BOARD OF REGENTS
MINUTES OF THE MEETING
June 26-28, 2018

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BOARD OF REGENTS
MINUTES OF THE MEETING
June 26-28, 2018

The South Dakota Board of Regents met on June 26-28, 2018, at South Dakota State University in Brookings, South Dakota, with the following members present:

Kevin Schieffer, Vice President
John Bastian, Secretary
Jim Morgan, Regent
Randy Schaefer, Regent
Jim Thares, Regent
Pam Roberts, Regent
Joan Wink, Regent
David Mickelson, Regent

Also present during all or part of the meeting were Guilherme Costa, Board of Regents General Counsel; Paul Turman, System Vice President for Academic Affairs; Nathan Lukkes, 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, System Chief Information Officer; Molly Hall-Martin, Director of Student Preparation & Success; Janelle Toman, Director of Communications; Mary Ellen Garrett, Accounting Manager; Leah Ahartz, Budget Manager; Julie Kueter, Executive Administrative Assistant; Jay Perry, Assistant Vice President for Academic Affairs; Janice Minder, BOR; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Tom Jackson Jr., BHSU President; Jim Rankin, SDSM&T President; Tim Downs, NSU President; Sheila Gestring, USD President; Kurt Cogswell, Roberta Olson, Doug Wermedal, Dean Kattelmann, Wesley Tschetter, Michael Holbeck, Bill Gibbons, Karla Trautman, John Killefer, Mary Kay Helling, Karyn Weber, Kacie Richard, Dennis Hedge, SDSU; Heather Forney, Steve Malott, SDSM&T; Claudean Hluchy, SDSBVI/SDSD; Scott McKay, Marcus Garstecki, Dick Hanson, Stacy Krusemark, DSU; Joelle Lien, Veronica Paulson, Alan LaFave, Jeremy Reed, NSU; Roberta Ambur, Kim Grieve, Beth Freeburg, Adam Rosheim, Mary Nettleman, Mary Berry, USD; Alan W. Aldrich, SDEA/COHE; and others members of the regental system, the public, and the media.

TUESDAY, JUNE 26, 2018

BOARD WORK

ROLL CALL:

Bastian – PRESENT
Morgan – PRESENT
Roberts – PRESENT
Schaefer – PRESENT
Thares – PRESENT
Wink – PRESENT
Schieffer – PRESENT
Mickelson – PRESENT

Regent Schieffer declared a quorum present and called the meeting to order at 2:55 p.m. Regent Schieffer introduced the newest Board member, Regent David Mickelson, who was appointed June 19 to fill the vacancy left by Regent Bob Sutton's resignation. Regent Mickelson said he looks forward to participating in the important work of the Board.

1-A Approval of the Agenda

Regent Morgan requested that Item 8-A, second reading of changes to BOR Policy 1:6 and BOR Policy 1:5 from the Consent Agenda, be moved to the discussion section (Section 7) under Planning, Governance, and Resource Development.

Regent Schieffer requested that Item 8-N, Capital Asset Purchase Greater than $500,000, be added to the agenda.

IT WAS MOVED by Regent Thares, seconded by Regent Schaefer, to approve the agenda as amended. Motion passed.

1-B Declaration of Conflicts

No conflicts of interest were declared.

1-C Approval of the Minutes – Meetings on May 8-10, 2018

IT WAS MOVED by Regent Morgan, seconded by Regent Bastian, to approve the minutes of the meeting on May 8-10, 2018. Motion passed.

1-D Rolling Calendar

IT WAS MOVED by Regent Schaefer, seconded by Regent Morgan, to approve the date and location of next year's Board of Regents' meeting to be held June 25-27, 2019, at Dakota State University in Madison. Motion passed.

A copy of the Rolling Calendar can be found on pages **2016** to **2020** of the official minutes.

2-A FY20 Informal Budget Hearings

The presidents held their first retreat on May 14-16, 2018. At the retreat the presidents identified system budget priorities and committed to future actions. In addition to advancing a budget request to the Governor, the informal budget hearings allow the Board to do an inventory of the system's and institutions' top priorities.

President Jackson summarized the recent Presidents' Retreat, indicating that the presidents had agreed to focus on a set of system budget priorities which will be presented by the other presidents. The commitments to action agreed upon by the presidents included:1) the development of a system-wide entrepreneurship program, and 2) a solution to achieving the 2% M&R goal. President Jackson will be addressing the entrepreneurship program and President Gestring will discuss steps needed to fully understand the 2% goal.

The university presidents presented on the following commitments and budget priorities: 1) President Rankin, SDSM&T, presented on the commitment to a collaborative system-wide entrepreneurship program; 2) President Gestring, USD, presented on the need for a space utilization and space quality study to support the commitment of the presidents to find a solution to the 2% goal; 3) President Dunn, SDSU, presented on the importance of a budget request to fund needs-based financial aid, referred to as the Dakota's Promise Scholarship; and 4) President Downs, NSU, discussed the need for a budget request for funding salary competitiveness.

Regent Roberts asked if these priorities were ranked in any particular order. The presidents indicated that the strongest consensus was to support funding for Dakota's Promise, followed by the salary competitiveness proposal.

Each institution presented its institution-specific priorities.

South Dakota State University, SDSU Extension, and Agricultural Experiment Station: President Barry Dunn, Dean of Agriculture, Food and Environmental Sciences John Killefer, and Interim Agricultural Experiment Station Director & Associate Dean for Research Bill Gibbons reviewed budget priorities for South Dakota State University, SDSU Extension, and the Agricultural Experiment Station.

University of South Dakota, Law School, and Sanford School of Medicine: President Sheila Gestring, VP for Health Affairs/Dean of Sanford School of Medicine Mary Nettleman, Vice President of Research Mary Berry, and Vice President of Student Services and Dean of Students Kimberly Grieve reviewed budget priorities for the University of South Dakota, the USD School of Law, and the Sanford School of Medicine.

South Dakota School for Blind and Visually Impaired and the South Dakota School for the Deaf: Supt. Marje Kaiser and Budget Manager Claudean Hluchy reviewed budget priorities of the South Dakota School for the Blind and Visually Impaired and the South Dakota School for the Deaf.

South Dakota School of Mines and Technology: President Jim Rankin reviewed budget priorities for South Dakota School of Mines and Technology.

Dakota State University: Vice President for Business and Administrative Services Stacy Krusemark reviewed budget priorities for Dakota State University.

Presentation of the remainder of the institutional budget priorities was continued until Wednesday morning.

IT WAS MOVED by Regent Bastian, seconded by Regent Morgan, that the Board dissolve into executive session at 6 p.m. on Tuesday, June 26, 2018, to discuss personnel matters; that it adjourn at 8 p.m.; that it reconvene into executive session at 7:30 a.m. on Wednesday, June 27, 2018, to discuss personnel matters; that it rise from executive session at 9 a.m. to resume the regular order of business; that it dissolve into executive session at 1:30 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, all as shown on the published agenda; that it 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 appropriate Board agenda item on Thursday, June 28, 2018. Motion passed.

CAMPUS COMMUNITY FORUM

The Board responded to questions from the campus and community members.

WEDNESDAY, JUNE 27, 2018

Regent Schieffer reconvened the meeting of the Board at 9:05 a.m.

6. FY20 Informal Budget Hearings – Continued

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: Vice President of Finance and Administration Kathy Johnson reviewed budget priorities for Black Hills State University and Black Hills State University – Rapid City.

Board Deliberations: Dr. Monte Kramer said the system staff would prepare a request to be finalized at the August Board planning session. 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. Regent Schieffer said the Board heard loud and clear that Dakota's Promise and salary competitiveness are high priorities. He noted that alternatives should be considered for either engaging foundations or a private donor to assist with the costs of the Dakota's Promise

scholarship program, and that it would be important to objectively quantify the salary concerns using the best data available.

A copy of the institutions' budget presentations can be found on pages **2021** to **2110** of the official minutes.

PLANNING, GOVERNANCE AND RESOURCE DEVELOPMENT

7-A Welcome and Presentation by SDSU President Barry Dunn

SDSU President Barry Dunn welcomed the audience to SDSU and showed a brief video of campus initiatives and highlights.

7-B (1) Student Organization Awards – SDSU

Doug Wermedal, SDSU Associate Vice President for Student Affairs, introduced the Student Organization Awards for SDSU. The Award for Academic Excellence for 2017 was presented to Kappa Epsilon Chi Chapter. The Award for Community Service was presented to Alpha Xi Delta Epsilon Eta. The Award for Organizational Leadership was presented to American Pharmacists Association – Academy of Student Pharmacists.

A copy of the SDSU Student Organization Awards can be found on pages **2111** to **2112** of the official minutes.

7-B (2) Student Organization Awards – DSU

Marcus Garstecki, DSU Vice President for Student Affairs, introduced the Student Organization Awards for DSU. The Award for Academic Excellence for 2017 was presented to Phi Beta Lambda (PBL) Business Club. The Award for Community Service was presented to CybHER. The Award for Organizational Leadership was presented to the Computer Club.

A copy of the DSU Student Organization Awards can be found on pages **2113** to **2114** of the official minutes.

7-C Election of Officers

Regent Schieffer said that, as a result of the resignation of President Bob Sutton from the Board of Regents effective June 4, a vacancy exists in the office of the Board President.

IT WAS MOVED by Regent Schaefer, seconded by Regent Roberts, to elect Kevin Schieffer as President of the Board, effective immediately. Motion passed.

As a result of the election of Kevin Schieffer as President, a vacancy was created in the office of the Board Vice President.

IT WAS MOVED by Regent Schaefer, seconded by Regent Roberts, to elect John Bastian as Vice President of the Board, effective immediately. Motion passed.

As a result of the election of John Bastian as Vice President, a vacancy was created in the office of the Board Secretary.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to elect Jim Morgan as Secretary of the Board, effective immediately. Motion passed.

7-D Interim Actions

Dr. Monte Kramer reviewed interim actions detailed in the item.

A copy of the report of the Interim Actions can be found on pages **2116** to **2129** of the official minutes.

7-E SDSU Foundation Report

Steve Erpenbach, President & CEO of the SDSU Foundation, provided information about the SDSU Foundation and its recent activities.

A copy of the SDSU Foundation Report can be found on pages **2130** to **2139** of the official minutes.

7-F BHSU Sustainability Master Plan

BHSU President Tom Jackson, BHSU Director of Facilities Services Randy Culver, and Kathy Johnson, BHSU Vice President of Finance and Administration, explained BHSU's continued commitment to being a leader in sustainability efforts in the region, state, and nation. The university's comprehensive plan sets impactful and life-changing goals for BHSU students, faculty, and staff. Some of the major goals in the plan include: 100 percent renewable energy, Northern Black Hills Recycling Hub, Carbon Neutral by 2050, Zero Waste Campus by 2030, Resiliency Plan, and Performance Contract.

A copy of the BHSU Sustainability Master Plan can be found on pages **2140** to **2141** of the official minutes.

7-G Graduate Assistant Compensation and Benefits

Kayla Bastian, System Director of Human Resources, responded to questions posed to the Board during the May 2018 Campus Community Forum regarding options to offer further tuition and health insurance benefits to graduate assistants. Ms. Bastian provided details about existing policies and the history related to this issue, as well as the financial impact on system revenues.

Consistent with BOR Policy 5:22, graduate assistants are compensated through stipends and reduced tuition, with the exception of SDSU, which provides a stipend and waives tuition. The

estimated value of the reduced tuition for a resident would be $152.48 per credit hour and $414.35 per credit hour for a nonresident. For a full-time student this would be $3,659 for a resident or $9,944 for a nonresident. The estimated value of waived tuition at SDSU for a resident graduate assistant would be $7,825 per academic year or $15,044 for a nonresident.

At the May 2018 meeting, the Board set FY19 minimum stipends in the amount of $3,758 per semester and $939 per four-week session for BHSU, NSU and DSU, $3,907 per semester and $976 per four-week session at SDSM&T, and an amount of $3,898 per semester and $974 per four-week session at USD. However, each institution utilizes a range for graduate assistant stipends depending on the program, degree level, and funding sources.

If all institutions waived tuition for graduate assistants, tuition revenue would be impacted by $2,742,206 for the system. Waiving all graduate assistant tuition and providing a student health plan for this subset of students would have a significant financial impact.

A copy of the Graduate Assistant Compensation and Benefits can be found on pages **2142** to **2159** of the official minutes.

7-H Exclusion Resolution

Guilherme Costa, Board of Regents General Counsel, explained that as part of Dakota State University's continued work with the federal government, which work includes access to classified information, the federal government requires that five regents undergo security clearance and have access to classified information. Due to recent changes in Board membership, a new Exclusion Resolution stating which regents will not have access to classified information is required.

IT WAS MOVED by Regent Schaefer, seconded by Regent Wink, to approve the Exclusion Resolution (Special Resolution No. 13-2018) included as Attachment I, which supersedes Special Resolution No. 01-2018. Motion passed.

A copy of the Exclusion Resolution can be found on pages **2160** to **2161** of the official minutes.

7-I Special Schools Collective Bargaining Agreement for 2018-2021

Guilherme Costa, Board of Regents General Counsel, stated that negotiations teams for the Special Schools Collective Bargaining Agreement met on three occasions and reached a tentative agreement on a new draft collective bargaining agreement (CBA) for 2018 through 2021. If approved by both parties, the new CBA will go into effect on July 1, 2018. All of the changes made to the new draft CBA were reached by the negotiations teams by mutual agreement.

