of education

Advantages for students:

- first day access--or earlier--to e-text
- e-texts can be more functional and interactive
- e-texts are cheaper, especially at volume
- with one of the platforms (VitalSource), students can keep e-texts indefinitely

Advantages for instructors:

- instant access once adopted
- students have first-day access
- detailed analytics on e-text usage for class

Because of the pervasiveness of the question, the committee decided that the next step needed to be a review of the two platforms, so each were invited to the [University Center in Sioux Falls](#) to provide demos. Neither came away as a clear "winner:" RedShelf's presentation was better received by students, and their existing relationship with bookstores was a benefit, but VitalSource had technical and business advantages, as well as an existing partnership with Barnes and Noble College (USD). Ultimately, AAC and TAC decided to do a pilot of both. Institutions were asked to identify courses and instructors to participate in the pilot, and by late November of 2016, the list of pilot courses/instructors was complete (see Table 1 above). Throughout the month of December (2016), the instructors received individual training by support personnel from their designated e-text platform. The vendors also provided a number of resources that were made available to the instructors, via a repository in D2L, to share with their students. Finally, with input from the pilot instructors, the committee drafted the welcome letter in Attachment III, which

was provided to instructors to send to their students. Despite an aggressive timeline, and with the assistance of the e-text platform vendors, the committee was able to:

- negotiate prices with publishers (largely through the e-text vendors)
- set up SSO integration for pilot courses in D2L
- establish direct billing
- launch the pilot with few technical issues
 - most resolved very quickly

Because of these factors, and a few other reasons, the BOR office ultimately covered the cost of the e-text for students.

Student Survey Results

The first survey was administered to pilot students three weeks into the pilot. Each platform received forty-nine responses, out of a total of 179 students, for a response rate of 55%. NOTE: no students of the SDSMT/SDSU Advanced Power Systems course submitted responses, so if these students are excluded, the response rate is even higher.

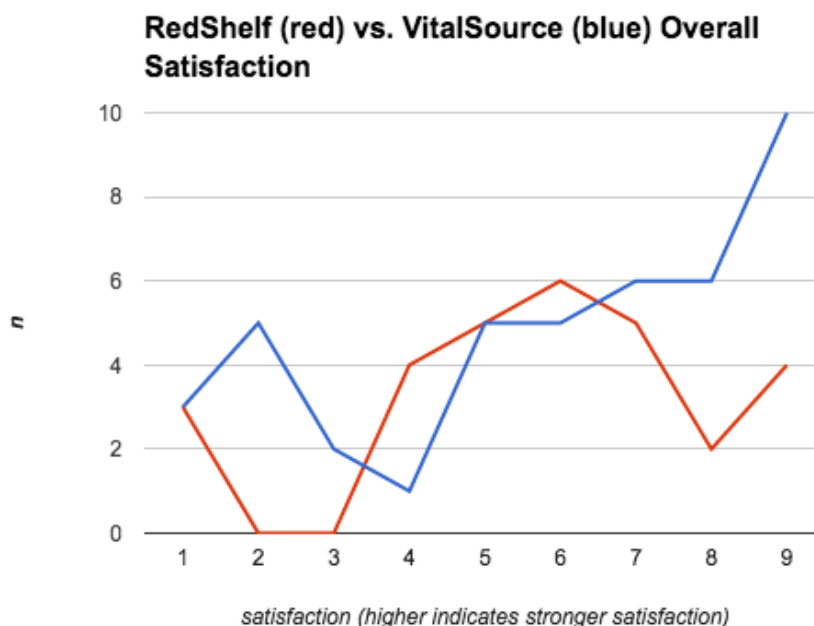
While following infographic summarizes the results:

<https://magic.piktochart.com/output/19837456-2017sp-e-text-pilot-survey>

overall, 53% of pilot students had a positive impression of e-texts. Broken down by platform, 51% of RedShelf pilot students had a positive impression of e-texts, which was slightly lower than the 55% of VitalSource students who had a positive impression.

That said, when looking at the extremes of the scale, a quarter of the VS students gave the platform the highest satisfaction (9), with about an eighth of the RS students doing the same. When graphed, the RedShelf ratings tend to gravitate more toward the neutral to slight satisfaction, whereas the VitalSource ratings tend to favor higher satisfaction:

FIGURE 1 - Platform Satisfaction by Satisfaction Rating



Students were then asked a series of perception questions, as listed in the table below:

TABLE 2 – Three-Week Survey Student Perceptions Net Agreement		
Question	RedShelf	VitalSource
It was easy to access the e-text for my course.	85.71%	83.67%
The e-text was too difficult to use.	-71.43%	-59.18%
I found the e-text more functional than a printed textbook.	-55.10%	-46.94%
I would prefer to use a printed textbook.	61.22%	63.27%
I found the e-text more interactive than a printed textbook.	42.86%	48.98%
My instructor has actively made use of the e-text in the course.	59.18%	73.47%
Overall, I have a positive impression of e-texts.	51.02%	55.10%
<i>(note: a negative value represents disagreement)</i>		

Notes:

- overall, more RedShelf users reported that the e-text was easier to use than VitalSource users (~12%)
- more RedShelf users disagreed that the e-text was more functional than a printed text, when compared to VitalSource user (~8%)
- VitalSource users found the e-text to be more interactive than a textbook (~6%)
- **approximately three-quarters of VitalSource users reported that their instructors had actively made use of the e-text in class, compared to less than two-thirds of RedShelf users;** this is likely a contributing factor to students' overall perception of VitalSource, which, again, was slightly higher than RedShelf

Fourteen weeks into the semester, the students were asked to complete a similar survey, but were also asked to rank their satisfaction with the tools. Furthermore, they were asked additional reflective questions as well (see Attachment II for the survey device).

Overall, users of VitalSource reported a 63% net satisfaction with the platform. RedShelf users reported a slightly lower net satisfaction of 59%. For both platforms, this went up about 8% from the three-week survey.

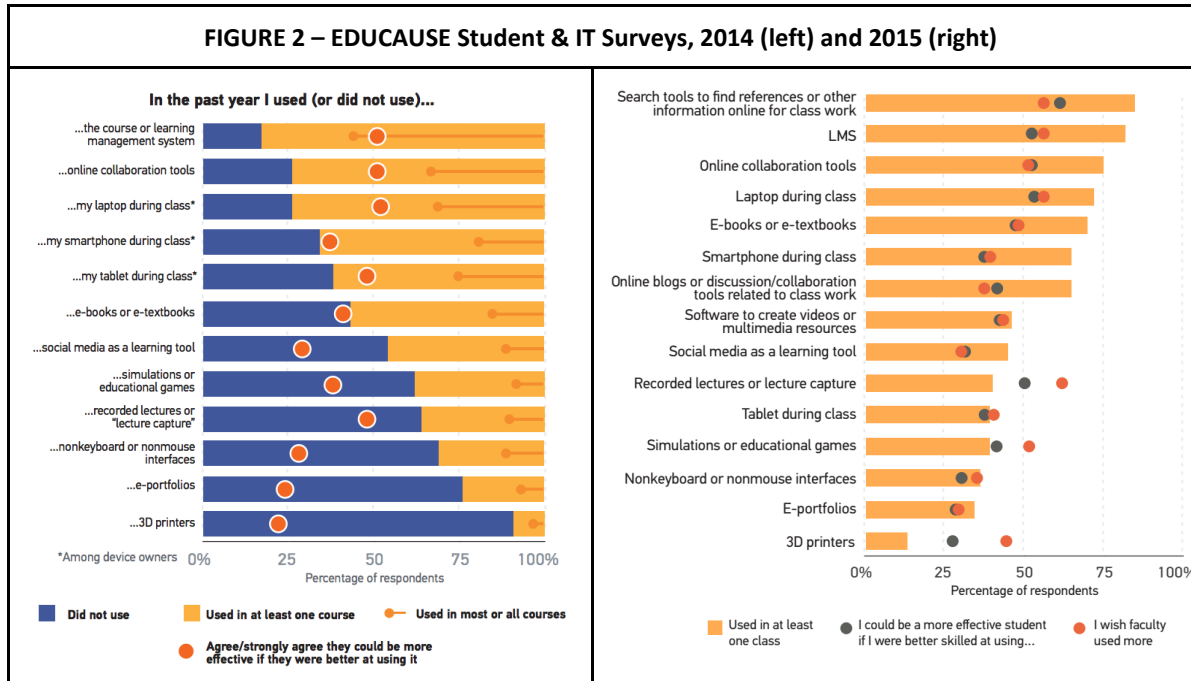
Based on the committee's research, and research published by EDUCAUSE and other sources, cost is a primary factor when students consider purchasing textbooks. The committee felt it was important to ask a number of questions regarding this, as the costs for the pilot were ultimately covered by the BOR. To that end, the second survey asked students: **Considering the cost savings of e-texts vs. textbooks, use the slider to show your preference of purchasing a \$50 e-text vs. a \$100 textbook.** Overall, students seemed receptive of the savings of e-texts, and RedShelf students were slightly more receptive than VitalSource students:

TABLE 3 – Student Preference of e-Text vs. Textbook Based on Cost				
platform	min	max	mean	stddev
RedShelf	-100	100	-32.96	56.59
VitalSource	-100	100	-23.38	72.3
<i>(note: scale of -100 to 100 with a slider, so the more negative the number, the more their preference of the e-text option)</i>				

Like the three-week survey, students again were asked general perception questions:

TABLE 4 – Final Survey Student Perceptions Net Agreement			
Question	RedShelf net agree.	VitalSource net agree.	Comments
It was easy to access the e-text for my course.	72.41%	74.42%	users found VS slightly easier to access
The e-text was too difficult to use.	-53.57%	-55.81%	users found VS slightly less difficult to use
I found the e-text more functional than a printed textbook.	-41.38%	-44.19%	users found RS to be more slightly more functional
I would prefer to use a printed textbook.	62.07%	58.14%	more RS users prefer a printed text
I found the e-text more interactive than a printed textbook.	41.38%	48.84%	more VS users agreed e-text more interactive
The e-text was not as convenient as a printed textbook.	-20.69%	-45.24%	significantly more RS users found the e-text less convenient
The e-text had a positive impact on my learning.	31.03%	39.53%	more VS users reported e-text had a higher impact on their learning
I spent about the same amount of time reading the e-text as I would have spent reading a printed textbook.	-34.48%	-51.16%	significantly more VS users reported spending <i>less</i> reading the e-text vs. textbook
My instructor has actively made use of the e-text in the course.	58.62%	67.44%	VS users reported instructors making more use of VS
I would recommend using an e-text to my friends or classmates.	41.38%	44.19%	though net agreement slightly favored VS, 35% of VS had a net disagreement with this statement
Cost is the most important factor when I purchase a book for class, regardless of the format (printed or e-text) or condition (new, used, or rental) of the book.	55.17%	58.14%	cost was a slightly higher consideration of VS users
<i>(note: a negative value represents disagreement)</i>			

It is important to note that fewer than half of students would recommend an e-text to their friends. This aligns with what the annual EDUCAUSE ECAR Student & IT surveys have been reporting for the past four years. While the trend has increased in terms of the number of students using e-texts, it has been fairly consistent in that fewer than half of students want more use of e-texts:



The graph above are from the 2014 and 2015 surveys, and indicate that fewer than half of students want more use of e-texts. For 2013, 47% of students desired more use of e-texts. For 2016, only about 40% of students want more use of e-texts, so the trend seems to be going downward.

Here's a relevant note from the [2013 survey summary](#):

According to a recent ECAR/Internet2 e-text evaluation project, the cost of textbooks was the most important value driver for e-textbooks, but cost-savings potential did not trump functionality when it came to student use of e-text for coursework. "Students appreciated the greater portability of e-textbooks and the fact that their textbooks were more conveniently available. However, students' frustrations using their devices to access e-textbooks outweighed their appreciation. The segregation of content in a textbook platform system from the learning management system as well as from students' primary devices was inconvenient and frustrating to many students."

Some of the same sentiment reflected in the 2013 survey was expressed by students during the SDBOR pilot.

When the perceptions from the final survey are compared to those in the three-week survey:

- Ease of access perceptions went down, as the semester progressed. This could mean that the definition simply changed from “clicking on the link to get into my e-text” to something like “get access to the areas of the e-text I needed” (e.g. where I left off), etc.
- Interestingly, as the semester progressed, students seemed to find the e-texts more difficult to use, as the disagreement went up approximately 10%, which seems counter to the expectation that, in general, technology should get easier to use the more it is used.
- Perception of the functionality of the e-text doubled for RedShelf, and went down for VitalSource.
- Perception of students wanting a printed text, versus an e-text, stayed about the same for RedShelf, but went down for VitalSource.
- Perception of interactivity of the e-text stayed about the same.
- Perception of instructors actively making use of the e-text stayed about the same for RedShelf, but went down slightly for VitalSource.
- Overall, perceptions of e-texts went up as the pilot progressed (approximately 7% for each).

Tool usage—save for searching—tended to favor VitalSource for the top five tools/functions (actually six, due to a tie):

TABLE 5 – Tool Usage and Satisfaction by Platform				
Rank	Tool/Function	% student using tool	RedShelf net satisfaction	VitalSource net satisfaction
1	highlighted terms/sections	72.58%	75%	96%
2	searched for terms within the e-text	69.35%	100%	81%
3	bookmarked pages	29.03%	88%	100%
4	added notes/comments to a page	25.81%	86%	100%
T5	printed pages from the e-text	19.35%	67%	67%
T5	read the e-text offline	19.35%	67%	100%

One note: only three students reported using the off-line function of RedShelf, so the results are a bit skewed. This may indicate that the RedShelf users did not use this functionality, as it was not as streamlined as VitalSource’s approach.

In terms of technical issues, RedShelf only had one user reporting problems, where twelve students reported having problems with VitalSource. Interestingly, two-thirds of students reporting problems with VitalSource never sought out assistance. Reading through the comments in this sections seems to indicate that most of these issues were fairly minor, so this may be why students did not seek out assistance:

- I couldn't access my e-text at first, but USD technical team helped resolve the issue.
- When I attempted to use the scroll bar, the page moved extremely quickly. Particularly, at towards the end of the "segment" of reading, the page would go crazy and I would end up back at the top of the segment.
- Freezing
- I was asked multiple times to login in even though I saved my password. I had a tough time remembering what my password was.
- Mobile compatibility. Unable to read offline
- When I first downloaded the app the book expired on a certain date. After that date I wasn't able to access it. After a couple of weeks I was all of a sudden able to access it. I would also adjust the margins of the contents listed on the side on the app on my computer and then it would be glitchy when I tried to extend the side piece back out.
- Too slow
- Highlighter
- Didn't work with my mac
- I couldn't view the book offline or through another computer.

Instructor Survey Results

With only six pilot instructors--four of whom completed the survey; two for each platform--it is difficult to draw comparisons between the platforms. The results are posted here for the sake of completeness, but the committee more strongly considered the student feedback for the pilot.

In terms of overall satisfaction, RedShelf had higher instructor satisfaction, with a mean of eight (responses of nine and seven), vs. VitalSource's mean overall satisfaction of 5.5 (responses of six and five). While RedShelf's mean was significantly higher, with only four responses, not much weight can be put into the results.

Instructors were asked the same general perception questions asked of students. Again, with only four responses, it is difficult to reliably determine instructor sentiment, but overall, sentiment was generally higher for RedShelf:

TABLE 6 – Instructor Perceptions Net Agreement		
Question	RS net agreement	VS net agreement
It was easy for me to access the e-text for my course.	100%	100%
It was easy for my students to access the e-text for my course.	100%	50%
I found the e-text more functional than a printed textbook.	100%	50%
My students would prefer to use a printed textbook.	50%	0%
I found the e-text more interactive than a printed textbook.	100%	50%
My students used the e-text at least as much as they would have used a printed text.	-50%	100%
In the future, I will likely give my students the option to use an e-text.	100%	100%
I would NOT recommend using an e-text to my colleagues.	-100%	-100%
The e-text had a positive impact on the teaching and learning in my class.	0%	-50%
I consider the cost of the book when adopting it for my class.	100%	100%
<i>(note: a negative value represents disagreement)</i>		

Like students, instructors were also asked what tools within the e-text platform they had utilized during the pilot, as well as their perception of the functionality of each tool they had used. Given the number of responses, there was no significant difference between RedShelf and VitalSource:

TABLE 7 – Instructor Satisfaction with e-Text Tools		
Answer	RedShelf sat. mean (n = 2)	VitalSource sat. mean (n=2)
highlighted terms/sections	5 (5,5)	n/a
searched for terms within the e-text	4.5 (5,4)	4.5 (5,4)
bookmarked pages	5	3
printed pages from the e-text	5	n/a
added notes/comments to a page	5	4
text-to-voice (having e-text read back to you)	5	n/a
read the e-text offline	5	4
changed the font size or color	n/a	4
<i>(note: values in parenthesis are the instructors rated the tool)</i>		

With respect to technical problems, only one of the four instructors--one piloting VitalSource--reported students having a problem: “Some students ended up with two log-ins. A couple of them needed to download the book again even though it should have been available offline.” The instructor reported that the issue was resolved by VitalSource.

Student e-Text Pilot Welcome Letter

Greetings:

This is to inform you that a course you are taking this semester, [insert course here], will be participating in a pilot of the platform called [RedShelf or VitalSource]. During this pilot, instead of using a traditional, printed textbook with the course, you will be using an electronic text (e-text) instead.

There are a number of benefits to using an e-text:

- E-texts are typically cheaper than textbooks.
- Obviously, there are no big, heavy textbooks to lug around
- You get instant access to the e-text, so you do not need to worry about shipping, stores being out of stock, etc.
- You can access your e-text on any PC or Mac, and/or on most mobile devices (Android or iOS).
- E-texts can also be downloaded for offline access, so you literally can take them everywhere.
- You can search through the e-text to quickly find information.
- Like a printed text, you can add bookmarks, highlight text, make notes, etc., but unlike a printed text, you can:
 - easily search through your notes, and even make flashcards based on your notes or terms from the book
 - share your notes with your peers; your instructor can even share his/her notes with you
- E-texts can have interactive content, like videos, self-assessment quizzes, etc.
- E-texts are more accessible than printed texts; you can adjust font sizes, have the book read back to you, etc.
- E-texts are more environmentally friendly, as they require no paper to produce, are not shipped to stores, etc.
- E-texts can be updated by the publishers to add additional content, revised existing content, fix problems, etc.

There are some disadvantages of using an e-text:

- Obviously, e-texts are not physical, so you lose the tactile feel of a textbook; however, most allow you to print off a set number of pages for easier reference.
- E-texts require some sort of computer or device to access. Depending on the device, reading on the device's screen may cause more strain than reading a textbook.
- E-texts are typically only available for a defined duration (e.g. 180 or 365 days), though some allow perpetual access. This varies depending on the platform or publisher.
- E-texts cannot be sold back like used books.
- While viewable on many devices, e-texts typically do not work on e-readers (e.g. Kindles, Nooks, Kobos, etc.)

The SDBOR hopes to gauge student perceptions of e-texts, with respect to the advantages and disadvantages stated above, as well as evaluate the merits of each e-text platform. **To that end, the SDBOR will be covering the costs of the e-texts for the pilot.** In exchange for this, the SDBOR will be sending out periodic surveys to get your feedback, which will typically take less than ten minutes to complete. Your feedback will not only help to shape the outcome of the pilot, but will have an impact on

all students attending SDBOR universities.

IMPORTANT: to initially access your e-text, you must log into your course via [Desire2Learn](#). Once you have set up access to your e-text, you can access it via your D2L course, or directly via the platform's website or app, if available.

Thank you for your participation in the 2017SP e-Text Pilot!

Final Survey Device

NOTE: the first survey was very similar to the final survey, with the exception that students were not asked to rate their satisfaction of the tools they had used.

2017SP e-Text Pilot: Final Survey

Q2 Thank you for taking the time to complete this survey regarding your experience with using one of the e-text platforms the SDBOR is piloting. Your feedback will not only help to shape the outcome of the pilot, but will have an impact on all students attending SDBOR universities. This survey will seek input regarding your impressions and experience using the e-text platform during the 2017SP semester pilot, and should take no more than ten minutes to complete.

Q14 Prior to this course, please rate your experience level with using e-texts or ebooks.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)
Little/No Experience: Very Experienced (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 Given your experience in the pilot, please rate your overall satisfaction with e-texts.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)
Very Dissatisfied: Very Satisfied (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 Please feel free to share any comments regarding your selections above:

Q18 Considering the cost savings of e-texts vs. textbooks, use the slider to show your preference of purchasing an e-text vs. a textbook. The closer you move the slider to one of the options, the stronger your preference is indicated for that option.

_____ (11)

Q19 Please feel free to share any comments regarding your preference above:

Q4 Please carefully read and rate your level of agreement with the following statements:

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
It was easy to access the e-text for my course. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The e-text was too difficult to use. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the e-text more functional than a printed textbook. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would prefer to use a printed textbook. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the e-text more interactive than a printed textbook. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The e-text was not as convenient as a printed textbook. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The e-text had a positive impact on my learning. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spent about the same amount of time reading the e-text as I would have spent reading a printed textbook. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor has actively made use of the e-text in the course. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend using an e-text to my friends or classmates. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost is the most important factor when I purchase a book for class, regardless of the format (printed or e-text) or condition (new, used, or rental) of the book. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 With what device do you typically use to access your e-text?

- ☐ a desktop/laptop computer (1)
- ☐ a tablet (e.g. iPad, Kindle, etc.) (2)
- ☐ a mobile phone (e.g. iPhone, Android phone, etc.) (3)

Q15 How do you usually access your e-text?