IT WAS MOVED by Regent Bastian, seconded by Regent Thares, to approve and ratify the 2018-2021 Special Schools Collective Bargaining Agreement, which revisions from the current collective bargaining agreement are shown in Attachment I. Motion passed.

A copy of the Special Schools Collective Bargaining Agreement for 2018-2021 can be found on pages **2162** to **2323** of the official minutes.

7-J Research Park at SDSU Update

Dwaine Chapel, Executive Director of the Research Park at SDSU, SDSU President Barry Dunn, and SDSU Vice President of Research and Economic Development Daniel Scholl provided an update on the current status of operations at the research park, including the park's projected development goals for the coming year.

A copy of the Research Park at SDSU Update can be found on pages **2324** to **2327** of the official minutes.

8-A BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director Revisions (Second Reading)

At the request of Regent Morgan, item 8-A was removed from the consent agenda to facilitate discussion. Regent Morgan requested that language in the revised policy be adjusted to say that: "While the presidents and superintendents report to the Board of Regents, they report to the Board through the Executive Director."

IT WAS MOVED by Regent Bastian, seconded by Regent Morgan, to approve the second and final reading of BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director. Motion passed.

A copy of the BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director Revisions can be found on pages **2328** to **2340** of the official minutes.

CONSENT AGENDA

IT WAS MOVED by Regent Bastian, seconded by Regent Wink, to approve consent agenda items 8-B through 8-N. Motion passed.

ACADEMIC AND STUDENT AFFAIRS (CONSENT)

8-B BOR Policy 2:5 – Transfer of Credit Revisions (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2:5 Transfer of Credit as presented.

A copy of the BOR Policy 2:5 – Transfer of Credit Revisions (Second Reading) can be found on pages **2341** to **2359** of the official minutes.

8-C (1) New Program Requests DSU – PhD in Cyber Operations

Approve DSU's new program proposal for a Doctor of Philosophy (PhD) in Cyber Operations and online delivery of the program as described in Attachment I.

A copy of the New Program Requests DSU – PhD in Cyber Operations can be found on pages **2360** to **2371** of the official minutes.

8-C (2) New Program Requests DSU – PhD in Information Systems

Approve DSU's new program proposal for a Doctor of Philosophy (PhD) in Information Systems and online delivery of the program as described in Attachment I.
A copy of the New Program Requests DSU – PhD in Information Systems can be found on pages **2372** to **2382** of the official minutes.

8-C (3) New Program Requests – NSU – Minor in Legal Studies

Approve NSU's new program proposal for a minor in Legal Studies as presented.

A copy of the New Program Requests – NSU – Minor in Legal Studies can be found on pages **2383** to **2390** of the official minutes.

8-C (4) New Program Requests NSU – BFA in Digital Media

Approve NSU's new program proposal for a Bachelor of Fine Arts (BFA) in Digital Media as presented.

A copy of the New Program Requests NSU – BFA in Digital Media can be found on pages **2391** to **2407** of the official minutes.

8-C (5) New Program Requests – SDSU – Minor in Ranch Management

Approve SDSU's new program proposal for a minor in Ranch Management as presented.

A copy of the New Program Requests – SDSU – Minor in Ranch Management can be found on pages **2408** to **2416** of the official minutes.

8-C (6) New Program Requests – SDSU – Minor in Sustainability

Approve SDSU's new program proposal for a minor in Sustainability as presented.

A copy of the New Program Requests – SDSU – Minor in Sustainability can be found on pages **2417** to **2426** of the official minutes.

8-C (7) New Program Requests – SDSU – AS/BS in Data Science

Authorize SDSU to offer the AS and BS in Data Science as presented, including authorization for online delivery.

A copy of the New Program Requests – SDSU – AS/BS in Data Science can be found on pages **2427** to **2449** of the official minutes.

8-C (8) New Program Requests – USD – Minor in Sport Medicine

Approve USD's new program proposal for a minor in Sport Medicine as presented.
A copy of the New Program Requests – USD – Minor in Sport Medicine can be found on pages **2450** to **2455** of the official minutes.

8-C (9) New Program Requests – USD – Minor in Linguistics

Approve USD's new program proposal for a minor in Linguistics as presented.

A copy of the New Program Requests – USD – Minor in Linguistics can be found on pages **2456** to **2463** of the official minutes.

8-C (10) New Program Requests – USD – Minor in Nonprofit Studies

Approve USD's new program proposal for a minor in Nonprofit Studies as presented.

A copy of the New Program Requests – USD – Minor in Nonprofit Studies can be found on pages **2464** to **2471** of the official minutes.

8-D (1) New Certificate Requests – SDSU – Community Development

Approve SDSU's new program proposal for a graduate certificate in Community Development and online delivery as presented.

A copy of the New Certificate Requests – SDSU – Community Development can be found on pages **2472** to **2478** of the official minutes.

8-D (2) New Certificate Requests – SDSU – New Product and Venture Development

Approve SDSU's new undergraduate certificate in New Product and Venture Development and online delivery of the certificate as presented.

A copy of the New Certificate Requests – SDSU – New Product and Venture Development can be found on pages **2479** to **2484** of the official minutes.

8-E (1) New Site Requests – SDSU – Spanish Minor

Approve SDSU's new site request proposal to offer the Spanish minor through online delivery.

A copy of the New Site Requests – SDSU – Spanish Minor can be found on pages **2485** to **2491** of the official minutes.

8-E (2) New Site Requests – SDSU – Workplace Intercultural Competence Certificate

Approve SDSU's new site request proposal to offer the Workplace Intercultural Competency Certificate through online delivery.

A copy of the New Site Requests – SDSU – Workplace Intercultural Competence Certificate can be found on pages **2492** to **2499** of the official minutes.

8-F (1) Agreements on Academic Cooperation – Northern State University

Approve the agreements on academic cooperation between Northern State University and Catholic Kwandong University.

A copy of the Agreements on Academic Cooperation – Northern State University can be found on pages **2500** to **2505** of the official minutes.

8-F (2) Agreements on Academic Cooperation – South Dakota State University

Approve 1) the Erasmus+ Staff Mobility for Teaching Mobility Agreement; and 2) Erasmus+ Programme Inter-Institutional Agreement between South Dakota State University and Warsaw University of Life Sciences – SGGW.

A copy of the Agreements on Academic Cooperation New Certificate Requests – South Dakota State University can be found on pages **2506** to **2519** of the official minutes.

8-G Dual/Concurrent Credit Transfer of Credits Agreement – Wayne State College

Approve the Dual / Concurrent Credit Transfer of Credits Agreement with Wayne State College.

A copy of the Dual/Concurrent Credit Transfer of Credits Agreement – Wayne State College can be found on pages **2520** to **2522** of the official minutes.

8-H Inactive Status and Program Termination Requests – NSU, SDSU & USD

Approve NSU's request to terminate their Physics Minor; SDSU's request to inactivate their Curriculum & Instruction (M.Ed.) – Adult and Higher Education Specialization; and USD's request to terminate their Interdisciplinary Language (German) Minor.

A copy of the Inactive Status and Program Termination Requests – NSU, SDSU & USD can be found on pages **2523** to **2530** of the official minutes.

8-I Request to Seek Accreditation – DSU

Approve DSU's request to seek accreditation from the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) for their Master of Science in Health Informatics and Information Management (MSHIIM).

A copy of the Request to Seek Accreditation – DSU can be found on pages **2531** to **2534** of the official minutes.

8-J Joint Powers Agreement Amendment – SDSU & Dept. of Agriculture

Approve the amendment to the Joint Powers Agreement set forth in Attachment I.

A copy of the Joint Powers Agreement Amendment – SDSU can be found on pages **2535** to **2536** of the official minutes.

8-K Program Modifications – Accelerated Program Requests: DSU & USD

Approve the program modification requests to allow for DSU's BS in Computer Information Systems / MS in Analytics and USD's MA in English to be offered as accelerated programs as described in Attachments I and II.

A copy of the Program Modifications – Accelerated Program Requests: DSU & USD can be found on pages **2537** to **2542** of the official minutes.

BUDGET AND FINANCE (CONSENT)

8-L SDSU Naming Request

Approve the request by South Dakota State University to name the Precision Agriculture Facility the "Raven Precision Agriculture Center."

A copy of the SDSU Naming Request can be found on pages **2543** to **2548** of the official minutes.

8-M BOR Policy Revisions BOR Policy 1:7:3 – Business Affairs Council (Second Reading)

Approve the second and final reading of BOR Policy 1:7:3 – Business Affairs Council with the revisions as shown in Attachment I.

A copy of the BOR Policy Revisions BOR Policy 1:7:3 – Business Affairs Council (Second Reading) can be found on pages **2549** to **2551** of the official minutes.

8-N Capital Asset Purchase Greater than $500,000 – USD SSOM Microscope

Approve the purchase of a Sp8 confocal microscope with STED 3X super resolution technology requested by USD Sanford School of Medicine's Basic Biomedical Sciences Department at an estimated cost of $650,000. Departmental funds will be used to pay for this piece of equipment.

A copy of the Capital Asset Purchase Greater Than $500,000 – USD SSOM Microscope can be found on page **2552** of the official minutes.

BUDGET AND FINANCE

9-A 2017 Facilities Utilization Report

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed the annual facilities' utilization report and highlighted facility usage changes by campus. Dr. Kramer said a consultant has been looking at the appropriateness of classroom and lab space, but this report only looks at what spaces are available and when they are scheduled.
Regent Schieffer said he would like to see data from this report going back to 1992 to determine how the system manages this information. He said it also would be helpful to know the breakdown on different types of spaces (including non-academic) and their utilization. Regent Schieffer said this information needs more attention from the Presidents' offices and campus building managers.

A copy of the 2017 Facilities Utilization Report can be found on pages **2553** to **2595** of the official minutes.

9-B FY18 Preliminary Center Financials

Dr. Monte Kramer, System Vice President of Finance and Administration, reported that the credit hours at University Center-Sioux Falls had a slight increase of around 2.4 percent for FY18 related to growth in associate degree programs, but revenue declined because the credits are being discounted by $64.65 per credit. The credit hours at Black Hills State University at Rapid City declined for the fifth year in a row. The decline for FY18 is estimated to be 8.6 percent. The financial statement for Capital University Center now excludes the CUC Foundation support. A number of the operating costs were assumed by the CUC Foundation starting in January 2018. Staffing costs paid by the universities will be reduced in FY19. CUC's operation is being taken over by the CUC Foundation and USD will continue to offer nursing at the location. The site is really no longer a Board of Regents' university center operated by BOR institutions; instead, it is a rented facility where our campuses will offer courses.

A copy of the FY18 Preliminary Center Financials can be found on pages **2596** to **2608** of the official minutes.

9-C (1) BOR Policy 1:7 – System-wide Committee and Councils (First and Final Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, explained that BOR Policy 1:7 was updated to the new format to include the purpose of the policy and its definitions.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 1:7 – System-wide Committees and Councils with the revisions as shown in Attachment I. Motion passed.

A copy of the BOR Policy Revisions BOR Policy 1:7 – System-wide Committee and Councils (First and Final Reading) can be found on pages **2609** to **2610** of the official minutes.

9-C (2) BOR Policy 1:7:6 – Technology and Telecommunications Council (First Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, explained that BOR Policy 1:7:6 was updated to the new format to include the purpose of the policy and its definitions. Council membership and duties were also clarified.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve the first reading of BOR Policy 1:7:6 – Technology and Telecommunications Council with the revisions as shown in Attachment I. Motion passed.

A copy of the BOR Policy Revisions BOR Policy 1:7:6 – Technology and Telecommunications Council (First Reading) can be found on pages **2611** to **2613** of the official minutes.

9-D BHSU Central Chiller Plant Upgrade Preliminary Facility Statement

Kathy Johnson, BHSU Vice President of Finance and Administration, and Randy Culver, BHSU Associate Vice President of Facilities and Sustainability, requested approval of BHSU's Preliminary Facility Statement for the upgrade of the Central Chiller Plant. The current central chiller system has a total cooling capacity of 625 tons with approximately 125 tons for future cooling capacity. The peak demand cooling load for new and existing air conditioning in the Young Center is 300 tons, leaving the current system 175 tons short of serving the Young Center.

The total project cost is estimated at $1.7 million. Funding for this project will come from HEFF and general funds, including $466,625 of general fund M&R approved at the May 2018 Board of Regents' meeting. Reallocation of previously approved HEFF M&R projects will fund $1.2 million. The only project that will be delayed due to the reallocation of funding is replacement of Young Center doors and windows.

Due to the maintenance and repair aspect of this project, BHSU is requesting exemption from the remaining capital improvement process. If approved, the Facility Program Plan and Facility Design Plan as defined in Board of Regents Policy 6:4 are not required, nor is a state building committee. The Office of the State Engineer and TSP Architecture have been involved in the initial planning of this project.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve BHSU's Preliminary Facility Statement for the upgrade of the Central Chiller Plant and further moved that this M&R project be exempted from the capital improvement process requirements. Motion passed.

A copy of the BHSU Central Chiller Plant Upgrade Preliminary Facility Statement can be found on pages **2614** to **2617** of the official minutes.

9-E SDSM&T McLaury Renovation Preliminary Facility Statement

Heather Forney, SDSM&T's Director of Finance/Controller, requested approval of SDSM&T's Preliminary Facility Statement to renovate the McLaury building. Built in 1922, the McLaury building houses the Math and Computer Science Department and is a main classroom building for

the SD Mines campus. From the records found, the last major updates to this building were completed between 1976 and 1979.

A solicitation of interest for an architect was completed in 2015 to develop a maintenance and repair plan for the building. The intention was to complete projects as funds were available. Two projects have been or are in process of being completed. The first project, which was finalized during the summer of 2017, replaced windows, renovated the bathrooms to make them ADA accessible, added an elevator for ADA compliance, and addressed exterior maintenance and repair needs. An additional project is being completed during the summer of 2018 to renovate the basement of the building, which includes HVAC and general architecture upgrades. The last final work to be completed on the building was determined to be impractical to complete without a larger project to ensure consistency of the HVAC systems and architectural finishes. The final project will renovate the second and third floors of the building, with an estimated cost of $2.6 million. SDSM&T will fund this renovation with future HEFF allocations. The project will be bid out in June 2019, with a projected start date of December 2019. The project would be completed in August 2020. Given those dates, the necessary funding would come from three years of maintenance and repair funding - $1 million from FY20 HEFF M&R, $1 million from FY21 HEFF M&R, and $600,000 from FY22 HEFF M&R.

SDSM&T also requested exemption from the capital improvement process due to the nature of the project being maintenance and repairs necessary for continued support of academic programs.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve SDSM&T's Preliminary Facility Statement for the renovation of the McLaury building and further moved that this M&R project be exempted from the capital improvement process requirements. Motion passed.

A copy of the SDSM&T McLaury Renovation Preliminary Facility Statement can be found on pages **2618** to **2622** of the official minutes.

9-F SDSU American Indian Student Center Facility Design Plan

Dean Kattelmann, SDSU Vice President for Facilities Services, requested approval of SDSU's Facility Design Plan for the creation of an American Indian Student Center (AISC). The Facility Program Plan was approved by the Board of Regents at the December 2017 meeting, after which a building committee was appointed and the design team of TSP Architects was selected. The State Legislature passed and the Governor signed Senate Bill 50 on March 7, 2018, authorizing the Board of Regents to contract for construction of the American Indian Student Center at South Dakota State University at a cost of $4.5 million, funded with $4 million in private donations and $500,000 of School and Public Lands funds. The building committee, chaired by Regent Sutton, approved the Facility Design Plan during its May 23, 2018, meeting.

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 location 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 and students.

The proposed 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.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve SDSU's Facility Design Plan with a total budget of approximately $4.5 million for design and construction of the American Indian Student Center, using $4 million of private donations and $500,000 of School and Public Lands funds. Motion passed.

Regent Schaefer also volunteered to serve on this project's Building Committee, to replace Bob Sutton.

A copy of the SDSU American Indian Student Center Facility Design Plan can be found on pages **2623** to **2640** of the official minutes.

9-G SDSU Lease-Purchase for Pennington County Property

Wes Tschetter, SDSU Vice President of Finance and Administration, requested authorization to enter into a lease-purchase agreement with the SDSU Foundation for improved property in Pennington County for the use and benefit of the SDSU West River Agriculture Center. The lease-purchase of the property was approved by the 2018 Legislature in Senate Bill 53. The approval stipulated that the lease term may not exceed $3.5 million plus accrued interest. The real property is described as Lot A of Menard Subdivision, located in Section 32, Township 2 North, Range 8 East of the Black Hills Meridian, Rapid City, Pennington County, South Dakota, and is currently owned by First Interstate Bank. The SDSU Foundation is working toward finalization of the purchase of the property from First Interstate Bank with a projected closing date of August 17, 2018.

Commencing on the closing date of the sale to SDSU Foundation, First Interstate Bank will lease back the property from the SDSU Foundation until January 30, 2019. First Interstate Bank will have the option to extend the lease for two separate one-month extensions. Total principal payments under the lease-purchase agreement will be $3,337,500. The lease interest rate is 4.75 percent.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to authorize the Lease-Purchase Agreement between the Board of Regents and SDSU Foundation for the improved property described as Lot A of Menard Subdivision, located in Section 32, Township 2 North, Range 8 East of the Black Hills Meridian, Rapid City, Pennington County, South Dakota. Motion passed.

A copy of the SDSU Lease Purchase for Pennington County Property can be found on pages **2641** to **2650** of the official minutes.

9-H SDSU Agricultural Real Property Purchase – Meade County

Wes Tschetter, SDSU Vice President of Finance and Administration, requested authorization to purchase agricultural real property in Meade County.

At the December 2017 Board of Regents' meeting, the Board approved the introduction of legislation that became Senate Bill 48. It authorized the Board of Regents to purchase on behalf of SDSU the following real property: a site comprising 111.658 acres, more or less, of improved agricultural real property, which is described as: the South Half of the Northwest Quarter and the Southwest Quarter of the Northeast Quarter, less right-of-way, of Section 3, Township 5 North, Range 6 East of the Black Hills Meridian, Meade County, South Dakota.

The Meade County property will be purchased from the SDSU Foundation and will include construction of a support facility by the SDSU Foundation on the property. The land portion of the sale ($502,461) will be purchased using research park payout proceeds received in FY2017. The support facility cost ($400,000) will be paid for from Agricultural Experiment Station fees for services funds. A construction contract has been awarded.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to authorize SDSU to purchase agricultural real property described as 111.658 acres, more or less, in the South Half of the Northwest Quarter and the Southwest Quarter of the Northeast Quarter, less right-of-way, of Section 3, Township 5 North, Range 6 East of the Black Hills Meridian, Meade County, South Dakota, and the improvements thereon for a total cost of $902,461. Motion passed.

A copy of the SDSU Agricultural Real Property Purchase – Meade County can be found on pages **2651** to **2652** of the official minutes.

9-I SDSU Property Acquisition

Wes Tschetter, SDSU Vice President of Finance and Administration, requested authorization to acquire three properties from the SDSU Foundation using housing and auxiliary facilities system funds. The properties are: 1) Garden Square Property, 1811 8th Street, Unit 1811-A, Brookings; 2) Southeast Neighborhood Housing Development Property located at 1451 7th Street, Brookings; and 3) another Southeast Neighborhood Housing Development Property located at 1443 7th Street, Brookings.

At the June 2017 Board of Regents' meeting, authorization was granted to acquire the 13 improved residential properties authorized in section 3 of House Bill 1008 from the 2017 legislative session for a total of $2,134,000. Eleven of the properties have been purchased and the dollar limit has been reached. To acquire the last two, which are part of the Auxiliary Revenue System, they will be purchased with revenue system funds and placed in the Auxiliary System. The Board has full authority to buy properties that are part of the Auxiliary System. These properties are part of the Southeast Neighborhood Redevelopment project.

The acquisitions will be made in accordance with applicable law and Board of Regents Policy 6:2 – Acquisition and Disposal of Real Property.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to authorize SDSU to acquire three properties from the SDSU Foundation using housing and auxiliary revenue funds: (1) 1811 8th Street, Unit 1811-A, which is part of the Garden Square development, (2) 1451 7th Street, and (3) 1443 7th Street, both of which are located on 7th Street where the Southeast Neighborhood Housing project will be constructed. Motion passed.

A copy of the SDSU Property Acquisition can be found on pages **2653** to **2655** of the official minutes.

9-J USD Dakota Dome Renovation Phase I – Outdoor Football Practice Field Facility Design Plan

Roberta Ambur, USD Vice President for Administration and Technology, recapped Board action at the October and December 2017 Board of Regents' meetings regarding USD's Dakota Dome renovation. USD is now submitting its Facility Design Plan for the Dakota Dome renovation. Since the approval of the Facility Program Plan, USD is requesting to add an outdoor football practice field as the first phase of this project. The second phase will be the interior renovations of the Dakota Dome as listed in the Facility Program Plan. The phased plan provides an artificial turf playing surface so teams can practice while the interior is being renovated as well as to facilitate the transition to Phase 2, which otherwise could not start until after the upcoming football season. During the May 21, 2018, building committee meeting, the committee approved the Facility Design Plan for the outdoor practice field as part of the Dakota Dome renovations and approved the phased approach to this project. The Guaranteed Maximum Price for the outdoor practice field of $2,115,000 was approved by the building committee.

Phase 1: Outdoor practice football field will provide an updated synthetic practice field and additional turf area for football practice. It will provide additional area for both athletics and intramural sports to practice while other events are occurring within the Dakota Dome.

Phase 2: Interior renovations will provide upgrades to plumbing, mechanical, and electrical systems. It will also improve ADA, restroom facilities, locker rooms, meeting rooms, coaches' offices, seating, concourse, and concessions. These renovations will update the facility to meet current international building and fire code requirements.

The overall Dakota Dome renovation project cost is $26,320,000. Phase 1: Outdoor Football Practice Field project cost is $2,115,000. For the Dakota Dome renovation project, funding will come from private donations bonded through the South Dakota Building Authority ($14,500,000) with the principal and interest cost guaranteed by the USD Foundation, USD local funds ($6,419,602), and HEFF M&R ($5,400,398).

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the Facility Design Plan for Phase 1 – Outdoor Football Practice Field of USD's two-phase Facility Design Plan for the renovation and redevelopment of the Dakota Dome at the Vermilion campus. The total cost is not to exceed $26.32 million and will be funded using private donations ($14,500,000), USD local other funds ($6,419,602), and HEFF M&R proceeds ($5,400,398). Phase 1 is estimated at $2,115,000. Motion passed.

A copy of the USD Dakota Dome Renovation Phase I – Outdoor Football Practice Field Facility Design Plan can be found on pages **2656** to **2661** of the official minutes.

9-K (1) REED Network Update

Dr. Monte Kramer, System Vice President of Finance and Administration, recapped the request made to the Legislature to upgrade the Research, Education, and Economic Development (REED) Network from 10G to 100G. No funds were identified to fund this project during the 2018 legislative session.

After reviewing funding priorities, USD, SDSU, and DSU committed $500,000 to the project in mid-April. Nathan Lukkes also suggested that a collaborative grant proposal from the schools be submitted to the Regents' Research and Development Innovation Grants' pool for $500,000 to be funded over two years. That proposal is in the works and we should know by the end of July if it is funded. We are confident in that award given the other commitments to this important technology investment. Dr. Kramer requested $500,000 in funding from the Governor as well as from the Great Plains Education Foundation (GPEF) on May 30. The Governor has already awarded the $500,000. Even though the GPEF board has not acted upon our request, we are confident that foundation will approve the grant, given the match by the state. At this point we are confident in reaching the $3 million need. The next steps are to meet with the Bureau of Information and Telecommunications to discuss how we engage them and SDN, the private vendor that owns the fiber that constitutes REED.

The investment in REED provides substantial benefits to the state and the students attending our universities. Grant funding supported 667 full-time equivalent jobs in 2017. These jobs tend to be at the high-end of the pay scale for faculty and full-time researchers. The research also provides numerous assistantships and job opportunities for students. Grant expenditures totaled $94,605,834 in FY17. These expenditures have a substantial economic impact as they flow through the local and state economies. Finally, the facilities and administration overhead reimbursement earned off the grants is vital for making investments in research facilities and to recruit quality faculty and researchers to South Dakota.

A copy of the Reed Network Update can be found on pages **2662** to **2663** of the official minutes.

9-K (2) Building Committee Report

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed the actions taken by the building committees.

A copy of the Routine Information Item – Building Committee Report can be found on page **2664** of the official minutes.

9-K (3) Capital Project List

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed the June Capital Project List.

A copy of the Capital Project List can be found on pages **2665** to **2670** of the official minutes.

9-K (4) Reduced Tuition Annual Report

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed the annual reduced tuition report. The Board waived an estimated total of $493,821 in tuition for National Guard members. When added to the $4,627,064 for all other programs, the total tuition waived was $5,120,884 for the 2018 academic year.

A copy of the Reduced Tuition Annual Report can be found on pages **2671** to **2676** of the official minutes.

9-L Resolution of Recognition – SDSU

Dr. Monte Kramer, System Vice President of Finance and Administration, requested approval to recognize Wes Tschetter for his 36 years of dedicated service to students, SDSU, the Board of Regents' System, the Brookings community, and to his profession as the Vice President of Finance and Business and Chief Financial Officer at South Dakota State University.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to recognize Wesley Tschetter for his years of dedicated service to South Dakota's system of public higher education. Motion passed.

A copy of the Resolution of Recognition – SDSU can be found on pages **2677** to **2678** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

10-A (1) Intent to Plan Requests DSU – PhD in Computer Science

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Dakota State University (DSU) requests authorization to develop a proposal for a Doctor of Philosophy (PhD) in Computer Science. The request responds to a national need for computer science professionals and is a university priority. Students in the program will conduct theoretical and practical research in a broad range of subfields of computer science and in the intersection of computer science and other disciplines.

No related doctoral programs currently exist in the Regental system; however, both DSU and SDSU currently offer an MS in Computer Science and SDSU is exploring the addition of a doctoral program. Discussions at the May 2018 Academic Affairs Council meeting indicated a willingness on the part of DSU and SDSU to collaborate on doctoral programming in Computer Science, including potential collaboration on courses, research, graduate student committees, and the external review required by BOR Policy 2.1.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to authorize DSU to develop a proposal for a PhD in Computer Science as presented. Motion passed.

A copy of the Intent to Plan Requests DSU – PhD in Computer Science can be found on pages **2679** to **2691** of the official minutes.