- ☐ via a web browser (e.g. Chrome, Safari, Firefox, Internet Explorer) (1)
- ☐ via the e-text platform's app (e.g. VitalSource's Bookshelf app) (2)

Q8 Which of the following functions have you performed with your e-text?(select all that apply)

- ☐ highlighted terms/sections (1)
- ☐ added notes/comments to a page (2)
- ☐ searched for terms within the e-text (3)
- ☐ created flashcards (4)
- ☐ created study guides (5)
- ☐ copied sections from the e-text into another document (6)
- ☐ read the e-text offline (7)
- ☐ drew lines/shapes on a page (8)
- ☐ printed pages from the e-text (9)
- ☐ changed the font size or color (10)
- ☐ shared notes with classmates (11)
- ☐ bookmarked pages (12)
- ☐ text-to-voice (having e-text read back to you) (14)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) highlighted terms/sections Is Selected

Q20 please rate the ease of use of highlighting terms/sections

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) added notes/comments to a page Is Selected

Q21 please rate the ease of use of adding notes/comments to a page

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) searched for terms

within the e-text Is Selected

Q22 please rate the ease of use of searching for terms within the e-text

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) created flashcards Is Selected

Q23 please rate the ease of use of creating flashcards

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) created study guides Is Selected

Q25 please rate the ease of use of creating study guides

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) copied sections from the e-text into another document Is Selected

Q26 please rate the ease of use of copying sections from the e-text into another document

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) read the e-text offline Is Selected

Q27 please rate the ease of use of reading the e-text offline

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) read the e-text offline Is Selected

Q33 please rate your agreement with the following statement: the amount of content made available offline was

sufficient for my needs

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) drew lines/shapes on a page Is Selected

Q28 please rate the ease of use of drawing lines/shapes on a page

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) printed pages from the e-text Is Selected

Q29 please rate the ease of use of printing pages from the e-text

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) changed the font size or color Is Selected

Q30 please rate the ease of use of changing the font size or color

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) shared notes with classmates Is Selected

Q31 please rate the ease of use of sharing notes with classmates

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) bookmarked

pages Is Selected

Q32 please rate the ease of use of bookmarked pages

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) text-to-voice (having e-text read back to you) Is Selected

Q34 please rate the ease of use of the text-to-voice feature (having the e-text read back to you)

- ☐ Extremely difficult (30)
- ☐ Somewhat difficult (31)
- ☐ Neither easy nor difficult (32)
- ☐ Somewhat easy (33)
- ☐ Extremely easy (34)

Display This Question:

If Which of the following functions have you performed with your e-text? (select all that apply) q://QID10/SelectedChoicesCount Is Greater Than 0

Q34 Please feel free to share any comments regarding the functionality of your e-text below:

Q9 What have you liked best about your e-text experience?

Q10 What have you liked least about your e-text experience?

Q11 Please feel free to share any other comments about your e-text experience here:

Q11 Have you experienced any technical problems with your e-text?

- ☐ Yes (1)
- ☐ No (2)

Display This Question:

If Have you experienced any technical problems with your e-text? Yes Is Selected

Q10 Please describe the technical problem(s) you experienced with your e-text?

Display This Question:

If Have you experienced any technical problems with your e-text? Yes Is Selected

Q12 What support resources did you utilize?(select any that apply)

- ☐ I did not seek assistance (1)
- ☐ my instructor (2)
- ☐ support via the e-text platform (3)
- ☐ my institution's support help desk (4)
- ☐ other (5)

Display This Question:

If Have you experienced any technical problems with your e-text? Yes Is Selected

Q13 Were your technical problems resolved?

- ☐ Yes (1)
- ☐ No (2)

Q6 What is your age? (Note: if you would prefer not to answer this question, please select "N/A.")

- ☐ N/A (1)
- ☐ Under 18 (2)
- ☐ 18 to 24 (3)
- ☐ 25 to 34 (4)
- ☐ 35 to 49 (5)
- ☐ 50 to 59 (6)
- ☐ 60 to 69 (7)
- ☐ 70 and up (8)

Q10 Please rate your overall experience level with technology:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)
Little/No Experience:Very Experienced (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – K

DATE: June 27-29, 2017

SUBJECT: Program Review Reports – DSU, NSU & SDSU

The system has established a process requiring periodic reviews of all programs offered. A primary purpose for these reviews is to continuously improve the quality of all educational programs. Periodic program review involves stakeholders in an analysis of past performance which is used to inform present and future directions and decision-making. The review process is integrated with strategic planning and budgeting, with regional and specialized accreditation processes, and with student-learning outcome assessment. The system's processes require each campus to maintain a schedule that indicates the time frame for the review of every program offered.

For each review, representatives of the program completed a self-study driven either by the system's guidelines or by those of an external accrediting body, if applicable. An external review was engaged to evaluate the program using both the self-study and interviews of constituents. In each case the reviewer prepares a report of findings and the campus then prepares a response.

For each program reviewed, the reviewer's report, institutional response, and/or any other supplemental documentation are provided at the links below and also available on the Academic Affairs Council's [Institutional Program Review Reports](#) webpage.

Dakota State University

- [BS in Computer Science](#)

Northern State University

- [BA in Music Theater](#)
- [Sociology](#)

South Dakota State University

- [BS in Agricultural & Biosystems Engineering](#)
- [BS in Civil Engineering](#)
- [BS in Electrical Engineering](#)
- [BS in Mechanical Engineering](#)

(Continued)

INFORMATIONAL ITEM

- [Advanced Practice Registered Nurse Certificate entitled, Post Masters Family Nurse Practitioner Certificate](#)
- [Doctor of Nursing Practice](#)
- [Hospitality Management](#)
- [Medical Laboratory Science](#)
- [Rehabilitation Counseling](#)
- [Animal Sciences](#)
 - BS in Animal Science (including Industry & Science specialization)
 - MS in Animal Science
 - PhD in Animal Science
- [Biology and Microbiology](#)
 - BS in Biology (including Pre-Professional and Secondary Education specializations)
 - BS in Biotechnology
 - BS in Microbiology
 - MS in Biological Sciences w/specializations in Biology and Microbiology
 - PhD in Biological Sciences w/ specializations in Biology, Microbiology and Molecular Biology
- [Geography](#)
 - MS in Geography
 - BS in Geography
 - BS in Geographic Information Sciences (GISc)
 - Geography Minor
 - Geographic Information Systems Minor
 - Geographic Information Systems Certificate

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – L

DATE: June 27-29, 2017

SUBJECT: Customized Learning and Early College Models

For a number of years, a small number of school districts in South Dakota have been working on an initiative that supports student progression in the curriculum through [Customized Learning](#). Supported in South Dakota through efforts and resources made available through Technology & Innovation in Education (TIE), districts are provided assistance in developing curriculum and assessment materials that allow students to work through course requirements at their own pace. Under the framework, the traditional “seat-time” model for advancing students through courses and grade levels is replaced with a model for competency based learning. One constraint currently facing districts employing this model is the fact that high achieving or gifted students are able to work through the curriculum in half the traditional time, having met graduation requirements prior to the start of their junior year.

Currently, [Harrisburg](#) is one district in particular that has aggressively engaged the Customized Learning approach, and as their initial cohorts approach their junior year they are confronted with a limited set of curriculum options. To address this issue, the district superintendent met with representatives from the BOR central office, DSU, SDSU and USD in early March to discuss potential collaboration for the delivery of early college programming for a select cohort of students. Initial conversations have focused on identifying a subset of courses for an initial cohort that would align with a career track (i.e., health, education, engineering, etc.) and design a model that would provide dual credit opportunities through the Board of Regents. Representatives from the Harrisburg School District will be attendance at the meeting and plan to discuss the Customized Learning approach underway, the constraints they are facing for their advanced students, and the type of partnership they envision with Regental institutions. Additionally, Governor Dugaard has been engaging Superintendents across a number of school districts in the state to expand customized learning options, and evaluate alternative workforce pathways for students. Tony Venhuizen, Governor’s Chief of Staff, and Patrick Weber, Education Policy Advisor will also be in attendance to discuss current initiatives underway for the state.

(Continued)

DRAFT MOTION 20170627_9-L: I move to allow Regental institutions to deliver General Education coursework in South Dakota school districts through the High School Dual Credit program.

As a background item for the Board of Regents in advance of this discussion, WICHE recently developed a report entitled “How to Scale College in High School” (see Attachment I) which provides core principles for dual credit and early college designs across states. Additionally a series of state policy best practices are outlined and the potential connect to Every Student Succeeds Act implementation opportunities for states to consider.

Currently, the framework for the High School Dual Credit program establishes that high school students are provided an opportunity to enroll in existing sections of General Education courses offered in the Regental system. To date, no sections have been created that place only high school students in courses offered through the HSDC model. Additionally, the delivery locations have either been online, on campus, or at one of the University Center facilities. Institutions have not been given authority to delivery HSDC courses at alternative sites (i.e., Regental faculty delivering coursework in school districts), rather the Concurrent Credit program¹ has served as the primary mechanism for delivering Regental coursework in this fashion. Under the Concurrent model, high school teachers are asked to meet the eligibility criteria, and then provide the primary instruction through oversight from a faculty mentor on campus. The model being proposed for Harrisburg would be to allow institutions to have faculty delivered coursework in the school district. In conversations with the Governor’s staff, the original design of the HSDC program would allow for this type of model to be implemented. If there is broad support for fostering such partnerships, then other institutions would be encouraged to engage with local districts to assess the extent direct instruction by Regental staff may be viable in the future.

¹ A comprehensive report on the High School Dual Credit and Concurrent Credit programs was provided to the Board of Regents during their October 2017 meeting. This report can be found at:

https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2016-October/6_H_BOR1016.pdf



HOW TO SCALE COLLEGE IN HIGH SCHOOL



COLLEGE IN HIGH SCHOOL
ALLIANCE

**A State Policy Guide for Implementing
Dual Enrollment and Early College Designs
Under the Every Student Succeeds Act**

February 2017



About the College in High School Alliance

The College in High School Alliance, founded in September 2016, is a coalition of leading national organizations committed to policies that support high-quality dual enrollment, concurrent enrollment, and early college high schools. The CHSA believes that greater support for these models at the federal, state, and local levels will significantly improve the secondary and postsecondary outcomes of students, particularly those from low-income and middle-class backgrounds.

The work of the CHSA is coordinated by a steering committee comprised of Jobs for the Future, Bard College, KnowledgeWorks, the Middle College National Consortium, and the National Alliance of Concurrent Enrollment Partnerships.

TABLE OF CONTENTS

01

Introduction

04

Core Principles

- 04** Dual Enrollment Programs
- 05** Early College Designs

07

Using ESSA to Support Dual Enrollment and Early College Designs

- 07** Incorporating Dual Enrollment and Early College Designs into ESSA State Plans
- 09** New ESSA Funding Opportunities to Develop Dual Enrollment and Early College Designs

12

State Policy Best Practices

14

Profiles of Dual Enrollment and Early College Designs



INTRODUCTION

The Every Student Succeeds Act presents a unique opportunity for states and districts to help more young people enter and complete college by implementing school designs that improve the transition between high school and higher education. Early college and dual enrollment opportunities, which introduce high school students to college coursework, offer the potential to accelerate progression into—and success in—postsecondary education for students of all backgrounds. ESSA explicitly encourages states to use these approaches.

It has become well known that the percentage of jobs requiring postsecondary education and training is expected to reach a new high of 65 percent in 2020.¹ Yet our nation remains ill-prepared. U.S. companies are projected to face shortages of 3 million workers with associate's degrees or higher and 5 million workers with technical certificates and credentials by 2020. States and school districts can use ESSA to expand proven programs that increase college completion rates and the proportion of workers with high-value postsecondary degrees or credentials.

Students who attend schools with high-quality dual enrollment (including concurrent enrollment) or early college designs are more likely to graduate high school, immediately enroll in college, and persist to completion than their peers. At the same time, these models provide students with significant flexibility in how to tailor their academic programs to their specific needs. They also meet a top priority of many families: reducing the time and cost for students to earn degrees and enter the workforce.

All three designs—dual enrollment, concurrent enrollment, and early college—involve high school students taking college courses for college credit. There is a wide range in terminology used to describe these programs across the country, but ESSA provides the first official federal definitions (see *Key Terms in ESSA*).² As used in this guide, *dual enrollment* is a broad term that includes all programs where high school students enroll in college or university courses. The college credits students earn are recorded on a transcript at the postsecondary institution and can be applied toward a degree there or transferred to other colleges or universities. The courses are typically provided at a discounted rate and are sometimes available at no cost to students, where state or local funding is available. *Concurrent enrollment* is used to describe a common type of dual enrollment in which students take college-level classes taught by qualified high school teachers.³ *Early college* is a whole-school design that uses dual enrollment as part of a comprehensive model providing intensive supports and the opportunity to earn one to two years of college credit—up to an associate's degree—for free. Early college high schools have proven particularly effective for young people from backgrounds underrepresented in higher education.

The earliest dual and concurrent enrollment programs date back to the 1950s, but have experienced considerable growth in recent years. Early college schools, which have achieved impressive results in more than a decade of implementation, are ripe for scaling. As states redesign accountability systems under ESSA and districts rethink strategies for supporting struggling schools, dual enrollment and early college high schools should be considered key evidence-based strategies for moving students successfully to high school graduation and onto postsecondary education. These models offer states and districts the following benefits:

- ▶ **Strong evidence base.** Numerous rigorous, multi-institution and statewide quantitative research studies in more than a dozen states have shown that dual enrollment and early college high schools increase high school graduation rates, improve college readiness, and provide gains in college access, persistence, and completion for a diverse group of students (see *Evidence of Success*).⁴

- ▶ **Increase in college and career readiness.** Dual enrollment and early college schools help students successfully transition to higher education by building the academic skills, experiences, and behaviors necessary to succeed in college. At the same time, when aligned to career pathways, these designs provide students with the skills and credentials needed to attain a good job immediately after graduating high school and to rapidly complete postsecondary career training (see *Integrating Early College Designs & Career Pathways*).

- ▶ **Focus on underserved populations.** The majority of students served in schools with early college designs are from minority backgrounds, low-income families, and/or are first-generation college students. Early college enables these young people to accumulate substantial college credits toward—and, in many cases, including—a degree free of cost. Students from these historically underrepresented groups who attend early college schools are more likely to graduate high school, enroll in college, and persist to completion than their peers at other schools.⁵

▶ **Economic payoff and return on investment.**

Investments in early college and dual enrollment increase the productivity of public investment in education, as more students receive postsecondary credentials and degrees more quickly and at higher rates, and the need for and costs of remedial coursework decrease.⁶

Despite their advantages, schools with dual enrollment and early college designs frequently encounter inefficiencies between the secondary and postsecondary systems they aim to connect. For example, they are excluded from traditional funding streams available to each sector, which has hampered their ability to grow. ESSA, which requires evidence-based school improvement designs and explicit plans to improve student transitions between high school and higher education, enables these programs to expand to meet the demand for better college and career outcomes.

About this Guide

This guide was developed by Jobs for the Future and the CHSA. The CHSA is a coalition of leading national organizations dedicated to promoting policies in support of high-quality dual enrollment, concurrent enrollment, and early college schools. The work of the CHSA is coordinated by a steering committee comprised of Jobs for the Future, Bard College, KnowledgeWorks, the Middle College National Consortium, and the National Alliance of Concurrent Enrollment Partnerships (NACEP). The guide, which has three parts, is designed to provide state and local policymakers with a clear roadmap for leveraging ESSA to support the implementation of early college and dual enrollment in their states and communities. The first section outlines core principles of each design. The second section explains how to incorporate dual enrollment and early college into ESSA's required state plans and describes new funding opportunities. The final section recommends best practices for state policymakers embarking on this work. Implementation tips, terms, and snapshots of successful programs appear in boxes throughout the guide.

Evidence of Success

Early College Designs

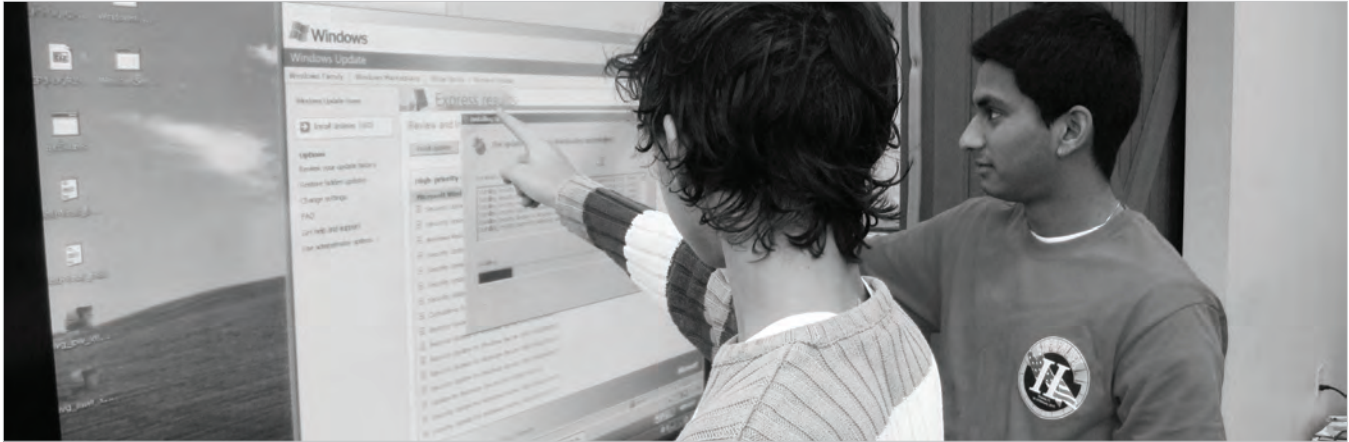
Early college is an evidence-based strategy for increasing college readiness and success for a wide range of students, particularly those traditionally underrepresented in higher education. The most comprehensive data on the outcomes of early college students come from the national Early College High School Initiative, which the Bill & Melinda Gates Foundation launched in 2002 and Jobs for the Future coordinated. The most recent data available, based on outcomes for thousands of students who attended about 100 representative early college high schools, show the model's success:⁷

- 90% of early college students receive a high school diploma compared to 78% of students nationally.
- 30% of early college students earn an associate's degree or certificate with their high school diploma compared to very few nationally.
- 94% of early college students earn transferable college credits in high school, compared to 10% of students nationally.
- 86% of early college graduates who enroll in college after high school graduation persist to their second year, compared to 72% of college students nationally.
- One year past high school, 21% of early college students had earned a college degree, compared to 1% of comparison students. Two years past high school, 25% of early college students had earned a degree, compared to 5% of comparison students.⁸

Dual Enrollment

There is strong evidence that dual enrollment (including concurrent enrollment) improves college transitions, persistence, and completion, especially for students traditionally underrepresented in higher education. The data come from peer-reviewed studies using quasi-experimental research designs, as well as multi-institution and statewide regression correlation studies from a dozen states. Collectively, these studies show positive, statistically significant effects when high school students complete college courses, even after controlling for prior academic achievement and demographic variables. Most of these studies aggregate analysis across all forms of dual enrollment, regardless of the location, delivery method, or instructor type. Examples include:

- Students entering four Texas public universities with dual credit were 30% more likely to earn bachelor's degrees within six years than students who had not earned college credit in high school. Dual-credit students also were 42% more likely to complete bachelor's degrees within four years, the traditional undergraduate time period.⁹
- A study that used a nationally representative sample of students who began postsecondary education in 2003 showed that students who took dual enrollment courses were 10% more likely to complete a bachelor's degree than the comparison group. The benefits were even greater for students whose parents had not attended college; they were 12% more likely to complete a bachelor's degree than the comparison group.¹⁰
- A study that followed all 2010, 2011, and 2012 Colorado high school graduates found that students who took dual and concurrent enrollment courses were 23% more likely to enroll in college immediately following high school graduation and 9% less likely to enroll in remedial classes. Dual enrollment students also were more likely to earn higher grades in their first year of college and accumulate more credit hours by the end of their first year.¹¹



CORE PRINCIPLES

With decades of experience designing, implementing, and supporting dual enrollment and early college schools, the organizations in the CHSA have identified core principles that are most likely to lead to successful outcomes.

Core Principles of Dual & Concurrent Enrollment Programs

The following key principles distinguish high-quality dual and concurrent enrollment programs. These principles build on NACEP's Standards for Program Quality, but extend those standards to multiple models of dual enrollment course delivery and to address issues of access and affordability.¹² NACEP's vision is a future where all high school students will be prepared for, have access to, and succeed in quality college courses.

1. Preparation

There is a growing recognition that it is fundamental to the mission of high schools to prepare all students for postsecondary education, whether in specific career areas leading to occupational credentials or in general education pathways leading to associate's and bachelor's degrees.

Dual and concurrent enrollment programs with meaningful ongoing collaboration between high school and postsecondary partners can create college-going cultures and effective integration of college curriculum into secondary schools. These factors can help ensure that every high school student is prepared to take at least one college course prior to graduating.

2. Access

Students who demonstrate the ability to benefit from college courses should be able to access dual and concurrent enrollment courses regardless of where they live, the high school they are enrolled in, ability to pay, or unnecessary bureaucratic hurdles.

To scale up student access to high-quality dual and concurrent enrollment programs, college courses should be delivered in a variety of ways, including at local high schools, in career centers, at college campuses, or through distance education technology. Student eligibility should be based on demonstrated performance in the subject area. The cost of participation should be free or significantly reduced for low- and middle-income students. Unnecessary gatekeeping measures, such as signatures from counselors and principals, which can serve as bureaucratic barriers to entry, should be eliminated or minimized.

3. Success

As their first experience with college courses, dual and concurrent enrollment students gain exposure to the academic challenges of college. In order to succeed, they need appropriate college learning resources, support services, and advising.

Poor performance in a college course can be not just discouraging for high school students, but also potentially damaging due to the information being recorded on a college transcript. Students should demonstrate readiness for the course they intend to take and have access to adequate learning resources such as libraries, laboratories, performance spaces, and equipment. High-quality academic advising, to help students choose appropriate courses, and support services, to help students balance school and other obligations, are essential.

4. Quality college courses

Institutions must commit appropriate resources, particularly faculty time and effort, to ensuring appropriate levels of academic oversight.

To ensure that college courses offered to high school students are of the same quality and rigor as the courses offered on campus to matriculated college students, all institutions should follow NACEP's national standards of quality for concurrent enrollment courses and uphold high standards for other models of dual enrollment. Students should be held to consistent college-level expectations, including being assessed on campus-established course learning outcomes. Instructors teaching college courses must meet the academic requirements for faculty and be provided course training and discipline-specific professional development. Dual and concurrent enrollment programs should provide meaningful opportunities for faculty across the K-12 and higher education sectors to collaborate with peers from their academic disciplines to raise the rigor of the high school experience.

Core Principles of Early College Designs

The following key principles encourage the creation of schools with effective early college designs. These principles build on the success of early college high schools around the country, while highlighting scaling practices that can provide students from all backgrounds—especially those historically underrepresented in higher education—with the opportunity to earn college credit in high school.

1. Substantial, transferable college credit

Early college high schools offer an integrated academic program and planned sequence of courses so that all students earn one semester to two years of transferable college credit leading to completion of a college degree or credential while in high school.

Early college designs do not provide just dual enrollment opportunities; they provide students with a coherent, aligned program of study toward a degree or certificate. This instructional framework leads to increased completion rates of postsecondary credentials.

2. High standards of quality

College courses offered by early college schools are rigorous, academically equivalent to those in traditional postsecondary settings, and delivered through high-quality practices by instructors who meet college qualifications.

College-level courses offered by early college schools are true college courses, with expectations and standards equal to all other college courses at the partnering institution of higher education. Quality control mechanisms are incorporated into state law or regulations and/or put in place by high schools and their postsecondary partners.

3. Comprehensive student supports

Early college schools engage all students in a comprehensive support system that proactively develops academic and social skills, as well as the behaviors and knowledge necessary for high school and college completion.