10-A (2) Intent to Plan Requests USD – BS in Public Health

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that the University of South Dakota (USD) requests authorization to develop a proposal for a Bachelor of Science (BS) in Public Health, including a specialization in Health Education. The curriculum will align with the competencies for public health education as defined by the Council on Education for Public Health (CEPH). This includes providing a strong foundation in the five core areas of public health: health communication, health disparities, legal and ethical issues, management of public health systems, and policy and research. USD reports severe shortages nationally and within the state for public health workers. Graduates will have opportunities to continue their studies in the joint USD and SDSU Master of Public Health (MPH) program.

IT WAS MOVED by Regent Wink, seconded by Regent Bastian, to authorize USD to develop a proposal for a BS in Public Health as presented. Motion passed.

A copy of the Intent to Plan Requests USD – BS in Public Health can be found on pages **2692** to **2708** of the official minutes.

10-B BOR Policy 2:12 – Distance Education Revisions (Second Reading)

Dr. Paul Turman, System Vice President for Academic Affairs, stated that the proposed revisions to this policy were first read at the March 2018 Board meeting. Since then the policy revisions were brought back to the Academic Affairs Council during its April 2018 and May 2018 meetings. A number of additional modifications were identified by council members, which are now also reflected in Attachment I of the agenda item.

By making these changes, the policy will be up to date with the current formatting requirements, making it more uniform across the entire manual, while also: 1) aligning the policy with current distance education practices; 2) capturing the new licensure and certification requirements; and 3) addressing minor clerical and grammatical revisions.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve the second and final reading of the proposed revisions to BOR Policy 2:12 Distance Education as presented. Motion passed.

A copy of the BOR Policy 2:12 – Distance Education Revisions (Second Reading) can be found on pages **2709** to **2716** of the official minutes.

10-C Dual Credit In-District Delivery – University Center Report

Dr. Paul Turman, System Vice President for Academic Affairs, noted that when the Board approved the in-school-district delivery of Math 102 – College Algebra by DSU, it also indicated that a report on the in-district activity that occurred in the Harrisburg School District during the

2017-18 academic year would be provided. University Center-Sioux Falls personnel responsible for managing the relationship with Harrisburg have prepared a brief report for review by the Board summarizing the first year of in-district delivery. The report provides data on student performance, positive aspects of the program, as well as some challenges that the University Center has had to work through with Harrisburg.

A copy of the Dual Credit In-District Delivery – University Center Report can be found on pages **2717** to **2722** of the official minutes.

10-D Resolution of Recognition

Dr. Paul Turman, System Vice President for Academic Affairs, requested approval to recognize Dr. Warren Wilson for his 28 years of outstanding service to the higher education system in South Dakota, serving in several leadership roles throughout his tenure such as the Chief Information Officer for Black Hills State University, Executive Director of the South Dakota Library Network, and Director of the Regents' Information Systems for the South Dakota Board of Regents.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to recognize Warren Wilson for his service to South Dakota's system of public higher education. Motion passed.

A copy of the Resolution of Recognition for Warren Wilson can be found on pages **2723** to **2724** of the official minutes.

THURSDAY, JUNE 28, 2018

The Board reconvened at 7:30 a.m.

Breakfast Meeting with Area Legislators

Sen. Larry Tidemann (District 7), Sen. John Wiik (District 4), Rep. Leslie Heinemann (District 8), Rep. Nancy York (District 5), Rep. Marli Wiese (District 8), Rep. Hugh Bartels (District 5), and Rep. John Mills (District 4) met with board members to informally discuss construction at the state animal disease laboratory at SDSU, recruiting opportunities associated with the precision agriculture program at SDSU, free speech policies, plans for the new American Indian Center at SDSU, maintenance and repair goals, and career counseling in high school.

PLANNING, GOVERNANCE, AND RESOURCE DEVELOPMENT

12-A Report and Actions of Executive Session

Upon convening at 6 p.m. on Tuesday, June 26, 2018, the Board dissolved into executive session to discuss personnel matters before adjourning at 8:00 p.m. The Board reconvened in executive session at 7:30 a.m. on Wednesday, June 27, 2018, to discuss personnel matters before rising from executive session at 9:00 a.m. to resume the regular order of business. The Board dissolved into executive session at 1:30 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. The Board rose from executive session at 5:15 p.m. to resume the regular order of business.

Regent Morgan reported that while in executive session, the Board considered personnel and administrative actions, 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, consulted with legal counsel, and gave directions to the Board staff and general counsel concerning these matters.

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

1. Approve the leave request for Khosro Shahbazi (SDSM&T).
2. Approve the request to grant tenure to Dr. Patricia Crawford (SDSU).
3. Approve the requests for a one (1) year extension of time for tenure consideration for Lisa Elliot (SDSU) and Rachel McDaniel (SDSU).
4. Approve the multi-year contract for Thomas Otzelberger, SDSU Men's Basketball Coach, at an annualized base salary of $350,000, plus incentives and guaranteed supplemental compensation as defined in the contract, for the period of June 22, 2018 – June 21, 2021.
5. Approve the multi-year contract for Aaron Johnston, SDSU Women's Basketball Coach, at an annualized salary of $235,000, plus incentives and guaranteed supplemental compensation as defined in the contract, for the period of June 22, 2018 – June 21, 2021.
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 **1874** to **2015** of the official minutes.

Motion passed.

12-B Reports on Individual Regent Activities

No reports were presented.

12-C Reports from Individual Presidents and Superintendents

No reports were presented.

13-A Free Speech Policies Listening Session – Free Speech Roundtable

Regent Schieffer noted that individuals and organizations with an interest in this topic have been invited to provide oral and/or written comments to the Board during this public hearing on Board policies that may impact freedom of speech. These individuals/organizations were formally invited by letter sent May 25, and then again on June 6 through follow-up correspondence. The following constituent representatives were present to provide oral comments to the Board during the free speech policies' listening session. The session was organized using two panels as

designated below, with each participant on the panel being afforded the opportunity for approximately five minutes of oral comments followed by a question and answer session among the Board of Regents and the panelists.

Panel 1: Student/Faculty Perspectives of Regental Free Speech Policies in Action

- Dale Droge – DSU Faculty Senate
- Allyson Monson and Cole McDougall – SDSU Student Association President and Government Chair
- Rob Turner – Vice Chair – USD Faculty Senate
- Nathan Harmer & Nick Alholinna – DSU Student Senate Vice President & Student Association Member

Panel 2: Stakeholder Perspectives of Regental Free Speech Policies in Action

- Blake Meadows – The Alliance for Defending Freedom
- Tyler Coward – Foundation for Individual Rights in Education (FIRE) Legislative Counsel
- Alan Aldrich – Current COHE Statewide President (USD)
- Representative Michael Clark – South Dakota Legislature

In addition to the oral comments, the following individuals provided written comments for the Board of Regents to consider on this issue. Respondents were given until June 22 to provide written comments:

- Sen. Jim Bolin – Chair of Senate Education Committee
- Dr. William Richardson – Distinguished Professor Emeritus, USD
- Dr. Robin Ammon – Chair, USD Faculty Senate
- Lance Kinzer – Director of Policy and Government Relations, 1st Amendment Partnership
- Kristi Bockorny – Chair, NSU Faculty Senate
- Josh Sorbe & & Madison Green – President & VP, USD Student Government Association
- Shanae Doerr & Tyler Harris – President & VP, NSU Student Government Association
- Allyson Monson & Cole McDougall – President & VP, SDSU Student Government Association
- Tyler Coward & Azhar Majeed – Legislative Counsel & Vice President of Policy Reform, Foundation for Individual Rights in Education
- Jacob Oberpriller – Vice President, SDSM&T Student Government Association
- Wyatt Osthus – President, BHSU Student Government Association
- Kimberlee Wood Colby - Director, Christian Legal Society
- Blake Meadows – Legal Counsel, Alliance for Defending Freedom
- Student Survey – SD Student Federation

Following each panel's presentation, a time for questions and responses was provided to allow for dialogue between Regents and the panel presenters. Regent Schieffer noted that this is a process, and the dialogue offered today has been very helpful. When Regents' staff get a policies' draft prepared, Regent Schieffer suggested that the draft be shared with individuals and organizations that presented today.

A copy of the Free Speech Roundtable and written comments can be found on pages **2725** to **2836** of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Bastian, seconded by Regent Morgan, to adjourn the meeting. Motion passed.

The meeting adjourned at 11:17 a.m.

PZRNJOB South Dakota Board of Regents
BOR Routine 05/30/2018 14:44:07
Date Range : 22-MAR-18 thru 21-MAY-18
For :BHSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Hannah Mead	BE9373	00	Senior Secretary	Appointment	29826.63	03-APR-18
Ruth Moore	BE9705	00	Secretary	Appointment	26519.49	09-MAY-18
Angela Morgan	BE9291	00	Facility Worker	Appointment	22796.36	25-APR-18
Brenna Sadowski	BE9693	00	Senior Secretary	Appointment	33279.36	14-MAY-18
David Zanton	BE9799	00	Child Care Coordinator	Appointment	45000.00	18-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Skye Collins	BE9753	00	Facility Worker	Sal Adj to 5% Range at 6 mo	22796.36	23503.55	707.19	
Dennis Wallace	BE9760	00	Facility Worker	Sal Adj to 5% Range at 6 mo	22796.36	23503.55	707.19	

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Skye Collins	BE9753	00	Facility Worker	TI000	05-APR-18
Mona Jackson	BE9871	00	Senior Accountant	TV001	02-APR-18
Hannah Mead	BE9705	00	Secretary	SA011	02-APR-18
Cynthia Crago	BE9693	00	Senior Secretary	TR001	05-MAY-18
Katie Nelson	BE9810	00	Program Assistant I	TV009	18-MAY-18
Petrika Peters	BE9478	00	Adj Instr SOC 463	TV013	21-MAY-18
Garrett Stevens	BE9484	00	Adjunct Instructor	TV013	21-MAY-18
David Zanton	BE9478	00	Adj Instr SPED 460	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Hannah Tiffany	BE9457	00	Temporary Factory Worker	Hire Temp Appointment	6080.00	30-APR-18
Andrea Wager	BE9153	01	Data Coord. CAEP Accred	Hire Temp Appointment	3840.00	22-APR-18

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Lindsey Eggebraaten	BE9401	00	Temporary Child Care Worker	TV013	04-MAY-18
Erika Franck	BE9136	00	Temporary Landscape Architect	TV013	18-MAY-18
Nathanael Hardy	BE9401	00	Child Care Worker	TV013	21-MAY-18
Adam Johnson	BE9167	00	Special Project Assistant	TV013	21-MAY-18
Aaron Montoya	BE9376	00	Weight Room Supervisor	TV013	21-MAY-18
Andrea Wager	BE9153	00	Data Coord HLC, CAEP Accred.	TV013	21-APR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Chad Bischoff	BE9266	00	Temporary Grounds Worker	Hire Temp Appointment	4560.00	08-MAY-18
Donald Keifert	BE9716	00	Admissions Representative II	Appointment	32000.00	07-MAY-18
Charles Knauer	BE9262	00	Student Support Spec	Appointment	35000.00	23-APR-18

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.
Erica Whitiker	BE9403	00	Asst Dir, Stud Union & Engage	Title Change	36807.00	36807.00	0.00	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Chad Bischoff	BE9586	00	East Complex Director	TV001	21-MAY-18
Alexander Kline	BE9138	00	Head Women's Golf Coach	TV000	09-MAY-18
Richard Loose	BE9478	00	Adj Inst ED 431/531	TV013	21-MAY-18
Jay Smith	BE9654	01	GD Asst	TV013	21-MAY-18