Early college schools provide students with a comprehensive structure of supports, such as specialized instructional practices, a formal system of tutoring, and focused guidance and counseling to enable diverse learners to achieve college-ready standards and gain “college knowledge.”

4. Partnerships

Early college schools are created and sustained by a close, formal partnership between a local education agency and at least one higher education institution, who are jointly accountable for student success.

Strong, formal partnerships are necessary to ensure maintenance of responsibilities, rigor of coursework, individualized supports for students, and clear pathways into further postsecondary education.

5. Population served

Early college schools are committed to serving students from low-income families and other backgrounds underrepresented in higher education.

Early college schools are designed to serve students with the most to gain from accelerated learning opportunities: low-income youth, first-generation college goers, students of color, English language learners, and other groups that have been underserved historically.

ESSA increases access to federal funding for dual enrollment and early college designs.



USING ESSA TO EXPAND DUAL ENROLLMENT & EARLY COLLEGE DESIGNS

The passage of ESSA in December 2015 kicked off a new era in education reform. Instead of the top-down approach to federal education policy embodied by No Child Left Behind, ESSA gives states the flexibility to design new systems of school accountability, educator support, and continuous improvement.

ESSA empowers states and local decision makers to implement the strategies they choose for improving teaching and learning, provided that they are grounded in evidence of success. The law also asks states to develop plans for how they will effectively transition students from secondary to postsecondary education. States can meet the expectations for both use of evidence-based approaches and improving postsecondary transitions by expanding student access to high-quality dual enrollment programs and early college schools.

Incorporating Dual Enrollment, Concurrent Enrollment, & Early College Designs into ESSA State Plans

ESSA encourages states and school districts to consider dual enrollment and early college as key strategies for successfully preparing students for college in three ways: enabling them to use federal funds to support college coursework, encouraging greater accountability and data transparency, and requiring written plans to improve achievement in the lowest-performing schools. In addition, ESSA provides the first federal definitions for “dual or concurrent enrollment” and “early college high school.”

ACCOUNTABILITY & DATA

Under ESSA, high schools must report annual data on students taking accelerated coursework to earn postsecondary credit. These include students in dual and concurrent enrollment programs as well as those taking Advanced Placement (AP) and International Baccalaureate (IB) courses and examinations. School report cards must include the number and percentage of students enrolled in all accelerated coursework. For maximum effectiveness, states should consider disaggregating data by course type. Accelerated coursework enrollment must be disaggregated by the ESSA-identified student subgroups, though states might do further disaggregation, as well.¹³

The data will help states, districts, and other stakeholders identify the impact of each model as well as areas throughout the state where students would benefit from additional access to these opportunities. States might also consider reporting additional metrics, such as students who earn associate’s degrees, those earning a significant number of credit hours (e.g., those earning at least 12), and/or those taking college courses in STEM and/or career and technical education areas.

Tips for Including Dual Enrollment & Early College High Schools in State Accountability Systems

1. Focus on completion of college courses, not just access to them.
2. Ensure each measure of college coursework is weighted meaningfully in the accountability system, with a meaningful denominator (such as the ninth-grade cohort).
3. Increase points awarded for greater numbers of college credit accumulated, including completion of a degree or credential.
4. Allow a range of models for participating in advanced coursework and earning college credit (e.g., dual enrollment, early college, AP, and IB).
5. Disaggregate various advanced coursework models and weight them equally.
6. Use consistent definitions of early college and dual and concurrent enrollment programs.
7. Build the necessary system and financial capacity to ensure widespread student access and success in quality college courses.

Key Terms in ESSA

Dual or Concurrent Enrollment

"A dual- or concurrent-enrollment program is offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school is able to enroll in one or more postsecondary courses and earn postsecondary credit that:

- Is transferable to the institutions of higher education in the partnership
- Applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965."

Early College High School

"The term 'early college high school' means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant's family."

Evidence-Based

"[A]n activity, strategy, or intervention that—

- (I) Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (i) Strong evidence from at least one well-designed and well-implemented experimental study;
 - (ii) Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - (iii) Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (II) Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention."

Source: House of Representatives, Every Student Succeeds Act: Conference Report to Accompany S. 1177

Each state also is required to design an accountability system composed of multiple measures of school performance, including at least one indicator of school quality or student success. This provides states with the opportunity to incorporate measures that directly relate to student readiness for postsecondary education. Indeed, ESSA specifically identifies access to and completion of advanced coursework as a measure of school quality or student success for high schools.

As of the 2016-17 school year, 13 states already include dual and concurrent enrollment courses as an indicator of college readiness in their state accountability systems. If a state chooses to incorporate advanced coursework as a new indicator, the state can measure the percentage of

students earning college credits while in high school and include that data in formulas used to differentiate and classify schools.¹⁴ By doing so, part of a school's success will be determined by student participation in college coursework and, preferably, the success of students in those courses. This can encourage the expansion of dual enrollment models. As noted above, research shows that students who complete college courses in high school are more likely to attend and be successful in college. Some of that research shows increased benefits when students complete at least 12 credit hours, and states might consider providing bonus points in the accountability system for students who succeed in more than one course.

EXAMPLE STATE A

State A is designing a new statewide accountability system under ESSA. Due to a strong commitment to providing college course-taking opportunities to all high school students, State A selects attainment of college credit as its indicator of school quality or student success. State A tracks data on participation of high school students in dual and concurrent enrollment courses and student success at earning college credit through those programs as well as exam-based programs. State A combines both enrollment and success in advanced coursework into its new accountability index, and includes extra points for students succeeding in more than one college course. On school report cards, State A provides detailed information on each of these metrics, disaggregated by ESSA subgroups.

SCHOOL SUPPORT & IMPROVEMENT

ESSA asks states to identify their lowest-performing schools and schools where subgroups of students persistently underperform. School districts must develop plans to accelerate student achievement in those schools. For the most struggling schools, ESSA includes dedicated funding to support interventions based on a needs assessment. In all cases, school improvement strategies must be evidence-based (*see Key Terms in ESSA box*).

As states and districts consider evidence-based strategies to effectively transition students from high school to college, they should consider implementing dual enrollment, concurrent enrollment, or early college designs. As noted above, these programs have an established evidence base showing that they increase high school graduation, college readiness, and college access, persistence, and completion—especially for low-income students, first-generation college goers, and other students from backgrounds traditionally underrepresented in higher education.

EXAMPLE STATE B

As part of its consolidated state plan, State B focuses on early college designs as a strategy for improving its low-performing high schools. State B identifies or creates an intermediary organization to provide the school district with strong technical assistance in the design and development of the early college high school, with ongoing implementation support. As required by ESSA, State B collects and reports data on student enrollment and success in dual and concurrent enrollment courses. School districts in State B use this reported data as part of the needs assessment for each school identified for comprehensive support and improvement. Through that process, a school district in State B sees that an identified high school has low access to dual and concurrent coursework, especially for underperforming subgroups of students. Working closely with the state-identified intermediary, the school district develops a plan to accelerate student learning by transforming the identified high school into an early college school with the assistance of one or more higher education providers. To support the development and implementation of this program, the school uses Title I funding provided by the state through the Direct Student Services program.

New ESSA Funding Opportunities to Develop Dual Enrollment & Early College Designs

ESSA supports states and districts interested in dual enrollment, concurrent enrollment, and early college school designs by increasing access to federal funding for the development and implementation of these programs. The examples below identify some of the ways in which states and school districts may use funds made available under ESSA to support these high-impact models.

Title I: Improving Basic Programs Operated by State and Local Education Agencies

- *Section 1003A. Direct Student Services (Local Use of Funds)*—Allows a state education authority to provide grants to local education agencies (LEAs) that have identified many schools as needing comprehensive support and improvement, or are implementing targeted support and improvement plans in order to pay for student service activities. These include advanced courses and postsecondary-level instruction.
- *Section 1114. Schoolwide Programs*—Allows secondary schools operating schoolwide programs, as allowed under ESSA, to use their funds to run dual or concurrent enrollment programs, which may include early college high schools.

- *Section 1115. Targeted Assistance Schools*—Allows secondary schools operating a targeted assistance program to use their funds to run dual or concurrent enrollment programs. Targeted assistance programs provide additional services to individual students who have been identified as low achieving or at risk of becoming low achieving.

Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

- *Section 2101. Formula Grants to States*—Includes an allowable use of state formula grant funds to provide assistance to LEAs for professional development and to support teachers in obtaining skills and credentials in order to teach as part of a dual enrollment, concurrent enrollment, or early college high school program.
- *Section 2103. Local Use of Funds*—Includes an allowable use of LEA funds for professional development for identifying gifted and talented students and providing them with dual or concurrent enrollment programs.

Title III: Language Instruction for English Learners and Immigrant Students

- *Section 3115. Subgrants to Eligible Entities*—Allows recipients of grants issued to improve English language learning to use funds to offer dual enrollment, concurrent enrollment, and early college high school programs to English language learners.

Title IV: Student Support and Academic Enrichment Grants

- *Section 4104. Formula Grants to States (State Use of Funds)*—Under Title IV, Part A, Student Support and Academic Enrichment formula grant program allocation, dual enrollment, concurrent enrollment, and early college high school programs are allowable uses of state funds.
- *Section 4107. Activities to Support Well-Rounded Educational Opportunities*—Under Title IV, Part A, Student Support and Academic Enrichment formula grant program allocation, dual enrollment, concurrent enrollment, and early college high school programs are allowable uses of LEA funds.

EXAMPLE STATE C

State C encourages school districts throughout the state to consider implementing dual enrollment or early college models as a strategy to support successful transitions into postsecondary education and the workforce. State C works with higher education partners to develop funding policies that allow high school students to take college courses free of tuition and fees. To support development of the design, schools use multiple funding sources provided by ESSA. A school developing a comprehensive dual enrollment or early college initiative in a Title I schoolwide program uses the following: Title I funds to design a program of study for the school, Title II funds to support professional development for teachers to prepare them to educate students in college coursework, Title III funds to provide access to advanced coursework specifically for English language learners, and Title IV funds to support planning and design of student support services and counseling.

EXAMPLE DISTRICT D

District D has several high schools currently implementing early college and concurrent enrollment programs. District D uses funds through Title II to support improved professional development for high school teachers to increase the number of educators prepared to teach college coursework. District D also uses part of its Title IV allocation to improve college counseling and transition supports for students enrolled in dual and concurrent enrollment opportunities across the district.



STATE POLICY BEST PRACTICES

The following state policy best practices were developed by the CHSA to design and implement high-quality early college high schools and dual enrollment programs. While not all of the policies must be in place to proceed with implementing these strategies, the following practices allow high-quality early college and dual enrollment models to expand and thrive in a sustainable way.

Ensure all of the state's public high schools offer equitable access to high-quality dual enrollment opportunities in general education and technical courses.

- Incentivize and prioritize early college and dual and concurrent enrollment opportunities at all high schools.
- Require high schools to award credit toward graduation for college courses.
- Align dual and concurrent enrollment offerings with postsecondary requirements in rigorous technical programs of study aligned to regional labor markets and/or transferrable general education pathways toward bachelor's degrees.
- Base eligibility for college courses on multiple measures of readiness, rather than only age, grade level, or a single standardized assessment.

- Allow for a wide range of higher education partners to offer dual and concurrent enrollment courses. Encourage institutions of higher education to engage in partnerships with districts that are substantially below average in rates of college-going graduates.

Ensure quality implementation of dual enrollment, concurrent enrollment, and early college designs.

- Adopt high standards for academic quality into state law or regulations, or mandate that high schools and their postsecondary partners have such mechanisms in place. Incentivize programs to pursue nongovernmental peer review mechanisms to demonstrate quality, such as the program accreditation offered by NACEP. Incorporate quality control mechanisms to ensure that college courses offered to high school students are equivalent to sections taught to traditional college students. These should include professional development, course observations, use of postsecondary syllabi and curricula, alignment

of assessment methods and grading, prerequisite requirements, performance metrics, and student support services.

- Specify key roles and commit human and financial resources to coordinating and monitoring dual and concurrent enrollment programs at the state education agency, state higher education agency, and postsecondary system offices.
- In the case of an early college high school initiative, designate a state-level entity to “own” the initiative and take primary responsibility for conceptualizing, guiding, and giving assistance to the schools, districts, and college partners during the startup period and beyond. This entity could exist within the state government (e.g., the state education agency, a higher education agency, or a state board) or through an intermediary organization. This should be done in close collaboration with state higher education agencies and systems.
- Specify and document the key roles and responsibilities of the LEAs and postsecondary institutions through memoranda of understanding or cooperative agreements, including student advisement and support services.

- Clearly define the characteristics and components of early college designs in state statutes or regulations.

Build and support a corps of instructors who are qualified to teach college courses to concurrently enrolled high school students.

- Enable high school teachers to qualify as college faculty by providing incentives to districts that support high school teachers to earn relevant graduate courses or degrees/credentials required for teaching college courses as adjunct faculty.
- Enable and encourage the use of college instructors to teach college courses in high schools, removing barriers (e.g., related to secondary school certification), and providing incentives for college faculty to participate in partnerships with high schools.
- Provide high-quality, continuous professional development to all instructors of college courses for high school students.

Integrating Early College Designs & Career Pathways

Across the country, states and districts are developing career pathways in K-12 schools. Career pathways integrate rigorous academics with sequenced, high-quality career and technical education courses designed to lead to career opportunities in high-demand industries. Dual and concurrent enrollment and early college designs offer significant benefits when combined with this kind of career-focused programming, allowing students interested in career-focused programming to make progress toward an industry-recognized credential or degree while still in high school. More than 30 percent of enrollment by high school students in dual and concurrent enrollment courses is in career and technical subjects. Leading states such as Illinois, Iowa, Oregon, and Utah have 40 to 50 percent of their dual and concurrent enrollments in career and technical subjects, such as health care, engineering and technology, business, transportation/logistics, and computer and information science.¹⁵

Base funding mechanisms on the principle of no cost to students and no financial harm to secondary and postsecondary partners.

- Provide flexible authority for school districts and colleges to pay for college courses to be delivered in a variety of ways that substitute for high school graduation requirements.
- Identify public funding from complementary college readiness, access, and success programs and/or develop a separate funding stream to support startup and ongoing costs. Focus this funding on students who are low-income and/or underrepresented in higher education.
- Ensure sustainable funding to allow programs to offer college courses at a dramatically reduced cost for all students, with a priority on keeping college courses for low-income students free of charge if full funding is not available for all students.

Ensure college credits earned in high school are transferable across the state higher education system.

- Create policies that require public institutions of higher education, and encourage private institutions, to accept dual and concurrent enrollment credits with no additional requirements than any other credit accepted by the issuing institution.
- Establish formal transfer systems within and across state higher education systems, including two-year and four-year public and private institutions, to maximize the transferability of college courses.

- Encourage institutions of higher education to make prerequisites for transfer into general education and major requirements for degree programs more transparent, and to make all transfer agreements widely accessible.

Ensure state reporting and accountability systems fully incorporate and incentivize/prioritize dual enrollment and early college designs.

- Collect the data necessary to analyze course-taking patterns of high school students, disaggregated by subject area and demographic group, to determine access to and success in college courses.
- Accountability systems should reward successful completion of (not just enrollment in) dual and concurrent enrollment courses that results in transferable college credit along with AP and IB exam performance. States should consider increased points for greater amounts of transferable college credit accumulated, including completion of a credential or degree.
- All indicators of advanced coursework, including dual and concurrent enrollment, AP, and IB should be separated and valued equally in reporting and accountability systems.



PROFILES OF DUAL ENROLLMENT & EARLY COLLEGE DESIGNS

STATEWIDE EFFORT

The State of North Carolina

To increase the number of students who graduate high school prepared to succeed in college, North Carolina embarked upon a statewide effort to expand access to early college high schools. North Carolina has created over 75 early college high schools serving 15,000 students. The initiative includes partnerships with the North Carolina Community College System, the University of North Carolina, and the North Carolina State Board of Education.

Results

A study from the SERVE Center at the University of North Carolina at Greensboro compared students who attended an early college high school in North Carolina to those who entered the admissions lottery for early college programs but did not win a spot.¹⁶ The study found:

- 92% of early college students were “on track” to college in ninth grade, compared to 85% of students in the control group.
- Early college students earned an average of 22 college credits while in high school, compared to an average of less than 3 college credits earned in the control group.
- Early college students enrolled in college at a rate that was 15% higher than the control group.

Investments in early college and dual enrollment increase the productivity of public investment in education.

Middle College National Consortium

The Middle College National Consortium is a successful group of middle and early colleges located in 15 states, with concentrations in California, Michigan, and New York. The oldest, Middle College High School at LaGuardia, has been in operation since 1974. These schools are located on two- and four-year college campuses, and offer tuition-free courses to all enrolled students and access to college services and facilities to faculty and students alike. About 84 percent of students attending Middle College National Consortium high schools are nonwhite, and 74 percent are eligible for free and reduced price lunch.

Results

College course-taking students graduating from Middle College National Consortium high schools in 2006-2014 earned an average of 31.5 college credits and an average GPA of B-. The 2014 graduating class of college course-taking students earned the most college credits in social science, followed by English, math, and science, and 86 percent enrolled in STEM-related courses.¹⁸

Pharr-San Juan-Alamo Independent School District, TX

In 2007, Pharr-San Juan-Alamo Independent School District in South Texas launched a plan to implement early college districtwide in collaboration with South Texas College. Most PSJA students are first-generation college goers and 89 percent are from low-income families. Today, PSJA has 8 high schools with an early college design, enabling students to graduate with at least 12 college credits.

PSJA offers four distinct designs which incorporate meaningful tuition-free college courses toward a postsecondary degree or credential:

1. *Standalone early college high school*: A comprehensive early college model that offers every student the support and sequence of courses to earn up to 60 college credits or an associate's degree with their diploma.
2. *Back on track to college*: A specialized early college model to serve students who have been identified as off track for high school graduation or who have left school.
3. *Dual degree pathways*: High schools with redesigned grades 11 and 12 that provide dual enrollment opportunities for all students.
4. *School within a school early college high school*: Small early college "learning communities" that offer dual enrollment.

Results

Between 2007 and 2012, PSJA raised the four-year graduation rate from 62 to 87 percent and cut dropout rates by 75 percent. PSJA also doubled the number of students enrolling in college after graduation in two years.¹⁷

Akron Early College High School, OH

Akron Early College High School began in 2007 as part of KnowledgeWorks' network of nine early college high schools in Ohio.¹⁹ AECHS is a grades 9–12 school on the campus of the University of Akron. It serves first-generation college goers and low-income students in a comprehensive model, with full immersion in college courses to earn both high school and college credits. Students receive academic and personal support services to ensure a smooth transition from high school to college.

Results

AECHS has earned distinctions from: the Ohio Department of Education as one of four “High Performing Schools of Honor,” and *Newsweek* magazine’s “Top 500 Public High Schools in the Nation” and “Top 500 Public High Schools Beating the Odds.” The school projects that 93 percent of its 2017 graduates will earn an associate’s degree.²⁰

Bard High School Early College Newark, NJ

Bard High School Early College Newark, established in 2011, is a partnership between Bard College, a private, nonprofit college of the liberal arts and sciences, and Newark Public Schools. Students have the opportunity to earn up to 60 transferable college credits and an associate’s degree from Bard, tuition free, alongside a New Jersey high school diploma. The vast majority of BHSEC Newark students come from backgrounds underrepresented in higher education. In the 2016-17 school year, 68 percent of students were considered low-income because they qualified for federal free or reduced-price lunch and 97 percent were students of color.²¹ BHSEC Newark is part of a national network of tuition-free early colleges run by Bard that serves over 2,300 students.

Results

In the BHSEC Newark Class of 2016, 74 percent of students graduated with an associate’s degree, and 100 percent of students earned a high school diploma and some college credit.²² In the 2016-17 school year, BHSEC Newark was ranked number 16 in the state based on its students’ performance on the Common Core-aligned Partnership for Assessment of Readiness for College and Careers English Language Arts assessment and number 25 in the state based on its students’ performance on the PARCC math assessment.²³

Marlborough STEM Early College High School, MA

Marlborough STEM Early College High School was founded in 2011 as part of the Pathways to Prosperity Network.²⁴ The program, which is part of Marlborough's public high school, provides integrated college-prep and career-focused curriculum in grades 9–10 and dual enrollment in college courses in grades 11–12 with wraparound support services. Partners include the regional Workforce Investment Board, the Partnership for a Skilled Workforce, and local industry partners. Employers help shape the curriculum and offer work-based learning opportunities, including job shadowing, mentoring, and internships.

Results

In 2015, the program had a 100 percent graduation rate and a 95 percent college placement rate. In addition, 52 percent of graduating students in 2015 reported continuing with STEM fields in college.²⁵

Toppenish High School, Yakama Indian Reservation, WA

Toppenish High School is a rural school located on the Yakama Nation tribal reservation in Washington State. Over 96 percent of the 716 students are classified as Hispanic or Native American and more than 99 percent of the students are eligible to receive federal free or reduced-price lunch based on low family incomes. The school entered into the partnership with UW in the High School, the concurrent enrollment program at University of Washington in Seattle, to provide students access to rigorous coursework and college credits. The partnership offers students the opportunity to earn college credits without leaving the high school campus.

Results

The school earned recognition from the Washington State Office of the Superintendent of Public Instruction as a STEM Lighthouse School and an Emerging Innovative School, and received four Washington Achievement Awards identifying it as one of the state's top-performing schools.²⁶

Dual enrollment and early college help high school students build the skills, experiences, and behaviors necessary to succeed in college.

ENDNOTES

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SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – A

DATE: June 27-29, 2017

SUBJECT: Building Committee Report

On May 18, 2017, the building committee for the SDSU Stanley J. Marshall Center Additions and Renovations, represented by Regent Roberts, selected Henry Carlson Construction to serve as the Construction Manager at Risk.

On June 5, 2017, the building committee for the SDSU Harding Hall Renovation and Addition, represented by Regent Morgan, approved the design plans and construction documents at a Total Project Cost of \$8,300,000.

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – B

DATE: June 27-29, 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 - June 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>								
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>								
Event Center					Dec-16 Facility Stmt	Planning		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)			Private	\$18,000,596	May-17 Program Plan	Design		Schaefer
<u>Northern State University</u>								
New Practice Football Field/Soccer Field Upgrade					May-17 Facility Stmt			
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

2695

South Dakota Board of Regents Capital Improvement Projects - June 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	\$1,575,000	Oct-16	Design	2020	Morgan
		SB172-2017	Emergency 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	May-17	Design	2018	Morgan
				<u>\$5,000,000</u>	Design Plan			
				\$8,300,000				
New Headhouse New Greenhouse	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded)	\$1,000,000	Oct-14	Final Inspection	2015	Morgan
			Private/Local	<u>\$3,414,000</u>	Oct-14	Final Inspection	2016	
				\$4,414,000	Design Plan			
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012 HB1016-2016	HEFF Bonds (Committed)	\$13,000,000	Dec-16	Construction	2018	Morgan
			Private	\$29,349,807	(Revised			
			Local	<u>\$6,042,000</u>	Funding)			
				\$48,391,807				
Plant Science Research Support Facility		SB27-2015	Local	\$2,400,000	Mar-16	Construction	2017	Morgan
			Grant	\$1,100,000	Design Plan			
			Private	<u>\$500,000</u>				
				\$4,500,000				
Precision Agricultural Classroom & Laboratory Building	FY12 10 Yr Plan		HEFF	\$7,500,000	Dec-16	Planning		Morgan
	(Redirected Visual Arts \$)				Facility Stmt			
South Dakota Art Museum Addition and Renovation			Private		Dec-15	A/E Selection		Morgan
					Facility Stmt			
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	\$15,000,000	May-17	Design	2018	Roberts
					Design Plan			
Utility Tunnel (North), Steam/Condensate Infrastructure Repair & Modernization	FY12 10 Yr Plan	HB1051-2012	HEFF Bonds	\$7,000,000	May-17	Design	2019	Jewett
			HEFF M&R	\$10,202,000	Design Plan			
			General Fund	<u>\$232,000</u>	(revised)			
				\$17,434,000				
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	HEFF 2021 Bonds	\$5,000,000	Mar-16	Phased Project	2022	Jewett
			HEFF M&R	<u>\$5,043,000</u>	Program Plan	Design & Construction		
				\$10,043,000				

South Dakota Board of Regents Capital Improvement Projects - June 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	Planning		Bastian
DSU 2697	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

**REVISED
AGENDA ITEM: 10 – C**

DATE: June 27-29, 2017

SUBJECT: Student Accounts Receivable Report

A report of outstanding student receivables is presented to the Board annually. While debt can be taken off the books, the debt remains on the students' record indefinitely. It should be noted that the receivables represent less than 1% of total student revenues for years FY14 through FY17. According to a NACUBO 2010 survey, the benchmark for bad debt collections runs at 3.5% nationally.

There are a number of reasons a student might owe the institution money and the account would go into collection. Not all students have their financial aid in place when they start school. Students may be admitted assuming they will have sufficient aid or family contribution and in the end they are short. Students who pay a majority of their bill are usually retained, but if they do not return the next term, they may end up with an amount due. Students who incur fines and fees throughout the semester may not have funds to pay until the following semester. Again, if they do not return the following term, they end up owing money. There are many circumstances that arise, and the campuses have discretion to manage the exceptions.

A common way to gauge collections is to compare them with the total dollars collected. The BOR institutions have very good collection rates with receivables well below one percent for the fiscal years reported. The overall system rate for receivables for the four-year period is 0.54% of total student revenues. The table on page two identifies the total amounts uncollected for FY2014 through FY2017 as of the end of the Spring 2017 term. The receivables amounts include all debt prior to any write-offs.

(Continued)

INFORMATIONAL ITEM

Student Accounts Receivable Report
June 27-29, 2017
Page 2 of 4

		Grand Total of Receivables	Total Student Revenues	% of Receivables to Total Revenue
BHSU	FY14	\$150,699	\$30,737,197	0.49%
	FY15	\$119,583	\$29,723,805	0.40%
	FY16	\$277,845	\$30,746,475	0.90%
	FY17	\$303,917	\$30,734,532	0.99%
DSU	FY14	\$137,879	\$20,486,986	0.67%
	FY15	\$122,045	\$21,368,408	0.57%
	FY16	\$173,643	\$23,729,692	0.73%
	FY17	\$317,876	\$24,724,301	1.29%
NSU	FY14	\$110,031	\$20,817,698	0.53%
	FY15	\$132,908	\$20,866,371	0.64%
	FY16	\$95,308	\$20,209,370	0.47%
	FY17	\$128,116	\$19,567,183	0.65%
SDSM&T	FY14	\$29,571	\$31,760,747	0.09%
	FY15	\$52,804	\$35,029,520	0.15%
	FY16	\$44,827	\$37,070,507	0.12%
	FY17	\$247,588	\$38,373,020	0.65%
SDSU	FY14	\$485,217	\$128,546,636	0.38%
	FY15	\$483,783	\$135,273,429	0.36%
	FY16	\$730,499	\$142,380,855	0.51%
	FY17	\$1,487,119	\$142,060,957	1.05%
USD	FY14	\$269,787	\$98,266,676	0.27%
	FY15	\$288,491	\$98,675,474	0.29%
	FY16	\$427,925	\$103,096,610	0.42%
	FY17	\$917,690	\$103,546,352	0.89%
SYSTEM TOTAL		\$7,535,150	\$1,387,792,802	0.54%

Note: There are outstanding receivables from prior terms that are not reflected so the total outstanding will not match the totals on page 3.

Student Accounts Receivable Report

June 27-29, 2017

Page 3 of 4

Student Accounts Receivable Activity

Throughout the year the universities use in-house collections, third-party collections agencies for older accounts, and the services of the Obligation Recovery Center (ORC) to collect outstanding student receivables. BOR 5:21, System Collection Policy, provides that when in-house and Obligation Recovery Center (ORC) collection efforts are exhausted and the account is at least two years delinquent, the account will be submitted to the South Dakota Board of Finance for write-off. Note that the bad accounts are written off the financial statements while the receivable remains on the student's account in Colleague with a HOLD marker.

The time frame in which institutions submit requests to the Board of Finance varies. The institutions usually submit write-offs annually. The past two years, write-offs to the Board of Finance were placed on hold until ORC was functioning and the agreement between the Regental System and the State was reached as to the use of ORC by the universities. As part of the transition, the universities will be able to submit write-offs to the Board of Finance for accounts from 2011 and earlier that have been to two collection agencies or are less than \$250. Accounts from 2012 forward that are \$250 or more will be sent to ORC. For all years, the universities will have discretion on whether to submit accounts that are less than \$250 to the Obligation Recovery Center for collection or to the Board of Finance for write-off. Accounts in repayment will remain at the university or the current collection agency. The Board of Finance began approving the universities' request for write-offs during the March 2017 meeting.

The table below compares the FY14 year-end AR balance to the May 31, 2017 balance and the percentage change in receivables. It also reports the write-offs amounts approved by the Board of Finance and the proportion of debt written-off to the AR Balances. The change in total receivables and the proportion written-off are indicators of each institution's success in collections.

Student Accounts Receivable Activity						
As of May 31, 2017						
	BHSU	DSU	NSU	SDSMT	SDSU	USD
AR Balance June 30, 2014	\$1,162,084	\$762,082	\$721,622	\$180,132	\$2,594,504	\$2,385,919
AR Balance May 30, 2017	\$1,711,633	\$1,162,969	\$947,959	\$439,548	\$4,287,430	\$3,532,701
Inc./Dec. in Receivables	\$549,548	\$400,887	\$226,337	\$259,416	\$1,692,926	\$1,146,782
Percentage Change in Receivables	47.29%	52.60%	31.37%	144.01%	65.25%	48.06%
 FY17 AR Balance	 \$1,711,633	 \$1,162,969	 \$947,959	 \$439,548	 \$4,287,430	 \$3,532,701
Write-Offs	\$615,344	\$162,241	\$138,867	\$0	\$227,414	\$1,126,565
Proportion of Debt Written-Off	35.95%	13.95%	14.65%	0.00%	5.30%	31.89%

Obligation Recovery Center Activity

BOR 5:21, System Collection Policy, provides that when in-house collections have been exhausted, accounts under \$250 may be referred and accounts over \$250 shall be referred to the State of South Dakota's Obligation Recovery Center (ORC) collection efforts. USD began using ORC services in December 2016 and the remaining universities followed suit this year. The table

Student Accounts Receivable Report

June 27-29, 2017

Page 4 of 4

below summarizes the activity to-date with ORC. The debts referred would include all accounts of \$250 or more back from FY2012, not currently under a payment plan, per our agreement with the State Board of Finance.

Obligation Recovery Center Activity with the Regental Institutions					
As of May 31, 2017					
		Debts Referred	Debts Paid in Full	Net Payments	Payment Agreements Established
BHSU	Number	494	0	51	55
	Amount	\$920,273.29	\$0.00	\$16,124.85	\$99,196.55
DSU	Number	296	6	59	29
	Amount	\$467,249.74	\$5,666.52	\$17,502.09	\$46,025.92
NSU	Number	305	15	115	54
	Amount	\$459,857.92	\$15,616.69	\$30,067.33	\$105,571.38
SDSM&T	Number	113	0	9	5
	Amount	\$208,528.85	\$0.00	\$3,337.62	\$4,985.35
SDSU	Number	8	0	0	0
	Amount	\$26,797.85	\$0.00	\$0.00	\$0.00
USD	Number	808	47	698	243
	Amount	\$1,701,998.53	\$40,928.61	\$132,419.90	\$525,379.87
Total	Number	2,024	68	932	386
	Amount	\$3,784,706.18	\$62,211.82	\$199,451.79	\$781,159.07

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – D

DATE: June 27-29, 2017

SUBJECT: Reduced Tuition Annual Report

Board Policies 5:5 and 5:5:1 outline the tuition reduction programs available to students. The tuition reduction programs included in the report cover both Board approved and legislatively mandated programs and relate to state-support courses for the 2017 academic school year (summer 2016, fall 2016, and spring 2017).

BOARD APPROVED PROGRAMS

- ◆ Persons 65 Years of Age or Older (SC): The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be one-fourth (1/4) of the cost of resident tuition.
- ◆ Graduate Fellows and Assistants: (GA) Resident graduate assistants and graduate student fellows shall be assessed 53% of the resident graduate tuition rate for all on-campus courses, nonresidents shall be assessed 63%. (Policy 5:17).
- ◆ Reserve Officer Training Corps Cadets (ROTC): South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged fifty-percent (50%) of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters.
- ◆ North Dakota Residents Attending Northern State University (NSUND): First-time freshmen and new transfer students from North Dakota enrolled beginning with the summer 2004 term at Northern State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- ◆ Western Regional Graduate Program (WRG): The Master's and Ph.D. degree programs in materials engineering and science, offered by South Dakota School of Mines and Technology, are part of the Western Regional Graduate Program allowing students from WICHE compact states to attend the program at the resident tuition rate.
- ◆ Wyoming Residents Attending Black Hills State University (WY): First-time freshmen and

(Continued)

INFORMATIONAL ITEM

new transfer students from Wyoming enrolled beginning with the summer 2013 term at Black Hills State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.

- ◆ Iowa Residents Attending Dakota State University, Northern State University, South Dakota State University, and the University of South Dakota (IAIS): First-time freshmen and new transfer students from Iowa enrolled at DSU, NSU, SDSU or USD beginning with the summer 2016 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- ◆ Children of Alumni (CA): First-time freshmen and new transfer students that attend the same university where their parent or legal guardian received a degree provided, the student meets eligibility criteria established by the home institution. Effective summer 2015, eligible students shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.

LEGISLATIVE APPROVED PROGRAMS

- ◆ Child of Deceased Veteran (SDCL § 13-55-6) (CDV): Free education for children of residents who died during service in armed forces. Any person under the age of twenty-five years, a resident of this state, who is a child of a deceased parent, mother or father, who was a veteran as defined in § 33-17-2 is entitled to free tuition to pursue any course of study in any state educational institution under the control and management of the Board of Regents.
- ◆ Dependents of National Guardsmen Disabled or Deceased in Line of Duty (SDCL § 13-55-10) (DDD): South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty as a South Dakota National Guard member, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of study.
- ◆ Employees of the State of South Dakota (SDCL § 3-20-1) (SDE): Employees of the state who meet eligibility requirements and are admitted to the university may be eligible for a fifty-percent (50%) tuition reduction for undergraduate and graduate courses up to a maximum of six credit hours per semester.
- ◆ Survivors of Fire Fighters, Certified Law Enforcement Offices and Emergency Medical Technicians (SDCL § 13-55-22) (SFP): If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.
- ◆ Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL § 13-55-24)

(TC): Certain elementary and secondary school teachers and vocational instructors may pursue any undergraduate or graduate course on campus upon payment of fifty-percent (50%) of tuition and 100% of required fees.

- ◆ Veterans and Others Who Performed War Service (SDCL § 13-55-2 through 13-55-4) (QV): Veterans and others who performed active war service may pursue any undergraduate course or courses without payment of charges for tuition for each month of qualified service or major fraction thereof a month in academic time. No eligible person shall be entitled to less than one nor more than four academic years of free tuition. Note: Many veterans will be coded as National Guard (NG), so the actual number of veterans qualifying will be understated.
- ◆ Dependents of Prisoner of War or Missing in Action (SDCL §13-55-9.2) (DPM): Any dependent of a prisoner of war or a person missing in action, upon his being duly accepted for enrollment into any state-supported institution of higher education or state-supported technical or vocational school, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees other than subsistence expenses, for either full or part-time study, for so long as he is eligible.
- ◆ Visually Impaired Persons (SDCL §§ 13-55-11 through 13-55-13) (VH): Residents of South Dakota who are visually impaired and are eligible for admission may pursue any course of study without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.
- ◆ National Guard Members (SDCL § 33-6-5) (NG): All National Guard students are entitled to a benefit of fifty-percent (50%) of the in-state resident tuition to be paid or otherwise credited by the Board of Regents. As of FY13, the Army's regulatory policy no longer allowed federal tuition assistance to be applied toward fees. Because this change would have meant a loss of \$1,800 to a full-time National Guard member, the Board staff worked diligently to find a solution. The Army agreed that the Board could apply the fifty-percent (50%) reduced-tuition benefit to fees, allowing the full tuition to be paid with federal tuition assistance. The Board still only provides a benefit equivalent to fifty-percent (50%) of the tuition, but it is applied to GAF, allowing the student to be eligible for more tuition assistance.

The Board waived a total of \$365,181 in tuition for National Guard members. When added to the \$3,396,577 for all other programs, the total tuition waived was \$3,761,758 for the 2017 academic year.

Attachment I provides the student numbers, and state-support credit hours related to the reduced tuition programs. The total revenue collected from these students for tuition, general activity fee, room and board, and total revenue for the Regental system is also provided.

Attachment II provides the amount of tuition dollars waived for each of the programs including the National Guard program explained above.

South Dakota Board of Regents
State-Support Reduced Tuition Programs for Academic Year 2017
Estimate of Tuition, Fees and Housing Collected

Reduced Tuition Program	Level	Institution	Tuition Rate	Number of Students	State Hours	Tuition	General Activity	Room & Board	Total Revenue
CDV-Child of Deceased SD Veteran	Undergrad		\$0.00	1	11	\$0.00	\$0.00	\$0.00	\$0.00
COA-Children of Alumni	Undergrad	DSU, NSU	\$232.80	12	150	\$34,920.00	\$4,032.00	\$13,041.00	\$51,993.00
COA-Children of Alumni	Undergrad	SDSU, USD	\$238.50	461	6,285	\$1,498,972.50	\$233,125.00	\$937,514.00	\$2,669,611.50
DDD-Dependent Dead/Disabled SDNG	Undergrad		\$0.00	3	39	\$0.00	\$1,223.00	\$5,703.00	\$6,926.00
IAIS - Iowa Resident	Undergrad	DSU, NSU	\$232.80	39	526	\$122,452.80	\$20,201.00	\$49,058.00	\$191,711.80
IAIS - Iowa Resident	Undergrad	SDSU, USD	\$238.50	825	10,887	\$2,596,549.50	\$423,941.00	\$1,857,903.00	\$4,878,393.50
NSUND-North Dakota NSU Student	Undergrad	NSU	\$232.80	172	2,247	\$523,101.60	\$67,635.00	\$156,852.00	\$747,588.60
QV-Qualified Veteran Undergrad	Undergrad		\$0.00	16	141	\$0.00	\$5,579.00	\$8,529.00	\$14,108.00
ROT-ROTC Undergrad Resident Rate	Undergrad	SDSU, USD	\$119.25	4	44	\$5,247.00	\$1,492.00	\$0.00	\$6,739.00
SC-Senior Citizen	Undergrad	BHSU, DSU, NSU	\$128.05	3	6	\$768.30	\$196.00	\$0.00	\$964.30
SC-Senior Citizen	Undergrad	SDSM&T	\$134.65	1	3	\$403.95	\$142.00	\$0.00	\$545.95
SC-Senior Citizen	Undergrad	SDSU, USD	\$131.20	6	14	\$1,836.80	\$551.00	\$0.00	\$2,387.80
SC-Senior Citizen	Graduate	SDSM&T	\$175.15	1	10	\$1,751.50	\$473.00	\$0.00	\$2,224.50
SC-Senior Citizen	Graduate	SDSU, USD	\$172.25	15	55	\$9,473.75	\$2,007.00	\$0.00	\$11,480.75
SDE-Resident SD Employee	Undergrad	BHSU, DSU, NSU	\$116.40	11	59	\$6,867.60	\$1,939.00	\$0.00	\$8,806.60
SDE-Resident SD Employee	Undergrad	SDSM&T	\$122.40	5	25	\$3,060.00	\$1,183.00	\$0.00	\$4,243.00
SDE-Resident SD Employee	Undergrad	SDSU, USD	\$119.25	27	142	\$16,933.50	\$5,536.00	\$0.00	\$22,469.50
SDE-Resident SD Employee	Graduate	BHSU, DSU, NSU	\$152.30	23	144	\$21,931.20	\$5,433.00	\$0.00	\$27,364.20
SDE-Resident SD Employee	Graduate	SDSM&T	\$159.25	12	50	\$7,962.50	\$2,365.00	\$0.00	\$10,327.50
SDE-Resident SD Employee	Graduate	SDSU, USD	\$156.60	119	569	\$89,105.40	\$21,949.00	\$0.00	\$111,054.40
SDE-Resident SD Employee	Law	USD	\$203.55	2	30	\$6,106.50	\$1,302.00	\$0.00	\$7,408.50
TC-Resident Teacher Certificate	Graduate	BHSU, DSU, NSU	\$152.30	10	30	\$4,569.00	\$1,111.00	\$0.00	\$5,680.00
TC-Resident Teacher Certificate	Graduate	SDSU, USD	\$156.60	55	213	\$33,355.80	\$8,332.00	\$0.00	\$41,687.80
VH-Visually Handicapped	Undergrad		\$0.00	4	61	\$0.00	\$0.00	\$9,762.00	\$9,762.00
VH-Visually Handicapped	Graduate		\$0.00	1	15	\$0.00	\$0.00	\$0.00	\$0.00
WRG-Western Regional Graduate Prog	Graduate	SDSM&T	\$318.45	6	41	\$13,056.45	\$1,939.00	\$0.00	\$14,995.45
WRG-Western Regional Graduate Prog	Graduate	SDSU	\$313.15	5	19	\$5,949.85	\$644.00	\$0.00	\$6,593.85
WY-Wyoming Student	Undergrad	BHSU	\$232.80	545	6,471	\$1,506,448.80	\$219,674.00	\$359,220.00	\$2,085,342.80

South Dakota Board of Regents
State-Support Tuition Reduction Programs for Academic Year 2017
Estimate of System Tuition Waived

Program			Student	Credit	Per Cr Hour	Tuition Total	Per Cr Hour	Tuition Total	Tuition
			Numbers	Hours	Regular Cost	Regular Cost	Reduced Cost	Reduced Cost	Waived
<u>Board Approved</u>									
COA-Children of Alumni	Undergrad	DSU, NSU	12	150	\$330.00	\$49,500.00	\$232.80	\$34,920.00	\$14,580.00
COA-Children of Alumni	Undergrad	SDSU, USD	461	6,285	\$346.20	\$2,175,867.00	\$238.50	\$1,498,972.50	\$676,894.50
IAIS - Iowa Resident	Undergrad	DSU, NSU	39	526	\$330.00	\$173,580.00	\$232.80	\$122,452.80	\$51,127.20
IAIS - Iowa Resident	Undergrad	SDSU, USD	825	10,887	\$346.20	\$3,769,079.40	\$238.50	\$2,596,549.50	\$1,172,529.90
NSUND-North Dakota NSU Student	Undergrad	NSU	172	2,247	\$330.00	\$741,510.00	\$232.80	\$523,101.60	\$218,408.40
ROT-ROTC Undergrad Resident Rate	Undergrad	SDSU	4	44	\$238.50	\$10,494.00	\$119.25	\$5,247.00	\$5,247.00
SC-Senior Citizen	Undergrad	BHSU, DSU, NSU	3	6	\$232.80	\$1,396.80	\$128.05	\$768.30	\$628.50
SC-Senior Citizen	Undergrad	SDSM&T	1	3	\$244.80	\$734.40	\$134.65	\$403.95	\$330.45
SC-Senior Citizen	Undergrad	SDSU, USD	6	14	\$238.50	\$3,339.00	\$131.20	\$1,836.80	\$1,502.20
SC-Senior Citizen	Graduate	SDSM&T	1	10	\$318.45	\$3,184.50	\$175.15	\$1,751.50	\$1,433.00
SC-Senior Citizen	Graduate	SDSU, USD	15	55	\$313.15	\$17,223.25	\$172.25	\$9,473.75	\$7,749.50
WRG-Western Regional Graduate Prog	Graduate	SDSM&T	6	41	\$639.15	\$26,205.15	\$318.45	\$13,056.45	\$13,148.70
WRG-Western Regional Graduate Prog	Graduate	SDSU	5	19	\$602.05	\$11,438.95	\$313.15	\$5,949.85	\$5,489.10
WY-Wyoming Student	Undergrad	BHSU	545	6,471	\$383.40	\$2,480,981.40	\$232.80	\$1,506,448.80	\$974,532.60

Program			Student Numbers	Credit Hours	Per Cr Hour Regular Cost	Tuition Total Regular Cost	Per Cr Hour Reduced Cost	Tuition Total Reduced Cost	Tuition Waived
<u>Legislative Approved</u>									
CDV-Child of Deceased SD Veteran	Undergrad	SDSU	1	11	\$238.50	\$2,623.50	\$0.00	\$0.00	\$2,623.50
DDD-Dependent Dead/Disabled SDNG	Undergrad	NSU	3	26	\$232.80	\$6,052.80	\$0.00	\$0.00	\$6,052.80
DDD-Dependent Dead/Disabled SDNG	Undergrad	SDSU	1	13	\$238.50	\$3,100.50	\$0.00	\$0.00	\$3,100.50
QV-Qualified Veteran Undergrad	Undergrad	BHSU	1	9	\$232.80	\$2,095.20	\$0.00	\$0.00	\$2,095.20
QV-Qualified Veteran Undergrad	Undergrad	NSU	5	48	\$232.80	\$11,174.40	\$0.00	\$0.00	\$11,174.40
QV-Qualified Veteran Undergrad	Undergrad	SDSM&T	4	33	\$244.80	\$8,078.40	\$0.00	\$0.00	\$8,078.40
QV-Qualified Veteran Undergrad	Undergrad	SDSU	5	38	\$238.50	\$9,063.00	\$0.00	\$0.00	\$9,063.00
QV-Qualified Veteran Undergrad	Undergrad	USD	1	13	\$238.50	\$3,100.50	\$0.00	\$0.00	\$3,100.50
SDE-Resident SD Employee	Undergrad	BHSU, DSU, NSU	11	59	\$232.80	\$13,735.20	\$116.40	\$6,867.60	\$6,867.60
SDE-Resident SD Employee	Undergrad	SDSM&T	5	25	\$244.80	\$6,120.00	\$122.40	\$3,060.00	\$3,060.00
SDE-Resident SD Employee	Undergrad	SDSU, USD	27	142	\$238.50	\$33,867.00	\$119.25	\$16,933.50	\$16,933.50
SDE-Resident SD Employee	Graduate	BHSU, DSU, NSU	23	144	\$304.60	\$43,862.40	\$152.30	\$21,931.20	\$21,931.20
SDE-Resident SD Employee	Graduate	SDSM&T	12	50	\$318.45	\$15,922.50	\$159.25	\$7,962.50	\$7,960.00
SDE-Resident SD Employee	Graduate	SDSU, USD	119	569	\$313.15	\$178,182.35	\$156.60	\$89,105.40	\$89,076.95
SDE-Resident SD Employee	Law	USD	2	30	\$360.15	\$10,804.50	\$203.55	\$6,106.50	\$4,698.00
TC-Resident Teacher Certificate	Graduate	BHSU, DSU, NSU	10	30	\$304.60	\$9,138.00	\$152.30	\$4,569.00	\$4,569.00
TC-Resident Teacher Certificate	Graduate	SDSU, USD	55	213	\$313.15	\$66,700.95	\$156.60	\$33,355.80	\$33,345.15
VH-Visually Handicapped	Undergrad	SDSU, USD	2	32	\$238.50	\$7,632.00	\$0.00	\$0.00	\$7,632.00
VH-Visually Handicapped	Undergrad	USD	2	29	\$238.50	\$6,916.50	\$0.00	\$0.00	\$6,916.50
VH-Visually Handicapped	Graduate	USD	1	15	\$313.15	\$4,697.25	\$0.00	\$0.00	\$4,697.25
Sub Total			2,385	28,287		\$9,907,401		\$6,510,824	\$3,396,577
Natioinal Guard Programs	Undergrad			257					\$364,143
	Graduate			3					\$1,038
Total Amount Waived									\$3,761,758

(1) The Board waived a total or a portion of the USF and GAF for Army National Guard members

(2) Net amount of tuition waived for Air National Guard members after the institutions are reimbursed by the Department of Miliary & Veterans Affairs.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – E

DATE: June 27-29, 2017

SUBJECT: USD North Commons Renovation Facility Program Plan

The University of South Dakota requests approval of its Facility Program Plan to renovate the North Commons facility at an estimated cost of \$2,973,155. The project's Preliminary Facility Statement was approved by the Board at its March 2017 meeting at an estimated cost of \$1.5M. Regent Adam currently serves as the building committee representative on this project.