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	1150.00	22-APR-18
Joshua Adkins	BW8826	00	Photo Lab Asst	Hire Temp Appointment	1416.00	07-MAY-18
Roxie Ahlbrecht	BE9160	00	SANFORD LAB SCIENCE PRESENTER	Hire Temp Appointment	250.00	22-MAR-18
Luis Bach	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	6080.00	30-APR-18
Druanna Barzeski	BS9814	00	Research Assistant	Hire Temp Appointment	4000.00	11-APR-18
Druanna Barzeski	BW8556	00	Research Assistant/Dean	Hire Temp Appointment	5600.00	07-MAY-18
Ashton Beck	BS9824	00	Student Office Assistant	Hire Temp Appointment	4800.00	30-APR-18
Mathilde Bernard	BS9575	00	YC Lifeguard	Hire Temp Appointment	1170.00	22-MAR-18
Karen Bialas	BS9818	00	Research Grant MCOM	Hire Temp Appointment	1200.00	01-APR-18
Paige Bielke	BS9963	00	Child Care Worker	Hire Temp Appointment	2832.00	04-MAY-18
Rachel Bloomquist	BS9683	00	Student Mail Services	Hire Temp Appointment	5760.00	07-MAY-18
Alan Bonde	BS9709	00	Student Labor Technician	Hire Temp Appointment	5760.00	07-MAY-18
Matdalynn Buffington	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Matdalynn Buffington	BS9838	01	Phonathon Supervisor	Hire Temp Appointment	1920.00	22-MAR-18
Sequoyah Chavez	BE9363	00	Temp Summer Host	Hire Temp Appointment	6239.88	07-MAY-18
Haley Clark	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Levi Clemen	BW8914	00	Summer Grounds Assistant	Hire Temp Appointment	6080.00	07-MAY-18
Matthew Collier	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	6080.00	01-MAY-18
Drew Couch	BS9709	00	Student Labor Technician	Hire Temp Appointment	4800.00	07-MAY-18
Nathan Dewitt	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	6080.00	07-MAY-18
Jess Edens	BW8914	00	Summer Grounds Assistant	Hire Temp Appointment	6080.00	07-MAY-18
Brooklyn Fauth	BS9963	01	Child Care Worker	Hire Temp Appointment	2832.00	07-MAY-18
Nathan Feldt	BE9363	00	Temp Summer Host	Hire Temp Appointment	6239.88	07-MAY-18
Benjamin Finch	BE9363	00	Temp Summ Staff - Recruitment	Hire Temp Appointment	6135.88	07-MAY-18
Yasmen Foos	BW8838	00	Summer Storekeeper Assistant M	Hire Temp Appointment	5760.00	07-MAY-18
Caleb Gallagher	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	6400.00	07-MAY-18
Allison Geier	BS9821	00	Student Grant Leaders	Hire Temp Appointment	1507.50	22-MAR-18
Allison Geier	BS9835	00	Student Photo Coordinator	Hire Temp Appointment	6240.00	05-MAY-18
Austin Goddard	BS9910	00	Student Grounds Assistant	Hire Temp Appointment	6080.00	30-APR-18
Isaac Grassel	BW8675	00	Summer Sustainability FWS	Hire Temp Appointment	6400.00	07-MAY-18
Kyle Graves	BE9406	00	Theatre Temp/Trainee	Hire Temp Appointment	1400.00	22-APR-18
Karley Guthmiller	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Karley Guthmiller	BS9838	01	Phonathon Supervisor	Hire Temp Appointment	1920.00	22-MAR-18
Ann'D Hager	BS9683	00	Student Mail Services	Hire Temp Appointment	3600.00	07-MAY-18
Jason Hammer	BE9363	00	Temp Summer Staff	Hire Temp Appointment	6135.88	07-MAY-18
Sara Hatle	BW8967	00	Child Care Worker	Hire Temp Appointment	2832.00	07-MAY-18
Brynn Holland	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18

Kevin Isely	BW8914 00	Summer Grounds Assistant	Hire Temp Appointment	3700.00	08-MAY-18
Amber Jensen	BS9967 00	On-Duty RA	Hire Temp Appointment	354.00	19-APR-18
Jess Johnson	BE9363 00	Temp Summer Staff	Hire Temp Appointment	6135.88	07-MAY-18
Elizabeth Johnston	BS9838 00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Alison Jones	BS9798 00	Receptionist	Hire Temp Appointment	708.00	12-APR-18
Eunbi Kang	BS9552 00	Residence Life Student Worker	Hire Temp Appointment	6080.00	30-APR-18
Kyla Karst	BS9838 00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Kyla Karst	BS9838 01	Phonathon Supervisor	Hire Temp Appointment	1920.00	22-MAR-18
Zachariah Kay	BS9910 00	Student Grounds Assistant	Hire Temp Appointment	4560.00	07-MAY-18
Megan Kenney	BS9704 00	SFS (Summer) Office Assistant	Hire Temp Appointment	5096.00	07-MAY-18
Krista Kerutis	BS9563 00	Student Sustainability Worker	Hire Temp Appointment	6400.00	07-MAY-18
Karli Kilby	BS9835 00	Student Web Assistant	Hire Temp Appointment	2000.00	22-MAR-18
Byungjun Kim	BS9552 00	Residence Life Student Worker	Hire Temp Appointment	6080.00	07-MAY-18
Hyunjung Kim	BS9552 00	Residence Life Student Worker	Hire Temp Appointment	6080.00	10-MAY-18
Gyu An Kyung	BS9552 00	Residence Life Student Worker	Hire Temp Appointment	6080.00	07-MAY-18
Phyllis Laughhunn	BS9580 00	Student Admin Support	Hire Temp Appointment	1770.00	10-APR-18
Phyllis Laughhunn	BW8680 00	Student Administrataive Suppor	Hire Temp Appointment	1062.00	07-MAY-18
Zane Lindsey	BS9910 00	Student Grounds Assistant	Hire Temp Appointment	6080.00	30-APR-18
Rishell Lizasuain	BS9968 00	Office Assistant	Hire Temp Appointment	1456.00	07-MAY-18
Justin Logue	BE9363 00	Temp Summer Host	Hire Temp Appointment	6239.88	07-MAY-18
Alisia Lopez	BW8808 00	Student Labor RC Facilities	Hire Temp Appointment	1062.00	09-MAY-18
Fraser Malcolm	BS9910 00	Student Grounds Assistant	Hire Temp Appointment	6840.00	30-APR-18
Keith Marson	BS9910 00	Student Grounds Assistant	Hire Temp Appointment	6080.00	07-MAY-18
Sidney May	BS9821 00	Student Grant Leaders	Hire Temp Appointment	1507.50	22-MAR-18
Clair McEnelly	BE9160 OO	Sanford Lab Science Presenter	Hire Temp Appointment	625.00	22-APR-18
Josie McKenna	BS9838 00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Cheyenne Mendelsohn	BS9708 00	Student Admissions Assistant	Hire Temp Appointment	4248.00	05-MAY-18
Patrick Mendes	BS9910 00	Student Grounds Assistant	Hire Temp Appointment	6080.00	30-APR-18
Kennedee Miles	BS9564 00	Testing Assistant	Hire Temp Appointment	1440.00	07-MAY-18
Kennedee Miles	BS9580 00	Admin Office Assistant	Hire Temp Appointment	1416.00	07-MAY-18
Drazen Moratzka	BS9557 00	Student Cashier Assistant	Hire Temp Appointment	1416.00	05-MAY-18
Dennis Morton	BW8680 00	Administrative Office Support	Hire Temp Appointment	1062.00	11-MAY-18
Karly Niemann	BS9910 00	Student Grounds Assistant	Hire Temp Appointment	3200.00	05-MAY-18
Lilia Nikolaeva	BE9406 00	Theatre Temp/Trainee	Hire Temp Appointment	800.00	22-APR-18
Sierra Nix	BS9962 00	Operations Specialist	Hire Temp Appointment	1062.00	22-MAR-18
Danielle Noble	BS9962 00	Operations Specialist	Hire Temp Appointment	1062.00	22-MAR-18
Tarina Nye	BE9406 00	Theatre Trainee- Actor	Hire Temp Appointment	1200.00	22-APR-18
Kayla O'Neal	BE9406 00	Theatre Trainee - Actor	Hire Temp Appointment	1400.00	22-APR-18
Samantha O'Neal	BE9406 00	Theatre Temp/Trainee	Hire Temp Appointment	1200.00	22-APR-18
Lydia Oliver	BW8993 00	Disability Receptionist	Hire Temp Appointment	2880.00	07-MAY-18
Ian Osborn	BW8914 00	Summer Grounds Assistant	Hire Temp Appointment	2960.00	07-MAY-18
Starr Paul	BE9406 00	Theatre Temp/Trainee	Hire Temp Appointment	400.00	22-APR-18
Courtney Pierce	BE9133 00	Research Coordinator -Veterans	Hire Temp Appointment	2700.00	22-MAR-18
Liam Porter	BS9563 00	Student Sustainability Worker	Hire Temp Appointment	1600.00	05-MAY-18
Taylor Powell	BS9995 00	JJ - Summer Online Editor	Hire Temp Appointment	600.00	22-APR-18
Ariel Pozorski	BE9363 00	Temp Lead Summer Host	Hire Temp Appointment	6586.54	07-MAY-18
Ariel Pozorski	BS9798 00	Receptionist	Hire Temp Appointment	708.00	05-APR-18
Joshua Radford	BG9998 00	GA Football	Hire Temp Appointment	1600.00	22-MAR-18
Anjaratiana Raherisoanjato	BS9552 00	Residence Life Student Worker	Hire Temp Appointment	6080.00	07-MAY-18
Meghan Ramey	BS9963 01	Child Care Worker	Hire Temp Appointment	2832.00	07-MAY-18
Tahiry Razafimanjato	BS9828 00	Student Recyling	Hire Temp Appointment	1440.00	12-APR-18
Neringa Razbadauskaite	BS9554 00	Student Sales Clerk SPJZ	Hire Temp Appointment	5664.00	05-MAY-18
Jessica Rear	BW8832 00	Summer Recycling	Hire Temp Appointment	7680.00	07-MAY-18
Elise Record	BS9708 00	Student Admissions Assistant	Hire Temp Appointment	3540.00	23-APR-18
Brooke Richards	BS9910 00	Student Grounds Assistant	Hire Temp Appointment	1080.00	12-APR-18
Sarah Richards	BS9828 00	Student Recycling	Hire Temp Appointment	6400.00	22-APR-18
Sarah Richards	BS9838 00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Teryn Richardson	BE9363 00	Temp Summer Host	Hire Temp Appointment	6239.88	07-MAY-18
Teryn Richardson	BS9838 00	Phonathon Caller	Hire Temp Appointment	1600.00	23-MAR-18
Rachel Ridinger	BE9406 00	Theatre Trainee - Actor	Hire Temp Appointment	400.00	22-APR-18
Rachel Ridinger	BS9963 01	Child Care Worker	Hire Temp Appointment	2832.00	07-MAY-18
Kyle Schluttner	BE9363 00	Temp Summer Host	Hire Temp Appointment	6135.88	07-MAY-18
Jason Schneider	BS9838 00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Tyler Schone	BE9406 00	Theatre Trainee - Actor	Hire Temp Appointment	600.00	22-APR-18
Halley Shippy	BW8967 00	Child Care Worker	Hire Temp Appointment	2124.00	07-MAY-18
Morgan Smith	BS9962 00	Operations Specialist	Hire Temp Appointment	1416.00	09-MAY-18
Elizabeth Sorensen	BS9824 00	Student Office Assistant	Hire Temp Appointment	6400.00	14-MAY-18
Samuel Sorrell	BS9581 00	Technology Assistant	Hire Temp Appointment	1416.00	07-MAY-18

Jacqueline Stroup	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	22-MAR-18
Amber Thomas	BS9708	00	Student Admissions Assistant	Hire Temp Appointment	4248.00	05-MAY-18
Deborah Thorp	BE9160	00	Sanford Lab Science Presenter	Hire Temp Appointment	500.00	22-MAR-18
Deborah Thorp	BE9160	00	Sanford Lab Science Presenter	Hire Temp Appointment	1000.00	22-APR-18
Jaelani Uthe	BW9998	00	MAC Center	Hire Temp Appointment	860.00	22-MAR-18
Elyssa Walloch	BS9547	00	Peer Adv. CBNS	Hire Temp Appointment	800.00	22-MAR-18
Taylor Watkins	BE9363	00	Temp Summ Staff - Recruitment	Hire Temp Appointment	4601.91	07-MAY-18
Justin Woodward	BW8556	00	Research Assistant/Dean	Hire Temp Appointment	5600.00	07-MAY-18
Lanaya Young	BE9406	00	Theatre Trainee - Actor	Hire Temp Appointment	600.00	22-APR-18
Lanaya Young	BS9968	00	Office Assistant	Hire Temp Appointment	4368.00	07-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Alicia Absher	BS9958	00	Lab Assistant	TV012	21-MAY-18
Brittany Ackerman	BS9575	00	YC Lifeguard	TV012	21-MAY-18
Carly Adams	BW9824	00	Office Assistant	TV012	04-MAY-18
Joshua Adkins	BW9826	00	Photo Lab Asst	TV012	04-MAY-18
Tyler Afdahl	BS9585	00	Math Tutor	TV012	25-APR-18
Roxie Ahlbrecht	BE9160	00	SANFORD LAB SCIENCE PRESENTER	TV013	21-APR-18
Nicole Allerdings	BS9844	00	Peer Tutor - Biology	TV012	13-MAY-18
Candace Amdahl	BS9964	00	Information Specialist	TV012	04-MAY-18
Autumn Anderson	BW9718	00	Library Clerk	TV012	04-MAY-18
Deanna Anderson	BW9822	00	Theatre Tech	TV012	04-MAY-18
Elliott Anderson	BS9997	00	Writing Center Mentor	TV012	04-MAY-18
Mialisoa Andriamanantena	BS9554	00	Student sales clerk SP JZ	TV012	21-MAY-18
Mialisoa Andriamanantena	BS9715	00	Library Clerk	TV012	21-MAY-18
Mikaelah Andriamanantena	BS9715	00	Library Clerk	TV012	21-MAY-18
Mikaelah Andriamanantena	BS9963	00	Child Care Worker	TV012	04-MAY-18
Darby Arbach	BS9554	00	Student Employee	TV012	21-MAY-18
Tory Arbach	BS9554	00	JZ-SP Student Employee	TV012	21-MAY-18
Ai Asama	BS9587	00	Office Assistant	TV012	21-MAY-18
Ariel Aufdengarten	BS9715	00	Library Clerk	TV012	21-MAY-18
Matthew Babineau	BW9687	00	FWS Mail Services	TV012	04-MAY-18
Jordyn Ballard	BS9987	00	Game Day Asst	TV012	21-MAY-18
Alexandra Bartmess	BS9964	00	Information Specialist	TV012	04-MAY-18
Druanna Barzeski	BS9814	00	Research Assistant	TV012	21-APR-18
Druanna Barzeski	BS9963	00	Child Care Worker	TV012	04-MAY-18
Druanna Barzeski	BW9718	00	Library Clerk	TV012	04-MAY-18
Druanna Barzeski	BW9719	00	Library Clerk Supv	TV012	04-MAY-18
Reilley Baty	BW9966	00	FWS Operations Specialist	TV012	04-MAY-18
Aisha Baum	BW9810	00	Writing Consultant	TV012	04-MAY-18
Dakota Becher	BW9988	00	Parking Office	TV012	04-MAY-18
Ashton Beck	BS9989	00	Jacket Journal - Proofreader	TV012	14-MAY-18
Brittney Bell	BS9964	00	Information Specialist	TV012	04-MAY-18
Brody Benson	BS9574	00	Math Mentor	TV012	04-MAY-18
Bailey Beougher	BS9964	00	Student Engagement Supervisor	TV012	04-MAY-18
Mathilde Bernard	BS9575	00	YC Lifeguard	TV012	21-MAY-18
Abigail Bertram	BW9793	00	Student Athletic Trainer	TV012	04-MAY-18
Keely Bertram	BS9781	00	Rec Sports Official	TV012	21-MAY-18
Adam Bertsch	BS9987	00	Game Day Asst	TV012	21-MAY-18
Sean Bice	BS9574	00	Math Mentor	TV012	04-MAY-18
Paige Bielke	BW9967	00	Child Care Worker	TV012	04-MAY-18
Katy Bielmaier	BS9838	00	Phonathon Caller	TV012	28-APR-18
Wyatt Bills	BS9787	00	BHTV - Producer	TV012	04-MAY-18
Wyatt Bills	BS9987	00	GDA - Video Production	TV012	21-MAY-18
Jessa Birkholt	BS9963	00	Child Care Worker	TV012	04-MAY-18
Caitlin Blanchard	BG9998	00	GA Softball	TV012	21-MAY-18
Caitlin Blanchard	BS9987	00	Game Day Asst	TV012	21-MAY-18
Amelia Blasingame	BW9967	00	Child Care Worker	TV012	04-MAY-18
Molly Bloemendaal	BS9963	00	Child Care Worker	TV012	04-MAY-18
Rachel Bloomquist	BS9987	00	Game Day Asst	TV012	21-MAY-18
Rachel Bloomquist	BW9687	00	FWS Mail Services	TV012	04-MAY-18
Taylar Bock	BS9963	00	Child Care Worker	TV012	04-MAY-18
Brianna Bolish	BW9967	00	Child Care Worker	TV012	04-MAY-18