The Commons facility is approximately 19,000 gross square feet of space. USD's renovation of this area will serve multiple purposes for support services such as Campus Stores, Postal Services, UCopy and the Information Technologies Desktop Support Team. All of these services are currently located in several different locations across the campus. Additionally, space will be renovated to provide office and meeting spaces for such groups as Residence Life, TRIO, Veteran's Affairs, and student programs. By locating these services/programs under one roof, space in the Continuing Education building will be freed up for other departments.

Additional details of the project can be found in USD's attached Facility Program Plan document, along with schematic drawings and site location maps.

Funding for this project will come from USD's maintenance and repair annual allocations. Utility costs and janitorial services will be funded with auxiliary revenues. On-going maintenance of the space will be covered with local funds or paid with auxiliary renewals/repair/renovation funds and recouped through rental payments. The space will be rented by the auxiliary system to academic affairs at an appropriate market rental rate.

DRAFT MOTION 20170627_10-E: I move to approve USD's Facility Program Plan to renovate the North Commons at a cost not to exceed \$2,973,155. Funding for this project will come from USD's annual maintenance and repair allocations.

FACILITY PROGRAM PLAN

North Commons Renovation

THE UNIVERSITY OF SOUTH DAKOTA

a. Programmatic justification for discrete spaces:

The University of South Dakota has completed its study of the need for renovation of this existing North Commons space.

The Commons facility renovation will serve multiple purposes; it will provide a more central location for support services such as Campus Stores, Postal Services, UCopy and the Information Technologies Desktop Support Team, all of which are currently located in several different buildings around campus. In addition, this renovation will also provide office and meeting spaces for such groups as Residence Life, TRIO, Veteran's Affairs, and student programs. Locating these services/programs all under one roof will create the opportunity for other departments to move into the Continuing Education building per our long term Space Management Plan.

The constituents served by this facility will be USD students, faculty, and staff. This move would locate some University support services and Student Life programs/services into one location, affording better proximity and simultaneously serve the specific space needs for these programs.

b. Gross Square Footage:

Total gross square footage for the North Commons is 19,000 gsf and .44 acres respectively.

c. Site Analysis:

The North Commons is an existing space on the North East side of campus and would be centrally located to better serve all students, faculty, and staff.

d. Description of Key Building Features:

The North Commons exterior walls are comprised Concrete Masonry Unit (CMU) and Brick. It has some existing exterior aluminum windows and hollow metal doors.

e. Illustrative floor plans:

Conceptual floor plans and site plans are attached and show various building functions and the relationship of the North Commons to existing campus.

f. Initial Cost Estimates:

The initial cost estimate is \$2,973,155. The following presents the breakdown of the cost estimates.

Total Estimate Of Probable Construction Costs	\$2,109,000
A/V & IT Allowance/BIT	\$242,000
FF & E Allowance	\$63,270
A & E Fees	\$210,900
LEED	\$21,090
Testing	\$10,545
OSE Fees / USD Fees	\$105,450
Owner's Contingency:	\$210,900
PROJECT TOTAL	\$2,973,155

g. Impact to M&R:

This renovation will be eligible for funding from USD's maintenance and repair annual allocation.

h. Budget for ongoing operational costs:

Ongoing operational budgets are estimated based on current funding levels for custodial and maintenance. The budget is illustrated below:

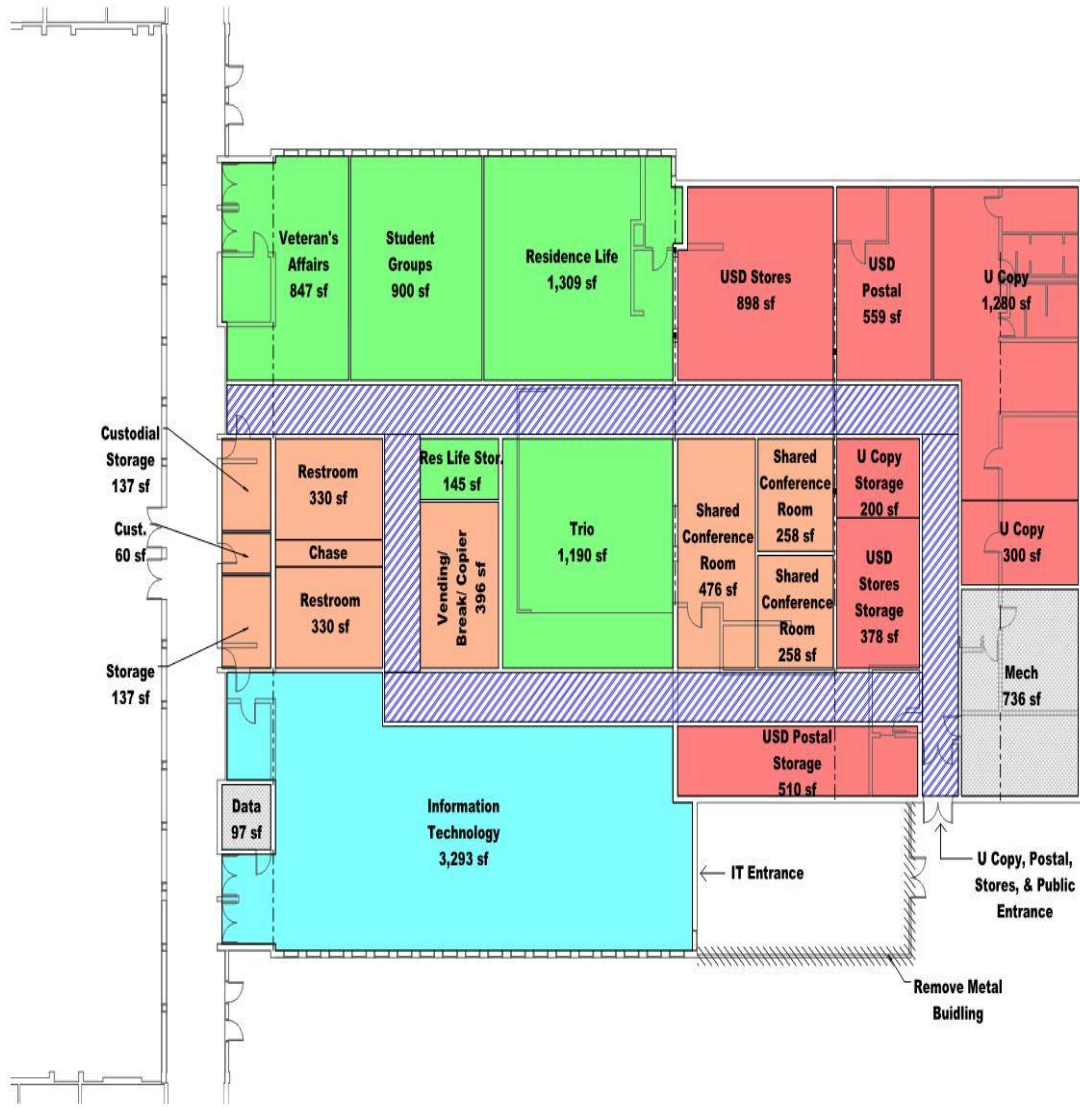
	North Commons 19,000 Sqft
Custodial 1 FTE	\$39,611
Maintenance	\$24,244
Total	\$63,855

Utility budget is estimated at \$20,000 per year.

i. Proposed funding sources for costs of construction, ongoing operations and maintenance and repair:

- Construction: USD's maintenance and repair allocation.
- Ongoing operations: Utility and janitorial costs will be funded through auxiliary revenues and recouped through a lease agreement.
- Maintenance and repair: Local funds or Auxiliary RRR and recouped through lease payment.

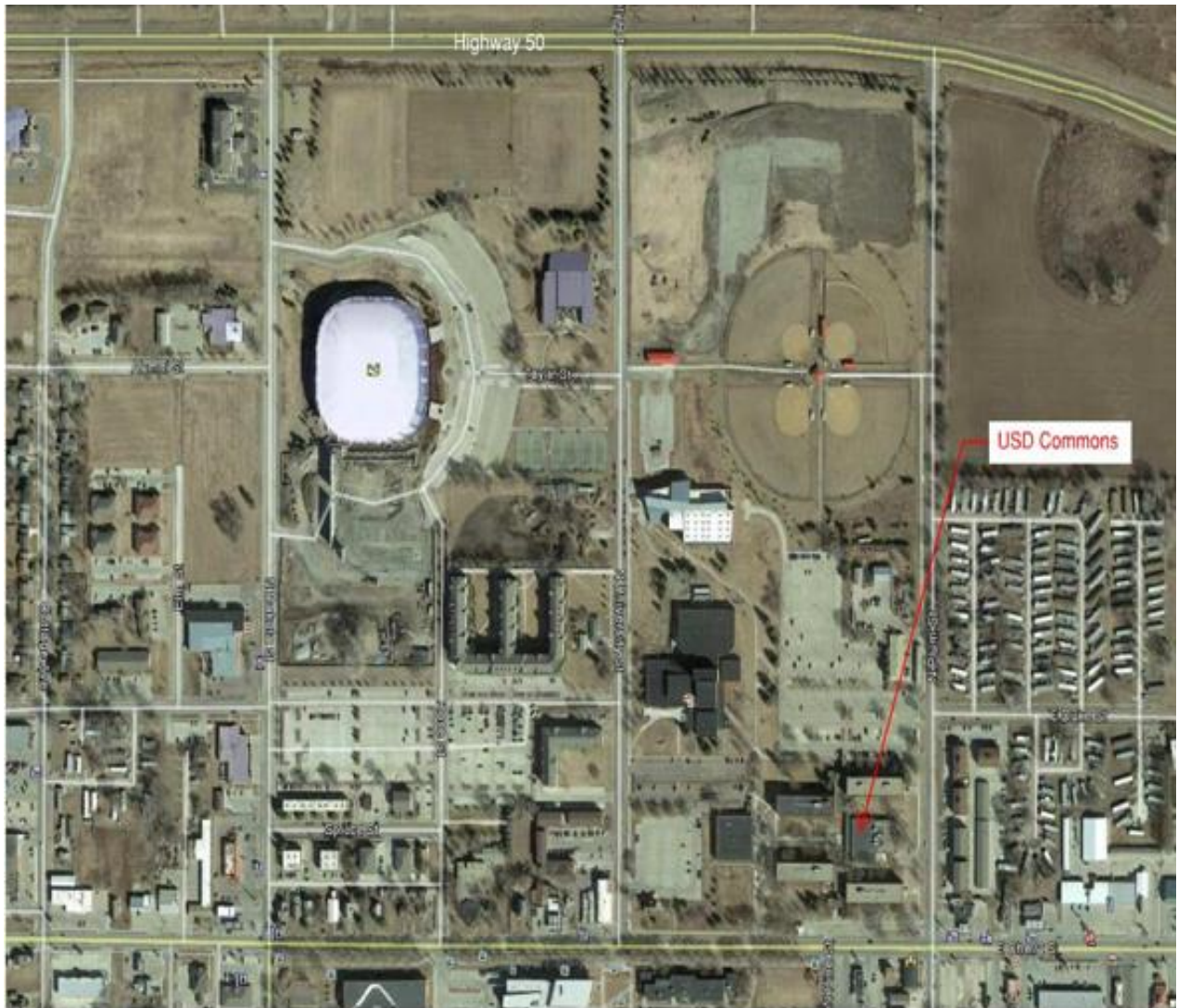
USD North Commons Conceptual Floor Plan:



USD North Commons relationship to other campus facilities (1 of 2):



USD North Commons relationship to other campus facilities (2 of 2):



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – F

DATE: 27-29, 2017

SUBJECT: DSU Public Service Activity – CAHIT

The Public Service Activity (PSA) report was provided to the Board at the May 2017 meeting. This report is a required annual report and provides the financial health of all PSA's. Board policy requires PSA to be self-supporting as noted below in policy 1:22:

1. The universities and special schools shall obtain approval to establish a public service activity that is intended to support its operations through revenue generated by sales of products or services. ...

Additional follow-up work was necessary for DSU's Center for Advancement of Health Information Technology (CAHIT) due to large cash transfers noted. CAHIT received grant funding which was integrated with this PSA. The grant closed out in May 2016 leaving a deficit cash balance of \$569,965.74. At the conclusion of FY16, DSU has discontinued TSS (technology support services now called CAHIT) as a PSA and only performs grant funded activities.

Per DSU, the following paragraph details the funds used to cover the cash deficit:

Funds used to cover the PSA TSS (technology support services – 830146) negative balance of \$569,965.74 at the end of FY16 included residual revenue from programs initiated out of the Regional Extension Center grant in the amount of \$316,254.31. These were non program income dollars remaining to be utilized after the end of the grant period which closed out in May, 2016). TSS indirect recovery funds in the amount of \$33,984.14 and self-support tuition revenue in the amount of \$219,727.29 covered the remaining negative balance to close out the PSA TSS. Over time, TSS steadily decreased the services it had been providing and eventually evolved into CAHIT (Center for the Advancement of Health IT). CAHIT no longer provides the services it had been and is currently funded by outside grants and contracts for specific projects and research.

The PSA report for DSU's CAHIT provided at the May 2017 meeting and the detail of the various CAHIT accounts are attached.

INFORMATIONAL ITEM

Dakota State University**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.

	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
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>	<u>(469,326.01)</u>	<u>-64.5%</u>
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%
FY16 ACTIVITY							
	TSS 830146	HIM-Workforce Dev Prog 830331	SD REC - Prog Inc 830332	Grant OH TSS 830614	TOTALS		
Beginning Cash	(451,866.66)	465.50	299,253.70	10,783.87	(141,363.59)		
Revenue	23,200.19	-	140,481.19	27,209.87	190,891.25		
Expenses	<u>141,396.11</u>	<u>(1,107.06)</u>	<u>117,097.73</u>	<u>1,303.93</u>	<u>258,690.71</u>		
Change in Net Assets	(118,195.92)	1,107.06	23,383.46	25,905.94	(67,799.46)		
Transfers In (Out)	<u>569,965.74</u>	<u>(1,572.56)</u>	<u>(314,681.75)</u>	<u>(33,984.14)</u>	<u>219,727.29</u>		
Ending Balance	(96.84)	-	7,955.41	2,705.67	10,564.24		

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – G

DATE: June 27-29, 2017

SUBJECT: Audit Committee Charter and By-laws Addition

The primary purpose of an audit committee is to provide oversight of the financial reporting process, the internal and external audit process, the system of internal controls, compliance with laws, regulations and policies, risk management, ethics and management.

The audit committee will review significant accounting and reporting issues and recent professional and regulatory pronouncements to understand the potential impact on financial statements. An understanding of how management develops internal interim financial information is necessary to assess whether reports are complete and accurate.

The committee will review the results of the audit with management, external auditors and internal auditors including matters required to be communicated to the committee under generally accepted auditing standards.

Audit committee will consider internal controls and review their effectiveness. Reports on, and management responses to, observations and significant findings will be obtained and reviewed by the committee. Controls over financial reporting, information technology security and operational matters fall under the purview of the committee.

An audit committee charter sets forth the general purpose, authority, composition and responsibilities of the committee. The Audit Committee Charter is attached in Attachment 1.

Due to the addition of the Audit Committee, board policy needed to be revised to reflect this addition. See Attachment 2 for the revised Article IV. Special Committees to add the Audit Committee in Section 4.5.

INFORMATIONAL ITEM

AUDIT COMMITTEE CHARTER

Purpose, Responsibility and Authority of the Audit Committee

The Audit Committee (“Committee”) shall assist the Board of Regents in its financial oversight responsibilities. The Committee is a permanent standing advisory committee of the Board. The Committee will advise and assist the Board and other standing committees on matters relating to financial reporting and financial controls and procedures. The Committee shall be responsible for communication with and among the independent external auditing firm, Department of Legislative Audit (DLA), institution management, the internal audit staff and the Board. The Committee will not assist in the preparation of or assess the institutions’ budgets or perform other management functions. The Committee shall make policy recommendations to the Board to improve financial oversight. Approval of adoption or changes to policies are exclusively under the responsibility of the Board.

Composition

The Committee members shall be appointed by the Board President and shall consist of 5 members. Three members of the Committee shall be current Board members and 2 shall be non-board members who are permanent residents of the state of South Dakota. All members shall have voting rights. No employee of an institution under the governance of the Board shall serve on the Committee.

The Committee chairperson shall be a member of the Board and appointed by the Board President. Appointments shall be for a three-year term. Terms will be staggered. Committee members may be reappointed.

Committee members shall have (1) knowledge of the primary activities of the institutions; (2) the ability to read and understand nonprofit financial statements, including a statement of financial position, statement of activities and changes in net assets, statement of cash flows and key performance indicators; and (3) the ability to understand key operational and financial risks, and related controls and control processes. The committee shall have access to counsel and other advisers at the committee’s sole discretion.

At least one member should be literate in nonprofit financial reporting and control, including an understanding of GAAP, experience in preparing, auditing analyzing or evaluating financial statements, ability to assess the general application of such principles in the accounting for estimates, accruals and reserves, an understanding of risk assessment and internal controls concepts, an understanding of the roles of internal and external audit, and an understanding of audit scope methodology and process, knowledge of tax and regulatory requirements, and should have past or current employment experience in finance or accounting, or other comparable experience or background.

Meetings of the Committee

The committee shall meet at least bi-annually and at additional times when necessary. The Committee chairperson shall prepare and/or approve an agenda in advance of each meeting. A

majority of the members of the Committee shall constitute a quorum for the purpose of making recommendations to the Board. The Committee shall maintain minutes or other records of meetings and activities of the Committee. The Committee shall, through its chairperson, report regularly to the Board following the meetings of the Committee.

Responsibilities of the Committee

AUDIT FUNCTIONS

Institution's management shall be responsible for the accurate preparation, presentation and integrity of the financial statements and for establishing and maintaining appropriate accounting and financial reporting policies. The Committee shall receive information regarding all audits performed.

OVERSIGHT of INTERNAL AUDIT FUNCTION

The Committee shall ascertain that management has the appropriate structure and staffing to carry out its internal audit responsibilities effectively. The audit committee shall monitor the work of the internal auditors and monitor management's progress in responding to the findings.

The charter for the internal audit function shall be approved by the Committee. Internal auditors shall have sufficient access to employees, property, and records of the institutions to complete the internal audit plan approved by the Committee. The Committee shall review internal audit reports with the internal auditors and institution management. The internal audit report shall include significant findings, management's responses and all other such information as may be beneficial for the use of the Committee. Before hiring any new internal audit manager, the institution president shall confer with the Committee Chair. The Committee shall approve the termination of any institutional internal auditor.

OVERSIGHT of REPORTING and COMPLIANCE

The Committee shall review with Institution management, as it deems necessary, the institution's financial policies and procedures and the results of any review of these areas by the internal auditor or the external auditing firm. The Committee shall inquire of Institution management, the auditing firm and internal auditors about significant risks and uncertainties facing the institutions.

The Committee shall review with the general counsel legal and regulatory matters that, in the opinion of management, may have a material impact on the financial statements and compliance with federal, state, and local laws and regulations.

The Committee shall review with Institution management and the auditing firm the auditing firm's reports on the Institution's financial statements, compliance audits and all related reports, information and auditing results.

The Committee shall accept assignments from the Board in financial oversight of the Board's activities as directed by the Board.

The Committee shall review control deficiencies and remediation plans with institution management and the auditing firm or internal audit as deemed necessary by the Committee. Any unresolved deficiencies or disputes shall be brought to the attention of the Board.

The Committee is responsible for understanding:

- The clarity and completeness of financial statements and other financial and compliance disclosures.
- Management's selection and application of significant account principles.
- Critical accounting policies.
- Significant or unusual transactions or events.
- Significant accounting judgments and estimates.

All Committee members shall have an understanding of the financial affairs and the ability to exercise independent judgment. Understanding of the institution's financial position will require looking at such diverse information as applications and admissions data, results of fund-raising efforts, financial-aid policies, and any revenue streams resulting from research and indirect cost recovery. Appropriate orientation for new Committee members will be provided by the Board office and institutions' financial staff under the direction of the Committee chair.

POLICY RECOMMENDATIONS to the BOARD

The Committee shall make policy recommendations to the Board as necessary for proper financial oversight and control. The Committee shall review the adequacy and implementation of policies for:

- Code of ethics or conduct
- Conflict of interest policy
- Whistle-blower or other internal or external reporting procedure
- Other issues related to fiscal oversight and internal audit.

BY-LAWS OF THE SOUTH DAKOTA BOARD OF REGENTS

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Article IV. Special Committees

Section 4.0 Special Committees. Special committees may be appointed from time to time by order of the Board. The following special committees are hereby authorized by order of the Board: Committee of the Whole Board; Steering Committee; Search and Screen Committee; Athletics Advisory Committee; and Audit Committee.

Section 4.1 Reserved

Section 4.1.1 Reserved

Section 4.1.2 Reserved

Section 4.2 Steering Committee. The Steering Committee shall consist of the President of the Board and the chairs of the standing committees of the Board.

Section 4.2.1 Organization. The President of the Board shall chair the Steering Committee, and the Steering Committee shall meet upon call of the chair.

Section 4.2.2 Action. The Steering Committee may rearrange the agenda of the Board, recommend time limits, and recommend any other actions of a procedural nature to the Board. To be enforceable, recommendations of the Steering Committee must be adopted by the Board.

Section 4.3 Search and Screen Committee. All nationwide search and screen activities used by the Board shall be conducted by a Search and Screen Committee appointed in accordance with the Regents' Bylaws.

Section 4.3.1 Organization. The President of the Board will appoint the Search and Screen Committee and any local or campus advisory committee. The Search and Screen Committee shall consist of Regents with the Executive Director serving as staff. The Search and Screen Committee may be supplemented by any local or campus advisory committee.

Section 4.3.2 Action. The chair of the Search and Screen Committee or the President of the Board shall approve the position announcement prior to publication. The Search and Screen Committee shall determine appropriate materials to be submitted by the candidates for position vacancies. The initial screening process shall be conducted by the Search and Screen Committee. The Search and Screen Committee may share the application materials with any local or campus advisory committee appointed by the President of the Board as the Search and Screen Committee deems appropriate. The Search and Screen Committee will contact references and conduct meetings to select approximately ten to twelve semifinalists. From this group approximately five finalists will be selected by the Search and Screen Committee. A recommendation may be made by the Search and Screen Committee and ultimately a final choice will be agreed upon by the Board.

Section 4.4 Athletics Advisory Committee.- The Athletics Advisory Committee shall consist of three board members as appointed by the President.

Section 4.4.1 Organization. The President of the Board shall appoint a board member as chair of the Athletics Advisory Committee, and the Athletic Advisory Committee shall meet upon call of the chair.

Section 4.4.2 Action. The Athletics Advisory Committee shall review matters of intercollegiate athletics, including, but not limited to: fiscal integrity and budget of athletic programs, compliance, personnel contracts, and provide recommendation on policies governing all aspects of intercollegiate athletics.

The chair shall provide recommendations to the Committee on Budget and Finance.

Section 4.5 Audit Committee. The Audit Committee shall consist of five members appointed by the President. Three members of the Audit Committee shall be current board members and two members of the Audit Committee shall be non-board members who are permanent residents of the state of South Dakota.

Section 4.5.1 Organization. The President of the Board shall appoint a board member as chair of the Audit Committee, and the Audit Committee shall meet upon call of the chair or as otherwise outlined in the Audit Committee Charter.

Section 4.5.2 Action. The Audit Committee shall review financial matters, including but not limited to: financial oversight and control, financial reporting, external and internal audit functions and reports, internal controls, and compliance with laws, regulations and policies. Recommendations may be made by the Audit Committee to the Board.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – H

DATE: June 27-29, 2017

SUBJECT: NCAA Division I Athletic Budget Projections

The two NCAA Division I institutions have now implemented multi-year contracts for several head coaching and athletic director positions. Multi-year contracts create long-term commitments for salaries, and provide those performance-related incentive packages that result in a potential increased financial liability. To address this, SDSU and USD have identified how they plan to meet these longer term contractual commitments in their budget projections.

Attached you will find three-year athletic budget projections for SDSU and USD that demonstrates how they have budgeted to accommodate the increased compensation liabilities. Also included is a summary of the multi-year contracts that have been approved to date. In future years, the projections will be compared to the actual revenue and expenses.

INFORMATIONAL ITEM

South Dakota State University Athletic Revenue & Expense Projections

	Actual	%	Projected	%	Projected	%	Projected
	FY16	Change	FY17	Change	FY18	Change	FY19
University Income							
General Funds	\$3,629,014	4.5%	\$3,792,244	-1.2%	\$3,745,833	-0.6%	\$3,721,908
Institutional Funds	\$42,306	321.7%	\$178,401	3.0%	\$183,753	3.0%	\$189,266
General Activity Fee	\$2,479,735	-3.4%	\$2,394,462	1.1%	\$2,421,630	2.3%	\$2,476,509
Revenue from Athletics	\$7,046,251	38.8%	\$9,782,847	-6.2%	\$9,172,810	7.4%	\$9,850,627
Foundation & Fundraising	\$2,532,826	34.1%	\$3,395,313	1.5%	\$3,445,587	-8.1%	\$3,166,840
Total Income	\$15,730,132	24.2%	\$19,543,267	-2.9%	\$18,969,613	2.3%	\$19,405,150
Expenditures							
Basketball	\$2,446,971	11.1%	\$2,718,894	-1.1%	\$2,688,892	2.4%	\$2,754,557
Football	\$2,888,289	17.8%	\$3,401,570	1.5%	\$3,452,982	2.4%	\$3,534,790
Track	\$911,285	5.6%	\$962,213	0.1%	\$962,766	2.4%	\$985,922
Softball	\$501,850	7.6%	\$539,752	0.0%	\$540,000	1.8%	\$549,838
Tennis	\$330,049	12.7%	\$371,863	-3.5%	\$359,000	18.3%	\$424,642
Golf	\$551,155	-13.7%	\$475,856	-4.9%	\$452,773	3.5%	\$468,406
Baseball	\$582,668	3.8%	\$605,016	-1.6%	\$595,259	2.0%	\$607,009
Swimming	\$545,152	5.1%	\$573,087	-0.9%	\$567,795	3.5%	\$587,483
Volleyball	\$385,719	7.3%	\$413,722	0.1%	\$414,308	2.5%	\$424,570
Wrestling	\$445,456	14.5%	\$510,134	8.3%	\$552,386	3.6%	\$572,185
Soccer	\$532,126	5.3%	\$560,124	3.4%	\$578,983	2.3%	\$592,301
Equestrian	\$621,300	15.7%	\$718,632	7.1%	\$769,879	1.0%	\$777,761
Admin Scholarships	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Administration/Support	\$4,582,772	67.3%	\$7,664,741	-8.9%	\$6,981,828	1.5%	\$7,086,252
Total Expenses	\$15,324,792	27.3%	\$19,515,604	-3.1%	\$18,916,852	2.4%	\$19,365,717

Athletic Revenue Includes: Gate receipts, Guarantees, Concessions/Vending, Advertising, Program Sales, Sports Camps, Sponsorships and other miscellaneous sources of revenue

Mutli-year Contract Base Salary Commitments

		%		%	
	FY17	Change	FY18	Change	FY19
Basketball (Men's & Women's)	\$515,000	6.8%	\$550,000	7.3%	\$590,000
Football	\$220,000	9.1%	\$240,000	6.3%	\$255,000
Wrestling	\$130,000	7.7%	\$140,000	7.1%	\$150,000
Volleyball	\$0	NA	\$73,000	3.0%	\$75,190
Athletic Director	\$240,000	8.3%	\$260,000	3.8%	\$270,000
	\$1,105,000	14.3%	\$1,263,000	6.1%	\$1,340,190

University of South Dakota
Athletic Revenue & Expense Projections

	Actual	%	Projected	%	Projected	%	Projected
	FY16	Change	FY17	Change	FY18	Change	FY19
University Income							
General Funds	\$3,991,658	4.8%	\$4,181,723	0.0%	\$4,181,723	3.0%	\$4,308,633
Institutional Funds	\$1,620,337	48.1%	\$2,400,236	7.2%	\$2,573,382	1.5%	\$2,611,983
General Activity Fee	\$1,643,409	-8.4%	\$1,505,789	82.3%	\$2,744,879	1.4%	\$2,784,482
Revenue from Athletics	\$3,815,939	19.4%	\$4,555,271	-15.7%	\$3,839,282	3.6%	\$3,976,264
Foundation & Fundraising	\$1,184,193	2.5%	\$1,213,734	4.0%	\$1,262,000	14.6%	\$1,446,500
Total Income	\$12,255,536	13.1%	\$13,856,753	5.4%	\$14,601,266	3.6%	\$15,127,862
Expenditures							
Basketball	\$2,222,248	18.2%	\$2,626,140	8.8%	\$2,857,987	2.4%	\$2,927,600
Football	\$3,299,578	7.4%	\$3,543,530	2.0%	\$3,616,117	6.8%	\$3,862,639
Track	\$1,246,706	7.5%	\$1,340,487	10.4%	\$1,480,197	2.7%	\$1,519,945
Softball	\$542,194	7.5%	\$582,606	4.0%	\$605,969	2.7%	\$622,475
Tennis	\$280,338	10.7%	\$310,213	7.2%	\$332,412	2.8%	\$341,577
Golf	\$352,510	12.6%	\$397,091	3.8%	\$412,233	2.7%	\$423,541
Baseball	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Swimming	\$662,915	12.7%	\$746,962	10.5%	\$825,365	2.4%	\$845,156
Volleyball	\$581,147	8.7%	\$631,460	10.8%	\$699,422	2.7%	\$718,435
Wrestling	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Soccer	\$522,660	10.6%	\$578,159	9.6%	\$633,859	2.7%	\$650,856
Equestrian	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Admin Scholarships	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Administration/Support	\$2,461,456	18.7%	\$2,921,453	7.6%	\$3,143,638	2.4%	\$3,218,615
Total Expenses	\$12,171,753	12.4%	\$13,678,101	6.8%	\$14,607,199	3.6%	\$15,130,839

Athletic Revenue Includes: Gate receipts, Guarantees, Concessions/Vending, Advertising, Program Sales, Sports Camps, Sponsorships and other miscellaneous sources of revenue

Mutli-year Contract Base Salary Commitments

		%		%	
	FY17	Change	FY18	Change	FY19
Basketball (Men's & Women's)	\$460,000	3.0%	\$473,800	3.0%	\$488,014
Football	\$255,000	3.0%	\$262,650	3.0%	\$270,530
Volleyball	\$80,000	3.0%	\$82,400	3.0%	\$84,872
	\$795,000	3.0%	\$818,850	3.0%	\$843,416

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – I

DATE: June 27-29, 2017

SUBJECT: Revised Resolution to Remove Humbert Hall from the Housing and Auxiliary Facilities System

On June 10-11, 2015, the Board authorized the removal of Humbert and Pangburn residence halls on the campus of Black Hills State University from the Housing and Auxiliary Facilities System created pursuant to the Amended and Restated Bond Resolution adopted by the Board on October 21, 2004, as amended and supplemented.

The intent was to remove Humbert Hall as it was to be repurposed and no longer serve as an economic benefit to the BHSU Housing and Auxiliary Facilities System and to remove Pangburn Hall because it was physically and structurally unfit for use as a student residence hall. While this was clear in the cover of the Board item, the actual resolution removed both facilities because they were “physically and structurally unfit for use and occupancy as student residence halls and should therefore be abandoned for economic non-feasibility and removed from the list of facilities of the BHSU Institutional System”.

This item includes a resolution clarifying the determination of the Board as to the reason for the removal of Humbert Hall from the Black Hills State University Institutional System. Approval of the attached resolution will correct the reason for removing Humbert Hall from the BHSU Institutional System because it no longer generated net revenues of the System, since it was obsolete when compared to newer residence halls that offered more amenities.

DRAFT MOTION 20170627_10-I: I move to approve the revised resolution to remove Humbert Hall from the Auxiliary System (requires a roll call vote).

A RESOLUTION CLARIFYING THE DETERMINATION FOR REMOVING
HUMBERT HALL AT BLACK HILLS STATE UNIVERSITY FROM THE
HOUSING AND AUXILIARY FACILITIES SYSTEM

* * *

WHEREAS, under the terms and provisions of South Dakota Codified Laws, Chapter 13-49, the Board of Regents (the “*Board*”) was created to, among other matters, control and have jurisdiction of six state-supported universities, including Black Hills State University (“*BHSU*”), Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University and the University of South Dakota (“*USD*”) (collectively, the “*Institutions*” and each, an “*Institution*”); and

WHEREAS, the Board on October 21, 2004, did duly adopt a resolution (herein called the “*System Resolution*”) amending and restating previous resolutions and establishing a combined system of housing and auxiliary facilities (the “*System*”) pursuant to which each Institution continues to operate its existing system (collectively, the “*Institutional Systems*” and each, an “*Institutional System*”) but the revenues of which are subject to being used by the Board to avoid a potential default on revenue bonds issued by the Board on behalf of any Institution in the System pursuant to the System Resolution; and

WHEREAS, pursuant to Section 14(B) of the System Resolution, the Board is authorized to remove facilities from the System upon a determination that such facilities no longer generate net revenues of the System because they are obsolete; and

WHEREAS, on June 10-11, 2015, the Board had reviewed evidence that Humbert Hall, a residence hall on the campus of BHSU, no longer generated net revenues of the System because it was obsolete when compared to newer residence halls that offer more amenities, and therefore had determined that Humbert Hall should be removed from the list of facilities of the BHSU Institutional System; and

WHEREAS, because the resolution of June 10-11, 2015 did not accurately reflect this determination with respect to Humbert Hall, the Board now desires to make such clarification;

NOW, THEREFORE, Be It and It Is Hereby Resolved by the South Dakota Board of Regents, as follows:

Section 1.1. Clarification for Determination to Remove Humbert Hall from the System. Pursuant to Section 14(B) of the System Resolution, the Board hereby clarifies that it had previously determined that Humbert Hall was to be removed from the BHSU Institutional System because it no longer generated net revenues of the System, since it was obsolete when compared to newer residence halls that offer more amenities. The determination for the removal of Humbert Hall that was provided in the resolution of June 10-11, 2015 was meant to apply only to Pangburn

Hall. A copy of this Resolution shall be filed with the Executive Director and each Bond Registrar under the System Resolution, as a clarification of the resolution of June 10-11, 2015.

Section 1.2. Severability Provisions. If any one or more sections, clauses, sentences and parts of this Resolution shall for any reason be questioned in any court of competent jurisdiction, and shall be adjudged unconstitutional or invalid, such judgment shall not affect, impair or invalidate the remaining provisions hereof, but shall be confined to the specific section, clause, sentence and part so determined, and that all resolutions or parts thereof in conflict herewith are hereby repealed.

THIS RESOLUTION shall take effect upon its adoption.

Adopted this ____ day of _____, 2017.

President

ATTEST:

Executive Director

(Seal)

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – J

DATE: June 27-29, 2017

SUBJECT: SDSU American Indian Student Center – Preliminary Facility Statement

South Dakota State University requests approval of its Preliminary Facility Statement to begin initial planning for the construction of an American Indian Student Center (AISC). This facility would enhance services provided to American Indian students and provide contemporary multi-purpose collaboration space to the campus community. AISC assists the university community in understanding the significance, value and strength of the American Indian experience.

Currently, the AISC is located in the lower level of the Enrollment Services Center. This space was renovated to accommodate the Center when its previous facility was demolished to construct the SDSU Alumni Center Addition. The current space offers limited services and activities for the program. In addition, the Enrollment Services Center building is located outside the campus ring and reduces interaction and visibility with the campus.

The AISC provides a welcoming location for new and existing students and serves as a mentoring site to develop peer mentoring programs. The AISC also offers professional development opportunities through the American Indian Science and Engineering Society and the American Indian Alumni chapter. The new center would open doors for development, networking, and support for current students as well as provide a pathway to tribal communities and beyond.

The proposed building would consist of approximately 12,000 gross square feet of space. While a definite site location has not been identified, the facility would potentially be located along the south side of campus near the existing residence halls and 8th street. This would allow easy access for students on campus and also offer vehicular access to the site.

Funding for this project will come from private donations and school and public land funds. Donations would be required for a significant portion of the project. Site selection, programming, and preliminary design services will cost approximately \$150,000 and be funded by the FY17 school and public lands allocation.

(Continued)

DRAFT MOTION 20170627_10-J: I move to approve SDSU's Preliminary Facility Statement to construct a facility to house the American Indian Student Center. (If approved, a building committee representative should be appointed to oversee this project.)

Additional details of this construction project can be found in SDSU's attached Preliminary Facility Statement document. If approved, a building committee representative should be appointed to oversee the project's development. SDSU can then proceed with the development of its Facility Program Plan.

PRELIMINARY FACILITY STATEMENT FOR AMERICAN INDIAN STUDENT CENTER SOUTH DAKOTA STATE UNIVERSITY

South Dakota State requests approval of this Preliminary Facility Statement. We request that a building committee be formed for selection of an Architectural/Engineering design consultant to provide schematic design services for the creation of an American Indian Student Center to be located on the SDSU main campus in Brookings, SD.

a. General Programmatic Needs to be Addressed

SDSU plans to create an American Indian Student Center (AISC) that would enhance the services provided to American Indian students and provide contemporary multi-purpose collaboration space to the greater campus community. The AISC is the hub of cultural programming, services and advocacy that supports the recruitment, transition, retention, persistence, and graduation of American Indian students at South Dakota State University. AISC assists the University community in understanding the significance, value and strength of the American Indian experience. The new facility would provide work space for the AISC staff as well as support space for American Indian students on campus. The facility would also provide contemporary multi-purpose and meeting spaces that would be available to the entire campus community. The program spaces would help further the mission of the AISC program.

The Center is currently located in the lower level of the Enrollment Services Center. This space was renovated for the program when their previous facility was demolished for the SDSU Alumni Center Addition. The current space limits the services and activities that the AISC program can provide. Additionally, the location of the Enrollment Services Center outside of the campus ring road reduces interaction with the greater campus community and reduces visibility for the Center with the students it is designed to serve.

Student services provided by the AISC include retention advisement, advocacy programs, social, cultural and academic programming, student leadership development, professional referrals, financial aid guidance, and enrollment and registration assistance. The AISC program engages with American Indian students to address core issues that many Native students must overcome. These issues include: being the first in the family to attend college, being a source of knowledge, being accountable, being an agent of positive change. The AISC is envisioned to be a gateway towards collegiate success.

The new AISC would be emblematic of American Indian culture and heritage. The new center would provide comfort, pride, and a sense of community for American Indian students. Programs in the new facility would celebrate the American Indian community and culture. A variety of programs and celebrations are expected within the facility ranging from small group discussions to large gatherings and dinners, along with pre-college programming. Interaction with the greater campus community would also be encouraged within the new facility. Gathering spaces required by the American Indian Student Center would be accessible to the University. Common spaces would also be open to all students, faculty, and staff for informal gathering, study, and interaction.

b. Analysis of the Student Body or Constituents to be Served

The AISC offers a home away from home environment for students who experience culture shock when they arrive on campus. For students from tribal communities that attend tribal schools during grades K-12, arriving on campus and suddenly becoming the minority is an isolating experience. The AISC serves as a buffer space and provides a gathering space for the American Indian population to come together and support one another. Support is offered formally and informally through programs, services, and community discussions. For the average American Indian student, interacting with others of similar background brings a sense of comfort.

The AISC provides a welcoming place for peer mentoring between students. It is the Center's aspiration to further develop peer mentoring programs over time by building upon successful student experiences and resulting retention. The AISC is currently working on identifying ways to employ students to collaborate with existing peer mentoring programs on campus. By introducing the Wokini Initiative, the Center plans to re-establish tutoring services for Math and English targeted to Native American students. The goal for the Center is to provide an environment that emphasizes students supporting students. The Wokini Initiative would also identify opportunities through federal and state grant programs, financial aid, donor funded scholarships, and endowments to create an expanded support network within the Center. The support network would be structured to prepare, attract, recruit, retain, and graduate enrolled tribal members at SDSU. A new standalone facility would be fundamental to this plan.

The AISC offers professional development opportunities through the American Indian Science and Engineering Society and the American Indian Student Association. The AISC is in the process of establishing an American Indian Alumni chapter, which would open doors for professional development, networking, and support opportunities for current students, as well as pathways to tribal communities and beyond. All of the programming at the AISC provides staff an opportunity to discuss shared experiences, coursework, interests, and goals with students. With additional staff the Center would like to develop leadership programs, an organized peer mentoring program, a Sophomore Experience, and a more robust professional development program geared towards upper-class and graduate students.

In addition to the academic and professional programs the AISC offers retention programming that focuses on American Indian culture and social issues. Retention programs offered by the Center evolve to meet the needs of the current student population. There is diversity within the American Indian student population and a need for diverse programs that honor the history of American Indian people, while addressing current themes within American Indian communities. A new Center with adequate space would give the AISC a place to provide programming that better meets the needs of American Indian students on campus.

Based on 2010 U.S. Census Bureau statistics the American Indian community makes-up 8.8% of the overall population in South Dakota. The South Dakota Regents Information System indicates that the current student profile at SDSU consists of 1.0% American Indian or Alaska Native students. It is the goal of South Dakota State University to increase enrollment of American Indian students to better reflect the overall demographic trend of the State. South Dakota State University believes that the combination of a new facility, outreach programs, and on-campus support programs would allow the University to achieve this goal.

c. Additional Services to be Offered

There is an opportunity with this project to provide high quality, accessible, student service space for the campus community and American Indian students. The University has identified a need for updated multi-purpose space to better respond to contemporary collaboration methods. Planning shall include allowances for these needs; as well as, planned or anticipated program expansion. As the program grows additional staff may be required within the AISC program. The AISC offers professional development opportunities through the American Indian Science and Engineering Society and the American Indian Student Association. The AISC would also include programs through the American Indian Alumni Chapter, which will open doors for professional development opportunities for American Indian students. In addition to professional development the AISC would like to expand the peer mentoring, Sophomore Experience, and retention programming.

d. Compliance with Master Plan

This project follows the key guiding principles for campus development, as outlined in the 2025 Master Plan. The project would in-fill a site located within the campus footprint and enhance student services on the south side of campus. The project is part of South Dakota State University's Wokini Initiative to better serve the Dakota, Lakota and Nakota residents of South Dakota. It aligns with the historic mission of the U.S. land-grant system of public higher education to provide greater access to higher education for all. The project would also reinforce the retention goals set forth in the 2018 Strategic Plan, through the creation of a prominent and welcoming home for American Indian students on campus.

e. Analysis of Needs Assessment Based on the Facilities Utilization Report

The planning services would help the University better identify the scope of the project for the American Indian Student Center. Planning services would also project current and future space needs, helping the University align building area with the functional needs of the AISC program. The design consultant would assist with site analysis for the construction of the Center and initiate conversations with Tribal Communities for cultural input throughout the design process.