Jamil Bond	BW9990 00	Game Day Asst	TV012	04-MAY-18
Walter Bordewyk	BW9824 00	Office Assistant	TV012	04-MAY-18
Tyler Bortz	BS9769 00	U.G. Research Fellow - BRIN	TV012	21-APR-18
Tyler Bortz	BS9769 01	Undergrad Research Assistant	TV012	21-MAY-18
Tyler Bortz	BS9910 00	Student Grounds Assistant	TV012	04-MAY-18
Bryce Boser	BS9835 00	Student Videographer	TV012	21-MAY-18
Hayley Bowen	BS9987 00	Game Day Asst	TV012	21-MAY-18
Malaisia Boykin	BW9712 00	Admissions Assistant	TV012	04-MAY-18
Adam Bradshaw	BW9832 00	FWS Recycling	TV012	04-MAY-18
Micah Brandsrud	BS9828 0	Student Recycling	TV012	21-MAY-18
Bradley Branson	BS9980 00	Assistant Complex Director	TV012	07-MAY-18
Matthew Brenner	BW9828 00	FWS Office Assistant	TV012	04-MAY-18
Erin Broberg	BS9835 00	Public Relations Intern	TV012	05-MAY-18
Erin Broberg	BS9997 01	Writing Center	TV012	04-MAY-18
Avery Brockberg	BS9974 00	Night Assistant	TV012	07-MAY-18
Sage Brooks	BW9708 0	SFS Office Assistant	TV012	04-MAY-18
Shane Brooks	BS9844 00	Peer Tutor - Accounting	TV012	04-MAY-18
Matdalynn Buffington	BS9838 00	Phonathon Caller	TV012	28-APR-18
Matdalynn Buffington	BS9838 01	Phonathon Supervisor	TV012	28-APR-18
Olivia Byrns	BS9910 00	Student Grounds Assistant	TV012	04-MAY-18
Elizabeth Cameron	BS9714 00	Library Clerk Supv	TV012	21-MAY-18
Elizabeth Cameron	BS9715 00	Library Clerk	TV012	04-MAY-18
Cora Carroll	BW9822 00	Art Dept Asst	TV012	04-MAY-18
Cassandra Carter	BS9769 00	U.G. Research Fellow - BRIN	TV012	21-APR-18
Cassia Catterall	BW9834 00	Student Assistant	TV012	04-MAY-18
Erika Cerveny	BW9825 00	School Work Study	TV012	04-MAY-18
Sequoyah Chavez	BS9968 00	Office	TV012	04-MAY-18
Sequoyah Chavez	BS9974 00	Night Assistant	TV012	17-MAY-18
Sequoyah Chavez	BW9683 00	Office Assistant	TV012	04-MAY-18
Anthony Checchi	BE9208 00	Research Assistant	TV013	21-MAY-18
Anthony Checchi	BE9421 00	Lab Assistant	TV013	21-MAY-18
Anthony Checchi	BE9444 00	Herbarium Data Tech	TV013	21-MAY-18
David Christiansen	BS9781 00	Rec Sports Official	TV012	04-MAY-18
Katie Christy	BS9563 00	Student Sustainability Worker	TV012	21-MAY-18
Nicole Church	BW9709 00	Registrar Office Assistant	TV012	04-MAY-18
Haley Clark	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Haley Clark	BS9838 00	Phonathon Caller	TV012	28-APR-18
Vanessa Clark	BS9844 00	Peer Tutor - Biology	TV012	13-MAY-18
Vanessa Clark	BS9962 00	Operations Specialist IWS	TV012	21-MAY-18
Vanessa Clark	BW9966 00	Operations Specialist	TV012	04-MAY-18
Vanessa Clark	BW9990 00	Game Day Asst	TV012	04-MAY-18
Samantha Cole	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Samantha Cole	BS9962 00	Operations Specialist	TV012	21-MAY-18
Samantha Cole	BS9987 00	GDA - Student Trainer	TV012	21-MAY-18
Molly Connot	BW9712 00	Student Admissions Assistant	TV012	04-MAY-18
Drew Couch	BS9987 00	Game Day Asst	TV012	21-MAY-18
Jennifer Coyle	BS9844 00	Peer Tutor - Math	TV012	12-MAY-18
Miranda Crosby	BS9714 00	Library Clerk Supv	TV012	04-MAY-18
Miranda Crosby	BS9715 00	Student Library Clerk	TV012	04-MAY-18
Megan Cutler	BS9683 00	Student Mail Services	TV012	04-MAY-18
Courtney Dahlgren	BS9769 00	U.G. Research Fellow- BRIN	TV012	21-APR-18
Mikkayla Debolt	BS9582 00	Senior Resident Assistant	TV012	07-MAY-18
Donald Decker	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Angelina Delgado	BG9998 00	GA Soccer	TV012	21-MAY-18
Carissa Deming	BS9997 00	Writing Center Consultant	TV012	04-MAY-18
Stefan Desnica	BS9962 00	Operations Specialist	TV012	21-MAY-18
Stefan Desnica	BS9987 00	Game Day Asst	TV012	21-MAY-18
Dominique DiManna	BW9990 00	Game Day Asst	TV012	04-MAY-18
Maxwell Dohman	BS9911 00	Student Building Maintenance	TV012	21-MAY-18
Randall Doran	BE9376 00	Game Event Asst	TV013	21-MAY-18
Randall Doran	BE9591 00	Asst Football Coach	TV013	13-MAY-18
Randall Doran	BE9619 00	Adj Instr - Math 102	TV013	21-MAY-18
Jess Edens	BW9670 00	Peer Advisor	TV012	04-MAY-18
Grant Ekroth	BS9835 00	Student Photographer	TV012	21-MAY-18
Kelsey Espinosa	BW9988 00	Parking Enforcement	TV012	04-MAY-18
Courtney Falconer	BW9842 00	FWS Office Assistant	TV012	04-MAY-18
Brooklyn Fauth	BS9963 00	Child Care Worker	TV012	04-MAY-18
Brooklyn Fauth	BS9987 00	Game Day Asst	TV012	21-MAY-18

Nathan Feldt	BS9569 00	Assistant Complex Director	TV012	07-MAY-18
Nathan Feldt	BS9968 00	Office Assisatnat	TV012	21-MAY-18
Nathan Feldt	BW9683 00	Office Assistant	TV012	04-MAY-18
Claire Fergusson	BS9587 00	Office Assistant	TV012	21-MAY-18
Peytin Fleming	BW9839 00	Student Design Assistant	TV012	04-MAY-18
Peytin Fleming	BW9967 00	Child Care Worker	TV012	04-MAY-18
Scott Foley	BE9145 00	Asst CC Coach	TV013	21-MAY-18
Scott Foley	BS9962 00	Operations Specialist	TV012	21-APR-18
Yasmen Foos	BW9687 00	FWS Mail Services	TV012	04-MAY-18
Caleb Gallagher	BS9708 00	Student Admissions Assistant	TV012	04-MAY-18
Caleb Gallagher	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Megan Gayer	BS9586 00	Assistant Complex Director	TV012	07-MAY-18
Janice Gbedemah	BS9811 00	ECON Tutor	TV012	21-MAY-18
Victoria Geary	BS9828 00	Student Recycling	TV012	21-MAY-18
Allison Geier	BW9839 00	Student Photo Coordinator	TV012	04-MAY-18
Rachel Geier	BW9560 00	Digital Media Work Study	TV012	04-MAY-18
Makeesha Geiger	BS9847 00	Rodeo Assistant	TV012	21-MAY-18
Melissa Gellermann	BS9987 00	GDA-Training Room	TV012	21-MAY-18
Carol George	BW9772 00	Office Assistant	TV012	04-MAY-18
Alden Giang	BW9708 0	SFS Office Assistant	TV012	04-MAY-18
Calli Glaze	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Austin Goddard	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Austin Goddard	BS9962 00	Operations Specialist	TV012	21-MAY-18
Austin Goddard	BS9987 00	Game Day Asst	TV012	21-MAY-18
Julette Goehring	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Cassity Goetz	BW9824 00	Office Assistant	TV012	04-MAY-18
Cassity Goetz	BW9990 00	Game Day Asst	TV012	04-MAY-18
Darian Gottfried	BS9987 00	Game Day Assistant	TV012	21-MAY-18
Molly Graesser	BS9554 00	Student Employee	TV012	21-MAY-18
Molly Graesser	BW9709 00	Registrar Office Assistant	TV012	04-MAY-18
Isaac Grassel	BW9915 00	FWS Building Maintenance	TV012	04-MAY-18
Kyle Graves	BW9822 00	Theatre Tech	TV012	04-MAY-18
Kyle Graves	BW9906 00	BHTV - Production Manager	TV012	04-MAY-18
Garrett Gronlund	BW9785 00	FWS Rec Sports Worker	TV012	04-MAY-18
Chelsey Groseclose	BE9390 00	Counselor	TV013	21-MAY-18
Wayne Gubka	BS9974 00	Night Assistant	TV012	07-MAY-18
Karley Guthmiller	BS9838 00	Phonathon Caller	TV012	28-APR-18
Karley Guthmiller	BS9838 01	Phonathon Supervisor	TV012	28-APR-18
Skyler Haden	BS9798 00	Student Health Services	TV012	04-MAY-18
Kayla Hadley	BW9912 00	CAMSE Student Employee	TV012	04-MAY-18
Keysha Hadley	BW9824 00	Office Assistant	TV012	04-MAY-18
Anna Hafele	BE9208 00	Research Assistant	TV013	01-MAY-18
Janna Hagen	BW9975 00	Food Service Worker	TV012	04-MAY-18
Katie Haigh	BW9825 00	School Work Study	TV012	04-MAY-18
Zona Hairgrove	BS9963 00	Child Care Worker	TV012	04-MAY-18
Erick Hairston	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Madison Hand	BS9835 00	Student Photographer	TV012	21-MAY-18
Tyler Hand	BW9678 00	FWS YC Lifeguard	TV012	04-MAY-18
Michelle Harris	BW9670 00	Peer Advisor CEBS	TV012	04-MAY-18
Sara Hatle	BW9967 00	Child Care Worker	TV012	04-MAY-18
Riston Haugen	BS9890 02	Lab Assistant	TV012	21-MAY-18
Mahyle Hausman	BW9678 00	YC Lifeguard	TV012	04-MAY-18
Mahyle Hausman	BW9966 00	Operations Specialist	TV012	04-MAY-18
Maxxwill Hausman	BW9966 00	Operations Specialist	TV012	04-MAY-18
John Hawkins	BE9143 00	Student Engagement & Prog Asst	TV013	21-MAY-18
Faith Hedeen	BW9990 00	Game Day Assistant	TV012	04-MAY-18
Alli Hedman	BS9967 00	Student RA	TV012	07-MAY-18
Brittany Henricksen	BS9987 00	Game Day Asst	TV012	21-MAY-18
Cristian Hernandez	BS9962 00	Operations Specialist IWS	TV012	21-MAY-18
Cristian Hernandez	BW9966 00	Operations Specialist	TV012	04-MAY-18
Cristian Hernandez	BW9990 00	Game Day Asst	TV012	04-MAY-18
Gabriella Hertz	BW9822 00	Theatre Tech	TV012	04-MAY-18
Kassie Hicks	BS9964 00	Information Specialist	TV012	04-MAY-18
Amanda Hill	BS9580 00	Administrative Office Support	TV012	04-MAY-18
Amanda Hill	BS9585 00	tutor English	TV012	27-APR-18
Carley Hill	BS9964 00	Information Specialist	TV012	04-MAY-18
Ty Hill	BS9910 00	Student Grounds Assistant	TV012	21-MAY-18
Samuel Hintgen	BS9844 00	Peer - Biology	TV012	12-MAY-18