The University anticipates a project size between 12,000 and 16,000 gross square feet. The facility would provide office space, meeting rooms, multi-purpose rooms, technology resources, student support space, and academic support space. The building would serve the AISC program, American Indian students, and the greater campus community. Its primary function would be dedicated to student support programming and services.

American Indian Student Center Preliminary Space Program

Program Function	Space Use Code*	Gross Square Footage (GSF)	Notes
Multi-Purpose	110	4,000	Large University and Department Scheduled Meetings & Seminars
Office	310	1,300	Director, Program Coordinator, Administrative Assistant, & Student Employees (4)
Office Service	315	1,000	Waiting Area, File, Copy, and Resource Room
Meeting Rooms	350	1,200	Conference Rooms, Workroom, and Collaboration.
Study Space	410	1,000	General Open Student Study Space, Technology Labs, and Quiet Study
Storage	780	500	General Building, Department, and Student Organization Storage.
Building Service	XXX	1,800	Restrooms, Custodial, Vending, IT, Electrical and Mechanical
Circulation Space	WWW	1,200	General Building Circulation and Entrance Lobby
Total GSF		12,000	

*Space uscodes as defined by the National Center for Education Statistics Facilities Inventory and Classification Manual (FICM)

f. Location

A definitive site has not been selected for the project. A number of potential sites would be investigated and be finalized after further analyses by the design team. The site would likely be located on the south side of campus near the existing residence halls and 8th street. These sites would provide easy access for students on campus; as well as, vehicular access to the building. Another benefit to this area of campus is ample access to existing utilities.

g. Reallocation of Old Space

Completion of the project would result in available space in the lower level of the Enrollment Services Center. SDSU considers it likely that departments currently assigned to the main level of the Enrollment Services Center would expand into the recently renovated lower level with little or no modifications required.

h. Proposed Funding Source(s)

Funding sources for the project will include private donations and school and public land funds. SDSU anticipates that donations would be required for a significant portion of the project budget.

i. Budget for Development of a Facility Program Plan

We estimate site selection, programming, and preliminary design services will cost approximately \$150,000. This will provide adequate information to determine the scope of the project, develop a preliminary design for the building, and estimate the project cost. The University will also develop fund raising materials and project description in this phase of the project.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – K

DATE: June 27-29, 2017

SUBJECT: SDSU South University Neighborhood Redevelopment – Preliminary Facility Statement

South Dakota State University requests approval of its Preliminary Facility Statement to begin planning for the construction of an apartment-style facility for the southern part of the SDSU campus. The SDSU Residential Life and Dining Services Master Plan (2011-2018) consisted of three phases. This facility would be included in Phase III of the Master Plan. Phases I and II included the completed construction of the Jackrabbit Village and Jackrabbit Grove projects.

Initially, SDSU pursued this project through a public/private partnership to finance, construct, and operate an apartment complex to satisfy projected housing needs. Through the RFP process, SDSU chose a development firm that provided its best and final offer, which SDSU declined as the process was not in the best interest of the university's students.

SDSU took part in two studies conducted by Robert Charles Less and Company (RCLO). The December 2015 study, the *South Edge Parcel Development Opportunity Analysis*, along with the May 2017 study, *Student Housing Market Analysis and Consumer Research*, confirmed the demand for the apartment-style facility for upper-division undergraduate, graduate, transfer and family student housing students located on or near campus.

The complex will house approximately 200 to 220 students with potential additional phases depending on the demand from students and financing conditions. A mix of one, two, three and four bedroom apartment units would be included in the facility. The number of each style of unit would be determined during the project's program and design phases.

The project site being proposed is located south of 8th Street on the existing site of the State Court and apartments. The SDSU Foundation is currently acquiring additional property along 7th Street to the south of the State Court site. These locations remain the same from the former public-private redevelopment plan.

(Continued)

DRAFT MOTION 20170627_10-K: I move to approve SDSU's Preliminary Facility Statement to plan for the construction of an apartment-style facility in the south SDSU neighborhood with the expectation that the facility be self-financing including the 2% maintenance and repair requirement, and that a building committee representative be appointed to oversee this project.

The proposed planning and schematic design costs would be funded by existing student rent revenues of approximately \$200,000. The continued full design and construction would be funded through the sale of revenue bonds debt serviced from the new facility student rent revenues.

Additional details of this proposed project can be found in SDSU's attached Preliminary Facility Statement document. If approved, a building committee representative should be appointed to oversee the project's development. SDSU can then proceed with the development of its Facility Program Plan.

There is a related issue that the Board should be aware of before approving this item. The Board approved a policy change in April 2013 that required that the campuses invest a minimum of 2% into maintenance and repair for residential facilities. The last time we did this calculation, SDSU fell well short of the goal. This means that SDSU does not invest the necessary funds needed to adequately maintain their residential facilities. Recognizing the importance of maintaining facilities, SDSU recently requested and received a \$4.24 per credit hour GAF increase to move the student union and the wellness center to 2%. Adding additional properties into the residential life system without providing maintenance and repair funding exacerbates the problem. If the new facility generates sufficient dollars to cash flow the debt and supports the 2% maintenance and repair requirement it will not be a concern. SDSU needs to address their plan on how they will meet the 2% M&R requirement for the residential system as part of the program plan for the new facility.

PRELIMINARY FACILITY STATEMENT

FOR

SOUTH UNIVERSITY NEIGHBORHOOD REDEVELOPMENT

SOUTH DAKOTA STATE UNIVERSITY

SDSU requests approval of this Preliminary Facility Statement to form a building committee, select an architectural engineering team, and complete schematic planning and design for new campus apartment-style housing for upper division undergraduate (juniors/seniors) and graduate students.

1. General Programmatic Needs to be Addressed:

The updated Residential Life and Dining Services Master Plan (2011 – 2018), presented to the Board of Regents in March 2011, consists of three phases. Phases I and II are essentially complete and resulted in the construction of the seven residence halls comprising Jackrabbit Village and Jackrabbit Grove. The remaining substantial project articulated in the Master Plan is construction of an apartment-style facility in an upper-division neighborhood.

SDSU initially pursued completion of this remaining project through a public/private partnership (P3) that would finance, construct, and operate an apartment complex to satisfy the projected housing needs. Potential private partners were solicited through an RFP process. From the firms that submitted a plan, one was chosen for further negotiations and design plan refinement. The best and final offer of the developing firm was considered and ultimately declined, as not being in the best interest of the students or the University. SDSU now plans to develop housing through issuance of revenue bonds that would fund construction of an apartment complex.

Previous studies indicated a demand for an apartment facility for upper-division, transfer, and graduate students, located on-campus and different from options available in the Brookings rental market. The *South Edge Parcel Development Opportunity Analysis*, by Robert Charles Less and Company (RCLCO) (December 2015) affirmed this demand. A more recent rental market analysis, *Student Housing Market Analysis and Consumer Research*, by RCLCO (May 2017) confirms the demand for this type of housing continues to persist. This apartment-style housing option will improve the University's ability to attract and retain upper-division students particularly graduate students necessary to support the University's research endeavors within housing provided through the University.

2. Analysis of the Student Body or Constituents to be Served:

The May 2017 RCLCO market analysis concludes that, “There is strong, unmet demand for affordable, apartment-style housing units that are on or adjacent to SDSU’s campus.” Data gathering methods used in making this conclusion include:

- Electronic surveys (1,337 responses) to determine unit features and preferred price points.
- In-person focus groups with more than 40 students participating, to confirm electronic survey findings.
- Comparative analysis with ten “top-of-market” properties in Brookings representing more than 1,000 rental beds in the Brookings rental market.

The RCLCO analysis assesses factors of rental cost, program mix, amenities, and student preferences. The analysis also pointed toward an unmet need for graduate student housing and housing for students with families. The RCLCO report recommends a program mix for housing that focuses on the upper-division and graduate student housing. This analysis will continue to guide follow-on work such as building siting, unit configuration, apartment amenities, price points and other support spaces that will be developed through on-going design work.

3. Additional Services to be Provided:

The apartment complex housing approximately 200-220 students will be developed, with potential follow-on phases depending on demand from students and financing conditions. A mix of one-, two-, three- and four-bedroom apartment units would be provided. The precise configuration of the unit mix will be determined as the design and cost estimates of the project are developed.

SDSU anticipates that the complex may include space for student support services such as food service, child care, and administrative services. The quantity of space devoted to these functions and tenants will be determined as the project is programmed and designed.

Amenities that will be considered in the course of programming the project will include off street parking, laundry (central or per unit), computer networking, multipurpose lounge, and outdoor community area(s).

4. Compliance with Campus Master Plan:

The project is consistent with the goals and intent of the updated Residential Life and Dining Services Master Plan (2011-2018), the University’s 2015 Design & Master Plan, and the 2015 Student Success Plan.

5. Analysis of Needs Assessment Based on the Facilities Utilization Report:

The Student Housing Market Analysis and Consumer Research, (RCLCO May 2017), indicates an unmet demand for upper-division undergraduate, graduate, and family student housing on or proximate to SDSU's campus. The analysis indicates a persistent market segment giving SDSU an opportunity to retain a greater share of upper-division or graduate students within campus housing by investing in housing that responds to these student's needs and preferences. The unmet demand, or apartment housing gap as described by the study, and site proximity at the edge of the campus provide an excellent opportunity for the development of this necessary housing.

6. Location:

The project will be located south of 8th Street on the existing site of the State Court and apartments. Additional property along 7th street, located south of the State Court site, is being acquired by the SDSU Foundation. This site is the same as was considered for earlier public-private redevelopment plan.

7. Reallocation of Old Space if Any:

The existing State Court (1959 masonry construction) would be razed to prepare the site for development.

8. Proposed Funding Sources:

The programming and schematic design would be funded through revenues generated from rents charged to current residential students. The continued full design and construction would be funded through the sale of revenue bonds to be paid from student rent revenues derived from the facility to be constructed.

9. Budget for Development of a Facility Program Plan

SDSU estimates that programming, site/utility planning, schematic design, and estimates of the project costs will be approximately \$200,000.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – L

DATE: June 27-29, 2017

SUBJECT: Addendum to Dakota Lakes Research Farm Agreement

South Dakota State University requests Board of Regents approval of an addendum to the agreement between the Dakota Lakes Research Farm Corporation and South Dakota State University dated July 1, 2016. The original agreement was approved at the [March 2016](#) Board Meeting.

During the 2017 SD Legislative Session, funding was included in [SB 178](#) for a new 0.8 FTE position for the SD Agricultural Experiment Station. This position was requested, with support of the Dakota Lakes Research Farm Board of Directors, to fund a Soil Management Scientist to conduct research and perform outreach at the Dakota Lakes Research Farm and SD Regional Extension Center in Pierre, SD.

The Dakota Lakes Research Farm Board of Directors provided strong support to the SD Agricultural Experiment Station throughout the process of planning for and obtaining funding for this position. The new Soil Management position will be administered through the SDSU Department of Agronomy, Horticulture, and Plant Science. The proposed addendum to the July 1, 2016 agreement would formalize that this position will be physically located in Pierre, SD at the Dakota Lakes Research Farm and SD Regional Extension Center. The proposed addendum is included as Attachment I.

DRAFT MOTION 20170627_10-L: I move to approve the addendum to the agreement between Dakota Lakes Research Farm Corporation and South Dakota State University, as contained in Attachment I.

**ADDENDUM TO THE AGREEMENT BETWEEN
THE DAKOTA LAKES RESEARCH FARM CORPORATION
AND
SOUTH DAKOTA STATE UNIVERSITY
DATED JULY 1, 2016**

This Addendum is made and entered into this ____ day of _____, 2017, by and between Dakota Lakes and South Dakota State University ("SDSU"), a public land grant university under the control and management of the South Dakota Board of Regents on behalf of the South Dakota Agricultural Experiment Station ("Experiment Station"), as an Addendum to the Agreement between the parties dated July 1, 2016.

WHEREAS, Dakota Lakes, by and through its Board of Directors, its Research Manager, and numerous supporters, actively and successfully obtained South Dakota Legislature approval during the 2017 Legislative Session for a new permanent research position to be designated in support of the Dakota Lakes and SDSU Agreement activities under the budget, direction, and control of the Experiment Station; and

WHEREAS, the 2017 South Dakota Legislature appropriated and the Governor of South Dakota approved with SB 178, .8 FTE for this new position;

NOW THEREFORE, the parties enter into this Addendum to their Agreement dated July 1, 2016, as follows:

1. The new permanent research position will be permanently assigned to Dakota Lakes and will be a Soil Management position in the Department of Agronomy, Horticulture, and Plant Science, and physically located in Pierre, SD at the Dakota Lakes Research Farm and SD Regional Extension Center. The incumbent will play a cooperative and collaborative role in the research programming and activities of the Dakota Lakes Research Farm, operated by the SD Agricultural Experiment Station.
2. The new permanent research position is in addition to the research manager position and the 3.5 FTE support personnel addressed in paragraph 4. iii. of the Agreement dated July 1, 2016 and is subject to the applicable terms and conditions. This new position will continue unless discontinued by the termination of the Agreement, the agreement of the parties, or the SD Legislature.

All other terms and conditions of the Agreement not modified herein remain in full force and effect.

IN WITNESS WHEREOF the authorized representatives of the parties have hereunto subscribed their names as of the date first above written.

Dakota Lakes Research Farm, Inc.:

South Dakota State University:

By: _____
 Dan Forgey Date
 President

By: _____
 Kinchel Doerner Date _____
 Interim V.P. Research and Econ. Dev.

By: _____ Date _____
Wesley G. Tschetter
V.P. for Business and Finance

By: _____
 Daniel T. Scholl Date
 Interim Dean and Dir. SD Ag. Exp. Station

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – M

DATE: June 27-29, 2017

SUBJECT: SDSU Garden Square Property Acquisitions

South Dakota State University requests Board of Regents' authorization to acquire three (3) properties from the SDSU Foundation. Each property is located in a development known as Garden Square, will be purchased using housing and auxiliary facilities system ("Revenue System") funds, and will become part of the Revenue System. Each property is identified below with its purchase price:

Address	Purchase Price
1734 8 th Street, Unit 1734 C-R Brookings, SD	\$139,500
1741 8 th Street, Unit 1741 A Brookings, SD	\$141,000
1817 8 th Street, Unit 1817 C-R Brookings, SD	\$139,500

At the [June 2016 Board of Regents meeting](#), the Board authorized SDSU to acquire nine (9) properties located in the Garden Square development. The acquisition of Garden Square properties is consistent with SDSU property purchase plans of 1991 and 2003, and the most recent plan submitted on [March 31, 2011](#). These initially acquired nine (9) Garden Square properties were placed into the Revenue System in [December 2016](#) by the Board of Regents as part of the resolution authorizing issuance of 2016 Housing and Auxiliary Facilities System Revenue Bonds. Attachment I contains a map showing the nine (9) Garden Square properties

(Continued)

DRAFT MOTION 20170627_10-M: I move to authorize SDSU to use housing and auxiliary facilities system funds ("Revenue System") to acquire the following three (3) Garden Square properties to be added to the Revenue System: (i) 1734 8th Street Unit 1734 C-R; (ii) 1741 8th Street Unit 1741 A; and (iii) 1817 8th Street Unit 1817 C-R, each located in Brookings, South Dakota.

previously acquired and the three (3) Garden Square properties to be acquired should the Board approve this item.

All acquisitions will be made in accordance with applicable law and [Board of Regents Policy 6:2](#) regarding acquisition of real property, which requires the following elements that are addressed after each element is identified:

- A. The certificate of the General Counsel that the proposed structure for the transaction conforms to the legal limitations on the Board's authority;

The General Counsel has reviewed the proposed structure for the transaction and is of the opinion that it conforms to the legal limitations on the Board's authority. The Board has ongoing legislative authority under [SDCL 13-51A-2](#) to acquire, own, operate, maintain, and dispose of revenue producing buildings, structures, and facilities in or for the Revenue System; therefore, no additional legislative authorization is needed for these acquisitions.

- B. A statement of the business rationale for the acquisition referencing the land acquisition plan set forth in § 6:2(1) and identifying any additional actions or expenditures that shall be needed to make use of the property;

The acquisition supports objective 2 of SDSU's property purchase plan that was prepared on December 2, 2010, to replace married student apartments with denser and newer family units, which will improve land usage.

- C. A report from an independent appraiser stating a fair market price for the property;

An independent appraisal was completed for each of the properties. The report is available from SDSU upon request.

- D. An environmental audit report, including any action plan required to abate identified environmental hazards; and

All properties have had an environmental assessment completed with no hazardous material findings other than floor coverings that may contain asbestos, for which University trained personnel will mitigate. The report is available from SDSU upon request.

- E. A financial plan and acquisition budget addressing (1) the land price; (2) incidental expenses and (3) costs for related improvements or services needed to make the property serviceable

(1) The cost for the three properties is \$420,000.

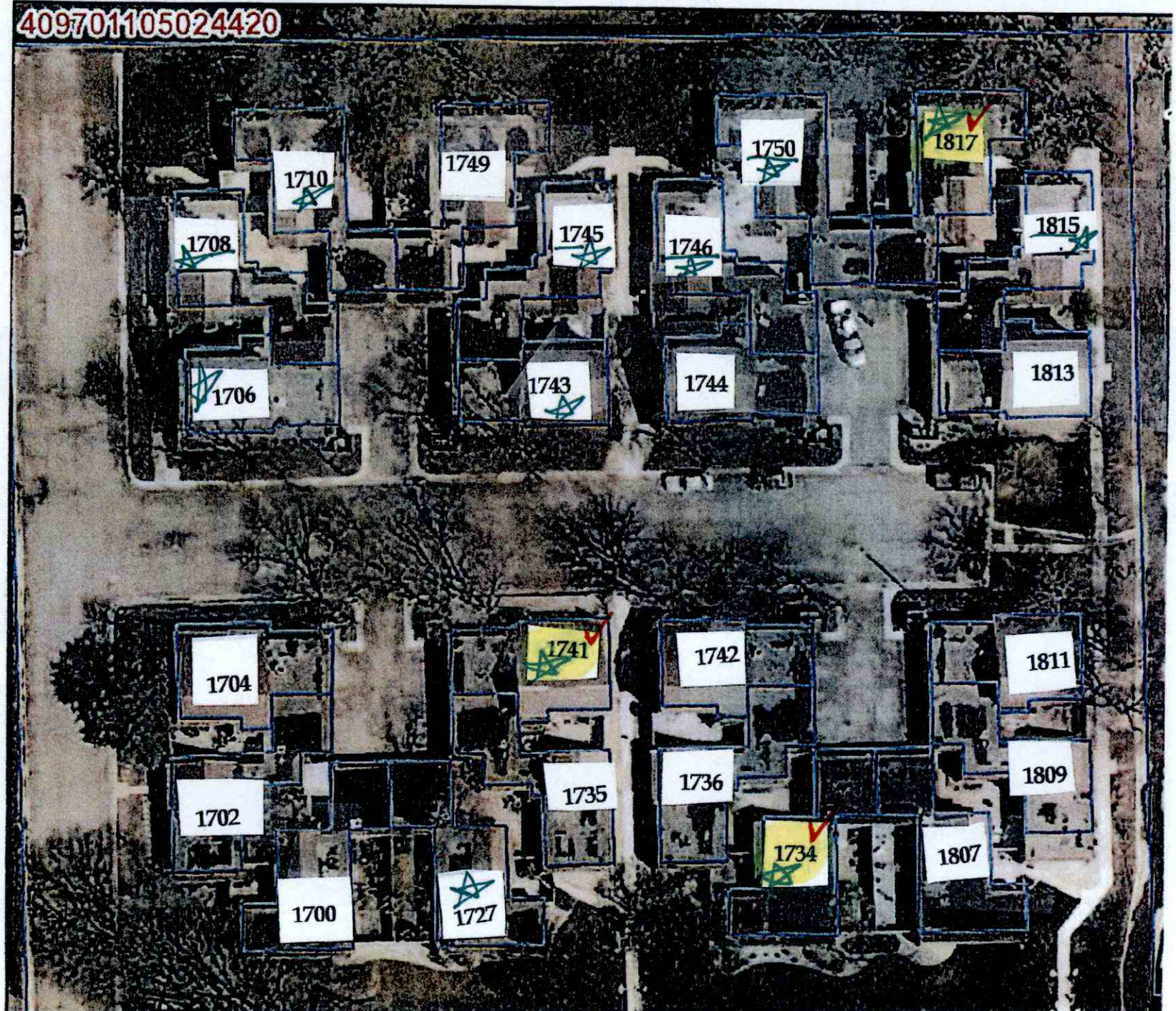
(2) The estimated cost for miscellaneous expenses are:

- a. 50% of title insurance costs, and
- b. Buyer agent realtor's fees which will total \$7,500 for the three properties.

(3) No improvements are necessary for Units 1734 C-R or 1741 A. Unit 1817 C-R will have the interior repainted, new floor covering installed, and new window treatments at a total approximate cost of \$10,000.

GARDEN SQUARE UNITS: Units marked with Green Star are properties already purchased by SDSU. Units marked with Green Star AND Red Checkmark (also highlighted in yellow) are properties proposed for purchase (1734, 1741, 1817) by SDSU.

ATTACHMENT I 4



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – N

DATE: June 27-29, 2017

SUBJECT: SDSU South University Neighborhood Development Property Acquisitions

South Dakota State University requests Board of Regents' authorization to acquire the improved residential property authorized in section 3 of [House Bill 1008](#) from the 2017 Legislative Session ([2017 S.D. Sess. Laws Ch. 83](#)).

At the [December 2016](#) meeting Board of Regents, the Board approved the introduction of legislation that became House Bill 1008, which authorized the Board of Regents to purchase real property on behalf of SDSU, including the following improved real property outlined in section 3 of the legislation:

- (1) Lots 1 through 10 inclusive, Block 2, Hillcrest Addition to the City of Brookings, Brookings County, South Dakota;
- (2) Lot 3, Block 1, Ways Addition to the City of Brookings, Brookings County, South Dakota;
- (3) Lot 9, Block 5, Randi Petersons Addition to the City of Brookings, Brookings County, South Dakota; and
- (4) The west 50 feet of Lot 10, Block 5, Randi Petersons Addition to the City of Brookings, Brookings County, South Dakota.