Morgan Hofeldt	BW9967 01	Child Care Worker	TV012	04-MAY-18
Mallary Hoffmann	BS9708 00	Student Admissions Assistant	TV012	04-MAY-18
Brynn Holland	BS9838 00	Phonathon Caller	TV012	28-APR-18
Ranni Hopkins	BS9844 00	Peer Tutor - Biology	TV012	04-MAY-18
Rachael Hopperdietzel	BS9551 00	CAB-Exec Team Wknd Evnts Ofcr	TV012	21-MAY-18
Kevin Hubbard	BE9591 00	Asst Football Coach	TV013	13-MAY-18
Taylee Hudson	BW9826 00	Photo Lab Asst	TV012	04-MAY-18
Mayson Hudyma	BW9687 00	FWS Mail Services	TV012	04-MAY-18
Grant Hultgren	BS9562 00	Food Service Worker	TV012	04-MAY-18
Bradly Hunt	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Ashley Ireland	BE9184 00	JZ SP Temp Sales Clerk	TV013	21-MAY-18
Kevin Isely	BW9718 00	Library Clerk	TV012	04-MAY-18
Alissa Iverson	BE9208 00	Research Assistant	TV013	21-MAY-18
Isaac Iverson	BS9587 00	Office Assistant	TV012	21-MAY-18
Kelsey Jacobs	BS9963 00	Child Care Worker	TV012	04-MAY-18
Sherri Jacobs	BW9993 00	Disability Receptionist	TV012	04-MAY-18
Mesa Jacobson	BS9574 00	Math Mentor	TV012	04-MAY-18
Mariah Jahner	BS9963 00	Child Care worker	TV012	04-MAY-18
Koty Janis	BW9990 00	Game Day Asst	TV012	04-MAY-18
Amber Jensen	BS9967 00	On-Duty RA	TV012	04-MAY-18
Madison Jilek	BS9577 00	FAR Assistnt	TV012	21-MAY-18
Hyunglae Jo	BS9828 00	Sturdent Recycling	TV012	21-MAY-18
Hannah Johnson	BS9769 00	U.G. Research Fellow-BRIN	TV012	21-APR-18
Jess Johnson	BS9967 00	On-Duty Resident Assistant	TV012	04-MAY-18
Elizabeth Johnston	BS9838 00	Phonathon Caller	TV012	28-APR-18
Cody Jolovich	BS9987 00	Game Day Asst	TV012	21-MAY-18
Alison Jones	BS9798 00	Receptionist	TV012	04-MAY-18
Alison Jones	BW9802 00	Receptionist	TV012	12-APR-18
Jordan Jones	BS9967 00	On-Duty Resident Assistant	TV012	07-MAY-18
Kadin Jones	BW9990 00	Game Day Asst	TV012	04-MAY-18
Kylee Jones	BW9822 00	Theatre Tech	TV012	04-MAY-18
Emily Jons	BS9962 00	Operations Specialist	TV012	21-MAY-18
Emily Jons	BS9987 01	Operations Specialist	TV012	21-MAY-18
Emily Jons	BW9966 00	Operations Specialist	TV012	04-MAY-18
Raven Jorgensen	BW9557 00	Cashier Assistant	TV012	04-MAY-18
Jayden Judy	BS9574 00	Math Center Mentor	TV012	04-MAY-18
Haley Juhnke	BS9987 00	Game Day Asst - T&F Student As	TV012	15-MAY-18
Rachel Kane	BW9990 00	Game Day Asst	TV012	04-MAY-18
Tyler Kari	BS9834 00	Student Storekeeper Assistant	TV012	04-MAY-18
Kyla Karst	BS9838 00	Phonathon Caller	TV012	28-APR-18
Kyla Karst	BS9838 01	Phonathon Supervisor	TV012	28-APR-18
Tate Kattenhorn	BS9834 00	Student Storekeeper Assistant	TV012	04-MAY-18
Zachariah Kay	BW9823 00	FWS Research Assistant SONS	TV012	04-MAY-18
Daxton Keegan	BS9551 00	CAB-Exec Team Act. Grants Dir.	TV012	21-MAY-18
Emily Keller	BS9828 00	Student Recycling	TV012	21-MAY-18
Katherine Kemp	BW9967 00	Child Care Worker	TV012	04-MAY-18
Burkelee Kenefick-Aschoff	BS9551 00	CAB-Exec Team Spec Events Ofcr	TV012	21-MAY-18
Burkelee Kenefick-Aschoff	BS9574 00	Math Mentor - MAC	TV012	04-MAY-18
Megan Kenney	BS9865 00	Student Telecounselor	TV012	04-MAY-18
Megan Kenney	BW9708 00	SFS Office Assistant	TV012	04-MAY-18
Allison Kephart	BW9708 00	SFS Office Assistant	TV012	04-MAY-18
Krista Kerutis	BW9675 00	Student Sustainability Asst	TV012	04-MAY-18
Daeyong Kim	BS9835 00	Student Digital Media Asst	TV012	09-MAY-18
Hannah Kirk	BS3992 00	CEAP - Athletic Training	TV012	04-MAY-18
Mackenzie Kleen	BS9974 00	Night Assistant	TV012	07-MAY-18
Mackenzie Kleen	BW9822 00	Theatre Tech	TV012	04-MAY-18
Keely Kleven	BS9587 00	Office Assistant	TV012	21-MAY-18
Noah Kniffen	BS9967 00	On-Call Resident Assistant	TV012	07-MAY-18
Sydny Koehn	BS9865 00	Telecounselor	TV012	04-MAY-18
Nile Koenig	BS9865 00	Student Telecounselor	TV012	04-MAY-18
Christopher Kopriva	BS9844 00	Peer Tutor - Exercise Science	TV012	13-MAY-18
Christopher Kreitzinger	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Rachel Kremer	BS9551 00	CAB-Exec Team Ops Director	TV012	21-MAY-18
Rachel Kremer	BW9967 00	Child Care Worker	TV012	04-MAY-18
Erin Kremers	BS9574 00	Math Mentor	TV012	04-MAY-18
Kaitlyn Kumpf	BW9869 00	Telecounselor	TV012	04-MAY-18
Austin Kusler	BS9715 00	Library Clerk	TV012	04-MAY-18
Baylee Lacompte	BW9687 00	FWS Mail Services	TV012	04-MAY-18

Justin Lafferty	BW9990 00	Game Day Asst	TV012	04-MAY-18
Ryan Lahr	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Ryan Lahr	BS9962 00	Operations Specialist	TV012	21-MAY-18
Shea Lahr	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Isaac Langi	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Kasandria Lara	BW9678 00	FWS YC Lifeguard	TV012	04-MAY-18
Julia Larson	BW9828 00	FWS Office Assistant	TV012	04-MAY-18
Samone Last Horse	BW9975 00	Food Service Worker	TV012	04-MAY-18
Phyllis Laughhunn	BW9680 00	Student Admin Support	TV012	04-MAY-18
Raelynn Lawler	BW9677 00	Math Tutor	TV012	21-APR-18
Tiana Lawrence	BS9706 00	Student Engagement Specialist	TV012	04-MAY-18
Jasmine LeMaire	BW9674 01	R&R Work Study	TV012	04-MAY-18
Bailey Leavitt	BE9254 00	Sanford Lab Admin Assistant	TV013	21-MAY-18
Alexandrea Leclair	BS9974 00	Night Assistnat	TV012	17-MAY-18
D'Aryn Lends His Horse	BS9937 00	Office Assistant	TV012	21-MAY-18
Tayler Lenz	BS9974 00	Night Assistant	TV012	07-MAY-18
Lauren Lesniak	BW9967 00	Child Care Worker	TV012	04-MAY-18
Jessica Levey	BS9574 00	Math Mentor	TV012	04-MAY-18
Kevin Lewey	BW9687 00	FWS Mail Services	TV012	04-MAY-18
Rishell Lizasuain	BS9554 00	JZ-SP Student Employee	TV012	21-MAY-18
Rishell Lizasuain	BS9582 00	Senior Resident Assistant	TV012	07-MAY-18
Rishell Lizasuain	BS9967 00	On-Duty Resident Assistant	TV012	07-MAY-18
Kelsey Loftus	BS9844 00	Peer Tutor - History	TV012	13-MAY-18
Justin Logue	BS9550 00	Student Director	TV012	21-MAY-18
Justin Logue	BS9706 00	Student Engagement Specialist	TV012	04-MAY-18
Justin Logue	BS9840 00	Student Senate President	TV012	21-MAY-18
Justin Logue	BS9974 00	Night Assistant	TV012	17-MAY-18
Jo Lolley	BW9824 01	Office Assistant	TV012	04-MAY-18
Amber Lorius	BS9708 00	Student Admissions Assistant	TV012	04-MAY-18
Annette Loveday	BW9718 00	Library Clerk	TV012	04-MAY-18
Clara Macilravie-Canas	BS9997 00	Writing Center Consultant	TV012	04-MAY-18
Morgan Mack	BS9987 00	Game Day Assistant	TV012	10-MAY-18
Jada Maher	BS9847 00	Rodeo Asst.	TV012	05-MAY-18
Jada Maher	BS9987 00	Game Day Asst	TV012	21-MAY-18
Jessica Malm	BS9844 00	Peer Tutor - Business	TV012	13-MAY-18
Jessica Malm	BS9985 00	Parking Office	TV012	04-MAY-18
Luke Marcoe	BS9987 00	Game Day Asst	TV012	21-MAY-18
Theresa Marsh	BS9963 00	Child Care Worker	TV012	04-MAY-18
Keith Marson	BS9962 00	Operations Specialist IWS	TV012	21-MAY-18
Keith Marson	BW9966 00	Operations Specialist	TV012	04-MAY-18
Keith Marson	BW9990 00	Game Day Asst	TV012	04-MAY-18
Alyssia Martinez	BS9987 00	Game Day Asst	TV012	21-MAY-18
Patrick Matteson	BW9718 00	Library Clerk	TV012	04-MAY-18
Sidney May	BS9844 00	Peer Tutor - multiple areas	TV012	04-MAY-18
Cristina McDaniel	BS9895 00	School of Business Assistant	TV012	21-MAY-18
Clair McEnelly	BE9160 OO	Sanford Lab Science Presenter	TV013	21-MAY-18
Paige McGuire	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Josie McKenna	BS9838 00	Phonathon Caller	TV012	28-APR-18
Laketon McLaughlin	BW9990 00	Game Day Asst	TV012	10-MAY-18
Joseph Melia	BW9990 00	Game Day Asst	TV012	04-MAY-18
Cheyenne Mendelsohn	BS9708 00	Student Admissions Assistant	TV012	04-MAY-18
Cheyenne Mendelsohn	BS9974 00	Night Assistant	TV012	17-MAY-18
Alexandria Menke	BS9987 00	GDA - SB mgr	TV012	10-MAY-18
Gregory Midzak	BW9793 00	Student Athletic Trainer	TV012	04-MAY-18
Gregory Midzak	BW9990 00	GDA - Triathlon Mgr	TV012	04-MAY-18
Mikenzie Mikkelson	BS9574 00	Math Mentor	TV012	04-MAY-18
Kennedee Miles	BS9564 00	Testing Assistant	TV012	04-MAY-18
Kennedee Miles	BS9580 00	Admin Office Assistant	TV012	04-MAY-18
Taylor Miles	BS9844 00	Peer Tutor - EDFN 365	TV012	04-MAY-18
Taylor Miles	BW9772 00	Office Assistant	TV012	04-MAY-18
Brian Mischel	BW9823 00	FWS - SONS Rsrch Assist.	TV012	04-MAY-18
Mason Moir	BS9995 00	COLA - Photo Asst	TV012	04-MAY-18
Jose Morales Snyder	BW9906 00	BHTV News Director	TV012	04-MAY-18
Drazen Moratzka	BS9557 00	Student Cashier Assistant	TV012	04-MAY-18
Drazen Moratzka	BS9987 00	Game Day Asst	TV012	21-MAY-18
Dennis Morton	BW9680 00	Administrative Office Support	TV012	04-MAY-18
Jordan Mullen	BS9714 00	Library Clerk Supv	TV012	04-MAY-18
Jordan Mullen	BS9715 00	Library Clerk	TV012	04-MAY-18