Section 4 of the legislation appropriated the sum of two million one hundred thirty-four thousand dollars (\$2,134,000) in other fund expenditure authority from sales and services, rentals, and grant and contract indirect recovery funds to the Board of Regents to purchase the real property.

Attachment I contains a map showing the properties to be acquired should the Board approve this item.

(Continued)

DRAFT MOTION 20170627_10-N: I move to authorize SDSU (1) to acquire the improved residential properties identified in this Board item, which were authorized in section 3 of House Bill 1008 from the 2017 Legislative Session (2017 S.D. Sess. Laws Ch. 83); and (2) to offer for sale any improvements contained on the properties, and to demolish any unsold improvements.

The following properties will be purchased with non-Revenue System funds but will be placed into the Revenue System:

- (1) Lots 1 through 10 inclusive, Block 2, Hillcrest Addition to the City of Brookings, Brookings County, South Dakota;
- (2) Lot 3, Block 1, Ways Addition to the City of Brookings, Brookings County, South Dakota;

The following properties will be purchased with non-Revenue System funds and will remain outside of the Revenue System:

- (3) Lot 9, Block 5, Randi Petersons Addition to the City of Brookings, Brookings County, South Dakota; and
- (4) The west 50 feet of Lot 10, Block 5, Randi Petersons Addition to the City of Brookings, Brookings County, South Dakota.

The improvements to the described real property include structures that must be removed to make way for the South University Neighborhood Development. However, some structures may serve a useful purpose as residences, garages or storage facilities and may be publicly offered for sale. While the structures do not have much value to SDSU when considering the cost of relocation or demolition, the benefit of offering them for sale is in the financial savings to SDSU in having the purchaser incur the costs of removing these structures versus having SDSU incur the costs of demolition. SDSU is also requesting Board of Regents approval to offer these structures for sale to be removed from the site or to remove the structures via demolition that are not suitable for re-use based on highest return calculation in accordance with [SDCL 13-51-12](#).

All acquisitions will be made in accordance with applicable law and [Board of Regents Policy 6:2](#) regarding acquisition of real property, which requires the following elements that are addressed after each element is identified:

- A. The certificate of the General Counsel that the proposed structure for the transaction conforms to the legal limitations on the Board's authority.

The General Counsel has reviewed the proposed structure for the transaction and is of the opinion that it conforms to the legal limitations on the Board's authority. The acquisition of these properties was authorized by [Chapter 83 of the 2017 South Dakota Sessions Laws](#).

- B. A statement of the business rationale for the acquisition referencing the land acquisition plan set forth in § 6:2(1) and identifying any additional actions or expenditures that shall be needed to make use of the property;

The acquisition of properties identified in (1) and (2) support objective 4 of SDSU's property purchase plan that was prepared on December 2, 2010, to square off the south side of campus, and would be part of the location for the South University Neighborhood Development (see Item 10.K).

The acquisition of properties identified in (3) and (4) support objective 5 of SDSU's property purchase plan that was prepared on December 2, 2010, to create a green buffer on the south side of 8th Street to enhance the campus image.

C. A report from an independent appraiser stating a fair market price for the property;

An independent appraisal was completed for each of the properties. The report is available from SDSU upon request.

D. An environmental audit report, including any action plan required to abate identified environmental hazards; and

All properties have had an environmental assessment completed with no hazardous material findings other than floor coverings that may contain asbestos, for which University trained personnel will mitigate. The report is available from SDSU upon request.

E. A financial plan and acquisition budget addressing (1) the land price; (2) incidental expenses and (3) costs for related improvements or services needed to make the property serviceable

(1) Seven of the properties are currently owned by the SDSU Foundation and will be purchased after the July 1, 2017 effective date of the legislation at a cost of \$1,161,000. The funding will come from University funds budgeted for property acquisition. The remaining six properties are in negotiation status with the funding to also come from University budgeted funds.

(2) The estimated cost for incidental expenses are:

- a. 50% of the title insurance costs, and
- b. Buyer agent fees, building inspections, property line survey and title insurance, which will total approximately \$3,000 for each property.

(3) The improvements to these properties will be removed. Disconnecting/capping the water and sewer lines will cost \$1,500 per property. Removal of the houses (including the basement) via demolition with landfill dumping fees on average cost \$10,000 per property. If the house is sold and removed, there would be an expected average savings of \$3,500 per house. Five of the improvements on these properties are candidates for sale or reuse. The maximum cost per property with demolition is estimated at \$11,500.

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Current Family Housing

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1602 8TH ST 409701105024415

1404 8TH ST

1400 7TH ST

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2749

Parcel ID 405000050000900

Sec/Twp/Rng --

Property Address 1116 8TH ST

BROOKINGS

District 4001

Brief Tax Description RANDI PETERSONS ADDN, W 50' OF LOTS 9 & 10, BLK 5 50 X 100

(Note: Not to be used on legal documents)

Alternate ID n/a

Class NAD

Acreage n/a

Owner Address SOUTH DAKOTA STATE UNIVERSITY

FOUNDATION

815 MEDARY AVE BOX 525

BROOKINGS SD 57006

POWERED BY esri

1. Lot 3, Block 1, Ways Addition
2. Lots 1-10, Block 2, Hillcrest Addition
3. Lot 9, Block 5, Randi Peterson's Addition
4. W 50' of Lot 10, Block 5, Randi Peterson's Addition

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – O

DATE: June 27-29, 2017

SUBJECT: First Amendment to the SDSU Sanford-Jackrabbit Facility Use Agreement

THE BOARD OFFICE RECEIVED THIS BOARD ITEM REQUEST LATE AND HAS NOT HAD TIME TO SUFFICIENTLY VET IT. THE DRAFT MOTION WOULD DELEGATE APPROVAL AUTHORITY TO THE EXECUTIVE DIRECTOR.

The privately-funded Sanford-Jackrabbit Athletic Facility, authorized by [chapter 83 of the 2013 Session Laws](#), included in its Facility Design Plan dedicated sports medicine spaces. By two agreements of November 13, 2012, Sanford Health committed donations of \$10 million towards the Sanford-Jackrabbit Athletic Complex and payment to the University of a series of annual cash flows for ten (10) years in exchange for the exclusive right to provide sports medicine services to the University.

South Dakota State University requests Board authorization to complete the negotiation of the First Amendment to the Facility Use Agreement, which original agreement was approved by the Board at the August 2014 meeting ([Item 11-W](#)) and executed on November 19, 2015, which enabled Sanford physicians and associated personnel to provide sports medicine services to SDSU. This First Amendment to the Facility Use Agreement establishes the *Sanford Health Center for Excellence in Athletic Care and Sports Education Research at South Dakota State University* (“Center”). In the Center, Sanford Health and SDSU would collaborate to identify healthcare-related teaching, research, and outreach projects within the designated premises.

The Permitted Uses in the original Facility Use Agreement would be expanded to include three additional research and teaching-related activities:

- Level 1: Research and teaching-related activities related to providing medical services to Student Athletes (outside the scope of the services provided under the Exclusive Sports Medicine Agreement).

(Continued)

DRAFT MOTION 20170627_10-O: I move to (1) authorize SDSU to complete negotiation of the First Amendment to the Sanford-Jackrabbit Facility Use Agreement with Sanford Health, and (2) authorize the Executive Director to review, approve, and execute the negotiated First Amendment to the Sanford-Jackrabbit Facility Use Agreement after the General Counsel has approved the agreement as to matters of style and form.

- Level 2: Research and teaching related activities for non-athlete University enrolled students not provided medical services pursuant to the Exclusive Sports Medicine Agreement may occur in the Center, subject to all applicable SDBOR and University policies and procedures, and state and federal law.
- Level 3: Research and teaching-related activities for non-University students or student athletes, such as community members, may occur in the Center, subject to all applicable BOR and University policies and procedures, and state and federal law.

Consideration for these expanded Permitted Uses is based on a percentage of the shell construction cost of the designated premises. Annual rent upon commencement of Level 1 activities is \$26,000, payable in monthly installments of \$2,166.67.

SDSU requests that the Board authorize the Executive Director to review, approve, and execute the negotiated First Amendment to the Facility Use Agreement after the General Counsel approves the agreement as to matters of style and form. The latest draft of the First Amendment to the Agreement can be found in Attachment I.

First Amendment to Facility Use Agreement

This First Amendment to Facility Use Agreement is made this _____ day of _____, 2017 is by and between the South Dakota Board of Regents (“SDBOR”) for 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”) and Sanford Health (“Sanford Health”).

WHEREAS, the University is South Dakota’s designated Land-Grant University established under South Dakota Codified Laws Ch. 13-58 and 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 and Sanford Health entered into a Facility Use Agreement – Sanford Health Jackrabbit Athletic Complex on November 19, 2015 (“Facility Use Agreement”) for the provision of defined Sports Medicine Services pursuant to the Exclusive Sports Medicine Services Agreement of November 13, 2012 for Student Athletes and the University mission; and

WHEREAS, Sanford Health and the University desire to collaborate to identify healthcare-related teaching, research, and outreach projects that are made possible by Sanford Health’s provision of medical services in connection with the Facility Use Agreement; and

WHEREAS, Sanford Health and the University wish to amend the Facility Use Agreement in order to expand the Permitted Uses set forth in Section II.b. therein to enable such collaboration and services as approved in accordance with this Amendment;

NOW THEREFORE, in consideration of the promises hereof and the mutual covenants and agreements contained herein, the parties hereto agree as follows:

- I. The Facility Use Agreement is hereby modified by this Amendment pursuant to Section II.g. of the Facility Use Agreement to the extent set forth herein.
- II. The Parties hereby establish the Sanford Health Center for Excellence in Athletic Care and Sports Education Research at South Dakota State University (“Center”) in the Designated Facility identified in the Facility Use Agreement and amendments thereto.
- III. Term: This Amendment is for the period of one (1) year beginning the last date of execution of this Amendment and will automatically renew for subsequent one (1) year periods. Renewal periods shall not to extend beyond the expiration or termination of the Facility Use Agreement. Renewal periods shall not occur if this Amendment is terminated pursuant to the Section V.c. of this Amendment or notice of non-renewal is provided in writing by a Party sixty (60) days prior to the first day of the subsequent renewal period.
- III. Center Management and Use:
 - a. The Center’s University mission-related activities will be operated and managed as mutually agreed by the parties, as part of the University’s College of Education

& Human Sciences, and in a manner that supports the mission of the University. Appropriate individuals from Sanford Health and the University will collaborate for Center activities as appropriate and as mutually determined by the parties. Sanford Health, by and through its providers, subsidiaries and/or affiliates, shall have sole control over the delivery of medical services in connection with the Facility Use Agreement.

- b. The Parties will enter into cooperative endeavors in the Center between the University and Sanford Health for graduate and undergraduate research and clinical experience activities, as well as other research, collaboration, and outreach opportunities as further agreed in writing by the parties, and which will be in conformity with SDBOR and University policy and applicable law. In connection with the foregoing, the Parties agree that they will use best efforts to cooperate and promptly proceed with the research criteria and program levels identified in this Amendment.
- c. The University and Sanford Health will enter into agreements for Sponsored Research, Collaborative Research, Sponsored Service agreements and other agreements for activities in the Center for which the University is authorized by, and in conformity with, SDBOR and University policy and applicable law.
- d. Center program levels and level threshold transition criteria:
 - 1. Level 1: Research and teaching-related activities related to providing medical services to Student Athletes (outside the scope of the services provided under the Exclusive Sports Medicine Agreement) may occur in the Center, subject to all applicable SDBOR and University policies and procedures, and state and federal law.
 - i. Level 1 activities may begin immediately upon SDBOR approval and appropriate final execution of this First Amendment to the Facility Use Agreement.
 - ii. Level 1 activities may continue, as long as the threshold criteria are continually met, until expiration or termination of this First Amendment or the Facility Use Agreement. In the event the threshold criteria are not met at any time, the University and Sanford Health shall diligently and in good faith work to cure the failure to meet such threshold criteria. In connection with the foregoing, the Parties will be permitted not less than sixty (60) days to cure the same. If, following the expiration of such period, the Parties have failed to meet the threshold criteria, then this Amendment may be terminated.
 - 2. Level 2: Research and teaching related activities for non-athlete University enrolled students not provided medical services pursuant to the Exclusive

Sports Medicine Agreement may occur in the Center, subject to all applicable SDBOR and University policies and procedures, and state and federal law.

- i. Level 2 activities may begin immediately after SDBOR approval and appropriate final execution of this First Amendment of the Facility Use Agreement and occurrence of all the following criteria:
 1. Establishment of a mutually agreed S-JAC Clinic Research and Education Committee (the “Clinic Research and Education Committee”) to integrate Sanford Health and the University objectives and centralize coordination efforts. The University and Sanford Health will be permitted to appoint an equal number of members to said committee, the initial appointment of which shall be within thirty (30) days following the execution of this Amendment. Thereafter, either party may replace their respective members of the Clinic Research and Education committee at any time by providing written notice to the other party;
 2. Establishment of education infrastructure for athletic training clinical experiences in place (i.e. ready for student rotations), which consists of the following steps;
 - a. Preceptors for athletic training students have been identified;
 - b. Preceptor training has been completed and preceptor agreements signed (volunteer preceptor process - training to take a few hours, covers student interaction expectations, evaluation, contacts etc., will be modeled after existing programs, agreement acknowledges the process and responsibilities); and
 - c. Dedicated space utilization time for academic purposes (To be determined semesterly by Clinic Research and Education Committee); and
 3. Preparation of at least one collaborative research study approved by the Institutional Review Board and data share agreement completed.
- ii. Level 2 activities may continue, as long as the threshold criteria are continually met, until expiration by its terms or termination of this First Amendment or the Facility Use Agreement. In the event the threshold criteria are not met at any time, the University and Sanford Health shall diligently and in good faith work to cure the failure to meet such threshold criteria. In connection with the foregoing, the Parties will be permitted not less than sixty (60) days to cure the same. If, following the expiration of such period, the Parties have failed to meet the threshold criteria, then this Amendment may be terminated.

3. Level 3: Research and teaching-related activities for non-University students or student athletes, such as community members, may occur in the Center, subject to all applicable SDBOR and University policies and procedures, and state and federal law.
 - i. Level 3 activities may begin immediately after SDBOR approval and appropriate final execution of this First Amendment of the Facility Use Agreement and occurrence of all the following criteria:
 1. Threshold criteria of Level 3 is continuously met;
 2. Education criteria:
 - a. Athletic training rotations have been integrated into the curriculum and implemented (i.e. rotations advertised as part of the curriculum);
 - b. Student experiences coordinator has been identified (which identification is a SDSU responsibility, and the student experiences member will be added as member of Clinic Research and Education Committee as an SDSU designee); and
 - c. Inter-professional education (IPE) opportunities relating to clinic activities have been identified by the Parties, which activities enable inclusion of students from other health science disciplines at SDSU.
 - d. The above-referenced IPE experiences are ready for implementation (Ready for expansion to other degree programs, e.g. Physical Therapy, Dietetics, Nursing, etc.); and
 3. Research criteria:
 - a. Research study coordinator has been identified (which identification is a SDSU responsibility, and the research study coordinator will be added as a member of Clinic Research and Education Committee);
 - b. Dedicated space utilization time for research study activities (i.e. study enrollment visits, data collection visits, etc.) (To be determined each academic semester by Clinic Research and Education Committee); and
 - c. Three collaborative research studies have commenced with a need to expand study enrollment capability.

- ii. Level 3 activities may continue, as long as the threshold criteria are continually met, until expiration by its terms or termination of this First Amendment or the Facility Use Agreement. In the event the threshold criteria are not met at any time, the University and Sanford Health shall diligently and in good faith work to cure the failure to meet such threshold criteria. In connection with the foregoing, the Parties will be permitted not less than sixty (60) days to cure the same. If, following the expiration of such period, the Parties have failed to meet the threshold criteria, then this Amendment may be terminated.
 - e. Sports and Orthopedic Medicine Services:

Sanford Health may provide sports and orthopedic medicine services, together with other medical services, to the individuals identified in Sections II.d.2., II.d.3., II.d.4. herein in an effort to establish clientele for research and teaching programs in accordance with: 1) this Amendment to the Facility Use Agreement, 2) the Facility Use Agreement, 3) the Parties' cooperative endeavors for graduate and undergraduate research and clinical experience activities, as well as other research, collaboration, and outreach opportunities as agreed in writing; and 4) agreements for Sponsored Research, Collaborative Research, Sponsored Service agreements and other agreements for which the University is authorized by SDBOR policy and state law.
 - f. The Parties hereby agree that Sanford Health may, in the course of providing medical services, submit bills and other documentation to Medicare, Medicaid, governmental programs and other third party payors as reimbursement for the medical services provided, regardless of which Level the parties are operating under. The University and SDBOR hereby agree to reasonably cooperate with Sanford Health as it relates to setting up the Facility for such purposes, which may include, without limitation, providing documentation that may be required as a result of such reimbursement. Sanford Health shall, in its sole discretion, determine the fees to be charged for its medical services, consistent with the provisions of applicable law and this Agreement. The University assigns to Sanford Health the exclusive right to bill and collect all fees for such services. Sanford Health warrants it will bill for and collect such amounts in conformity with applicable laws, rules and regulations and agrees to indemnify and hold the University, its parent, subsidiaries and affiliates and the respective officers, directors, agents and employees harmless from any claims concerning alleged billing errors or irregularities.
- III. Payment:
- a. Each of the additional uses articulated in Section II.d.2., II.d.3., II.d.4, and II.e. of this Agreement are subject to fair market value analysis of the use pursuant to Section VI.c. of the Facility Use Agreement. The parties have undertaken a fair

market value analysis and agree to the following fair market payments for said additional uses.

- b. Upon commencement of Level 1 activities, Sanford Health shall remit rental payments to the University, which first payment will be due on the first day of the month following the commencement of such activities. In connection with the foregoing, upon commencement of Level 1 activities, annual rent shall be \$26,000, payable in monthly installments of \$2,166.67. In the event Level 1, Level 2, or Level 3 activities are no longer taking place in the Designated Facility, then no further rental payments shall be due under this Amendment.
- c. The rental payment referenced above shall be increased by the lesser of (i) 2%, or (ii) the increase in CPI All Urban Consumers, which CPI adjustment shall be calculated as compared to the prior year. Such increase shall take place every three years.
- d. Payments shall be invoiced by University monthly and Sanford Health will pay amounts due for Center within thirty (30) days of invoice. Sanford Health will be assessed and pay interest of 5% per year and collection costs associated with late payments in accordance with South Dakota law.

IV. Signage and Attribution:

- a. Attribution of the Center will be provided throughout the lifespan of the Center.
- b. Termination of Signage and Attribution. In addition to any rights and remedies available at law, the SDBOR may terminate this Amendment and all rights and benefits hereunder, including terminating the Attribution:
 - 1. In the event of any default in payment of the funds as provided in this Agreement, or in the event the SDBOR or University 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, or if the SDBOR or University determine that performance of University mission-related activities are not occurring in the Center.
 - 2. Upon any such termination of this Amendment 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.
- 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, Sanford Health, if available, and in consultation with and as mutually agreed by the SDBOR and University, will have the right, for no additional payment, to have another available and equivalent University Center named after Sanford Health.

- 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 Sanford Health and photograph the individuals representing Sanford Health 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.
- e. The parties agree that nothing in this section or this Amendment shall modify, alter, or amend that certain Gift Agreement, dated November 13, 2012 by and between the parties.

V. Terms and Conditions:

- a. Relationship of Parties. The University shall have control over the Center and any activities performed under this Agreement, provided, however, that Sanford Health, by and through its providers, subsidiaries and/or affiliates shall have sole control over the delivery of medical services.
- b. Reporting:
 - 1. The Dean of the College of Education & Human Science and a designated representative of Sanford Health shall work collaboratively and develop an annual report on the research and teaching-related activities occurring in the Center pursuant to this Amendment. Sanford Health shall report on the number of clientele and load of sports and orthopedic medicine services and other medical services provided pursuant to this Amendment and specifically, Section II.e. of this Amendment.
 - 2. Annual reports of Center activities shall be delivered to the parties in conformity with Section V.d. of this Amendment ninety (90) days prior to the end of each Amendment annual term.
 - 3. Sanford Health and University shall review Center annual reports within thirty (30) days of their receipt and determine the scope and continuance of this Amendment and the Center activities.

- c. Termination. In addition to the rights and remedies set forth in the Facility Use Agreement, this Amendment may be terminated by the SDBOR or University should Sanford Health not use Center for Level 1, Level 2, or Level 3 collaborated and reported mission purposes for a period of greater than six (6) months without penalty or liability of any kind accruing to the SDBOR or University, except to the extent such non-use is a result, in whole or in part, of any University or the SDBOR action or inaction contributing to said non-use. The SDBOR or University may terminate this Amendment with or without cause with three (3) months' notice. When this Amendment is terminated without cause, University will return the portion of the payment made for the period to from the date of termination through the end of the term for which paid minus any actual other associated costs required to be paid by Sanford Health.
- d. Notices: Whenever under this Amendment a provision is made for notice or report of any kind, such notice shall be in writing and shall be deemed sufficient if actually delivered to Sanford Health or the University if sent by registered or certified mail, return receipt requested, postage prepaid at the address furnished for such purpose:

1. University hereby designates its address as:

South Dakota State University
Dean of the College of Education & Human Science
Box 2275A University Station
Brookings, SD 57007

With copies required to:

South Dakota State University
Attn: Athletic Director
Intercollegiate Athletics – Box 2820
Brookings, SD 57007

South Dakota State University
Attn: University Counsel
President's Office – Box 2201
Brookings, SD 57007

Sanford Health hereby designates its address as:

Sanford Health
Attn: Kevin Lampe
1305 W. 18th Street
Sioux Falls, SD 57105

With copy to:

Sanford Health
Attn: Kim Patrick, Chief Legal Officer
1305 W. 18th Street
Sioux Falls, SD 57105

- e. All other terms and conditions of the Facility Use Agreement not modified by this Amendment shall remain in full force and effect and shall apply to performance of the terms and conditions of this Amendment.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by the duly authorized officers effective as of the date of the last signature affixed below.

SOUTH DAKOTA BOARD OF REGENTS

DATE: _____

SOUTH DAKOTA STATE UNIVERSITY:

DATE: _____

SANFORD HEALTH:

DATE: _____

Reviewed by SDBOR General Counsel for Form:

DATE: _____

The South Dakota Board of Regents adjourned its regular business meeting on June 29, 2017 and will meet again for its annual retreat and regular session on August 8-10, 2017 in Pierre, 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 June 27-29, 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