Adan Munoz	BW9826 00	Photo Lab Asst	TV012	04-MAY-18
Mikayla Murphy	BW9997 00	Honors Program	TV012	04-MAY-18
Jeffrey Murray	BS9585 00	Science tutor	TV012	02-MAY-18
Amber Muth	BW9708 0	SFS Office Assistant	TV012	04-MAY-18
Nathan Naill	BS9987 00	Game Day Asst	TV012	21-MAY-18
Jostin Narvaez Villegas	BS9987 00	Game Day Asst	TV012	21-MAY-18
Arianna Nelson	BS9964 00	Information Specialist	TV012	04-MAY-18
Dale Nemec	BS9615 00	Volunteer Coordinator	TV012	04-MAY-18
Kayley Neville	BS9963 00	Child Care Worker	TV012	04-MAY-18
K'Dyn Newbrough	BS9777 00	AIS - Office Asst	TV012	21-MAY-18
Karly Niemann	BS9910 00	Student Grounds Assistant	TV012	04-MAY-18
Karly Niemann	BS9987 00	Game Day Asst	TV012	04-MAY-18
Sierra Nix	BS9962 00	Operations Specialist	TV012	21-MAY-18
Lara No Braid	BW9826 00	Photo Lab Asst	TV012	04-MAY-18
Cade Noble	BS9987 00	Game Day Assistant	TV012	21-MAY-18
Danielle Noble	BS9962 00	Operations Specialist	TV012	21-MAY-18
Abigail Nold	BS9574 00	Math Mentor	TV012	04-MAY-18
Tarina Nye	BW9822 00	Theatre Tech	TV012	04-MAY-18
Joshua O'Byrne	BS9964 00	Student Supervisor	TV012	04-MAY-18
Morghan Oleson	BS9551 00	CAB-Exec Team Ent. Ofcr	TV012	21-MAY-18
Lydia Oliver	BW9993 00	Disability Receptionist	TV012	04-MAY-18
Ryan Olsen	BS9910 00	Student Grounds Assistant	TV012	04-MAY-18
Austin Olson	BS9844 00	Peer Tutor - History	TV012	13-MAY-18
Wyatt Osthus	BS9840 00	Student Senate Office Admin.	TV012	21-MAY-18
Wyatt Osthus	BW9810 00	Writing Center Consultant	TV012	04-MAY-18
Timothy Palmer	BS9811 00	MIS Tutor	TV012	21-MAY-18
Timothy Palmer	BW9905 00	KBHU Station Manager	TV012	04-MAY-18
Mariah Palmquist	BS9582 00	Senior Resident Assistant	TV012	07-MAY-18
Rachel Palyan	BS9963 00	Child Care Worker	TV012	04-MAY-18
Nicholas Pappas	BS9985 00	Parking Enforcement	TV012	04-MAY-18
Benjamin Parks	BS9786 00	KBHU - Prod Manager	TV012	04-MAY-18
Tori Parks	BS9963 00	Child Care Worker	TV012	04-MAY-18
Jessica Paul	BW9823 00	Federal Work Study	TV012	04-MAY-18
Makayla Pavel	BW9718 00	Library Clerk	TV012	04-MAY-18
Makayla Pavel	BW9719 00	Library Clerk Supv	TV012	04-MAY-18
Micah Pennel	BW9822 00	Music Work Study	TV012	04-MAY-18
Amber Pennington	BS9819 00	Office Assistant	TV012	04-MAY-18
Sierra Peters	BW9967 00	Child Care Worker	TV012	04-MAY-18
Kiley Phares	BS9582 00	Senior Resident Assistant	TV012	07-MAY-18
Courtney Pierce	BE9268 00	AEP Instructor	TV013	15-MAY-18
Tristen Polensky	BS9989 00	Jacket Journal Work Study	TV012	04-MAY-18
Sarah Ponwith	BW9997 00	Jacket Jour- Graphic Designer	TV012	04-MAY-18
Sarah Ponwith	BW9997 01	COLA - Work Study	TV012	04-MAY-18
Liam Porter	BS9563 00	Student Sustainability Worker	TV012	04-MAY-18
Alexis Powell	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Taylor Powell	BS9818 00	Research Grant MCOM	TV012	21-MAY-18
Taylor Powell	BS9989 00	Jacket Journal Student	TV012	04-MAY-18
Ariel Pozorski	BS9568 00	Assistant Complex Director	TV012	07-MAY-18
Ariel Pozorski	BS9798 00	Receptionist	TV012	04-MAY-18
Ariel Pozorski	BS9840 00	Student Senate Vice President	TV012	21-MAY-18
Ariel Pozorski	BW9802 00	Receptionist	TV012	04-APR-18
Schneider Prophete	BS9910 00	Student Grounds Assistant	TV012	04-MAY-18
Kolter Quick	BS9985 00	Parking Office	TV012	04-MAY-18
Abby Rabenberg	BS9844 00	Peer Tutor - MIS	TV012	04-MAY-18
Abby Rabenberg	BS9974 00	Night Assistant	TV012	07-MAY-18
Joshua Radford	BG9998 00	GA Football	TV012	13-MAY-18
Meghan Ramey	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Meghan Ramey	BS9963 00	Child Care Worker	TV012	04-MAY-18
Meghan Ramey	BS9987 00	Game Day Asst	TV012	21-MAY-18
Garrett Ravert	BS9987 00	Game Day Asst	TV012	21-MAY-18
Garrett Ravert	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Tahiry Razafimanjato	BG9992 00	MBA Graduate Research Asst	TV012	21-APR-18
Tahiry Razafimanjato	BS9828 00	Student Recyling	TV012	04-MAY-18
Tahiry Razafimanjato	BS9973 00	RC Sales clerk	TV012	04-MAY-18
Jessica Rear	BW9832 00	FWS Recycling	TV012	04-MAY-18
Dwan Red Elk	BW9993 0	Disability Receptionist	TV012	04-MAY-18
Erika Redinger	BS9574 00	Math Mentor	TV012	04-MAY-18
Steven Reed	BW9839 00	Student Marketing Assistant	TV012	04-MAY-18

Shannon Regan	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Bethany Reman	BS9890 01	Laboratory Assistant	TV012	21-MAY-18
Alexandra Richards	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Alexandra Richards	BS9987 00	Game Day Asst	TV012	21-MAY-18
Brooke Richards	BS9910 00	Student Grounds Assistant	TV012	21-MAY-18
Brooke Richards	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Sarah Richards	BS9835 00	Student Photographer	TV012	05-MAY-18
Sarah Richards	BS9838 00	Phonathon Caller	TV012	28-APR-18
Teryn Richardson	BS9838 00	Phonathon Caller	TV012	28-APR-18
Teryn Richardson	BS9967 00	On-Duty Resident Assistant	TV012	07-MAY-18
Teryn Richardson	BS9987 00	Game Day Asst	TV012	21-MAY-18
Rachel Ridinger	BS9963 00	Child Care Worker	TV012	04-MAY-18
Jackelin Robles	BS9708 00	Student Admissions Assistant	TV012	20-APR-18
Jackelin Robles	BW9906 00	BHTV Station Manager	TV012	04-MAY-18
Hannah Rodgers	BS9964 00	Building Supervisor	TV012	04-MAY-18
Adrienne Roller	BW9678 00	FWS YC LIfeguard	TV012	04-MAY-18
Amber Rotramel	BG9998 00	GA Rec Sports	TV012	21-MAY-18
Taylor Rae Rowell	BS9989 01	Jacket Journal	TV012	08-MAY-18
Priscilla Ryder	BW9832 00	FWS Recycling	TV012	04-MAY-18
Raymond Salvino	BW9718 00	Library Clerk	TV012	04-MAY-18
Raymond Salvino	BW9719 00	Library Clerk Supv	TV012	04-MAY-18
Katie-Lynn Sarchet	BS9844 00	Peer Tutor - Geography	TV012	13-MAY-18
Sierra Scardino	BS9562 00	Food Service Worker	TV012	04-MAY-18
Agnes Schallenkamp	BW9834 00	Student Print Center Assistant	TV012	04-MAY-18
Jordan Scheuerman	BS9974 00	Night Assistant	TV012	17-MAY-18
Andrea Schipper	BS9828 00	Student Recycling	TV012	21-MAY-18
Eryn Schlotte	BS9542 00	Veterans' Affairs Assistant	TV012	11-MAY-18
Kyle Schluttner	BS9551 00	CAB-Exec Team/Vice President	TV012	21-MAY-18
Kyle Schluttner	BS9967 00	On-call Resident Assistant	TV012	07-MAY-18
Jason Schneider	BS9838 00	Phonathon Caller	TV012	28-APR-18
Brittany Schoenfelder	BW9826 00	Photo Lab Asst	TV012	04-MAY-18
Walker Schouviller	BW9988 00	Parking	TV012	04-MAY-18
Shelby Schramm	BS9963 00	Child Care Worker	TV012	04-MAY-18
James Schroeder	BS9834 00	Student Storekeeper Assistant	TV012	21-MAY-18
Timothy Schroer	BG9998 00	GA Football Defensive Backs	TV012	21-MAY-18
Baylee Schultz	BW9802 00	Receptionist	TV012	04-MAY-18
Paige Schuurmans	BS9575 00	YC Lifeguard	TV012	21-MAY-18
Paige Schuurmans	BW9824 00	Office Assistant	TV012	04-MAY-18
Taylor Schweitzer	BW9828 00	FWS Office Assistant	TV012	04-MAY-18
Taylor Schweitzer	BW9914 00	FWS Grounds Assistant	TV012	04-MAY-18
Amanda Schwend	BW9828 00	FWS Office Assistant	TV012	04-MAY-18
Jessica Sea	BW9834 00	Student Print Center Assistant	TV012	04-MAY-18
Erica Seipert	BS9548 00	Student Sales Clerk RCJZ	TV012	21-MAY-18
Kayleen Selfridge	BS9987 00	Game Day Asst	TV012	21-MAY-18
Halle Seyer	BS9962 00	Operations Specialist	TV012	21-MAY-18
Jamy Shassetz	BW9678 00	YC Lifeguard	TV012	04-MAY-18
Jamy Shassetz	BW9966 00	Operations Specialist	TV012	04-MAY-18
Josephine Sherman	BS9985 00	Parking Office	TV012	04-MAY-18
Halley Shippy	BW9967 00	Child Care Worker	TV012	04-MAY-18
Abigail Siekmann	BS9962 00	Operations Specialist	TV012	21-MAY-18
Tianna Skates	BS9545 00	Peer Advisor CEBS	TV012	04-MAY-18
Kyle Slater	BW9824 01	Office Assistant	TV012	04-MAY-18
Joel Smith	BW9826 00	Photo Lab Asst	TV012	04-MAY-18
Morgan Smith	BS9574 00	Math Mentor	TV012	04-MAY-18
Skylar Smith	BS9579 00	AEPP Tutor	TV012	04-MAY-18
Jayda Snow	BW9967 00	Child Care Worker	TV012	04-MAY-18
Brittney Somerset	BW9824 00	FWS Behavioral Sciences	TV012	04-MAY-18
Elizabeth Sorensen	BS9786 00	KBHU Program Director	TV012	04-MAY-18
Elizabeth Sorensen	BS9910 00	Student Grounds Assistant	TV012	21-MAY-18
Elizabeth Sorensen	BS9995 00	Spanish Tutor	TV012	04-MAY-18
Samuel Sorrell	BS9581 00	Technology Assistant	TV012	04-MAY-18
Wesley Sorrell	BW9718 00	Library Clerk	TV012	04-MAY-18
Wesley Sorrell	BW9719 00	Library Clerk Supv	TV012	04-MAY-18
Samara Soyland	BS9964 00	Information Specialist	TV012	04-MAY-18
Alli Steckelberg	BS9574 00	Math Mentor	TV012	04-MAY-18
David Steffen	BS9989 00	Jacket Journal - Proofreaded	TV012	05-MAY-18
David Steffen	BS9997 00	Writing Center Consultant	TV012	04-MAY-18
Charles Stepp IV	BS9575 99	YC Lifeguard	TV012	21-MAY-18

Lathen Stevens	BW9851 00	Rodeo Assistant	TV012	04-MAY-18
Rebecca Stevenson	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Rebecca Stevenson	BS9989 00	Jacket Journal	TV012	08-MAY-18
Tiffany Stewart	BW9998 00	Math Mentor	TV012	04-MAY-18
Charla Stickland	BW9822 00	Art Dept Assistant	TV012	04-MAY-18
Emma Stone	BS9987 00	Game Day Asst	TV012	21-MAY-18
Emma Stone	BW9785 00	FWS Rec Sports Official	TV012	04-MAY-18
Jacqueline Stroup	BS9549 00	Assistant Student Director	TV012	21-MAY-18
Jacqueline Stroup	BS9838 00	Phonathon Caller	TV012	28-APR-18
Jacqueline Stroup	BW9718 00	Library Clerk	TV012	04-MAY-18
Jacqueline Stroup	BW9719 00	Library Clerk Supv	TV012	04-MAY-18
Thomas Stulken	BE9397 00	Engl Spec SSS	TV013	13-MAY-18
Samuel Suess	BS9811 00	Stats Tutor	TV012	21-MAY-18
Jessica Sundberg	BS9844 00	Peer Tutor - Chemistry	TV012	13-MAY-18
Jessica Sundberg	BW9998 00	Math Mentor	TV012	04-MAY-18
Kathryn Swier	BS9683 00	Student Mail Servcies	TV012	04-MAY-18
Abigail Switzer	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Abigail Switzer	BS9844 00	Peer Tutor - QDA	TV012	04-MAY-18
Leah Szabla	BG9998 00	GA for Womens Basketball	TV012	21-MAY-18
Leah Szabla	BS9987 00	Game Day Asst	TV012	21-MAY-18
Kerry Tarrant	BS9574 00	Math Mentor	TV012	04-MAY-18
Amie Taylor	BS9551 00	CAB-Exec Team Mktg Dir.	TV012	21-MAY-18
Matthew Tetzlaff	BE9144 00	Asst Track & Field Coach	TV013	21-MAY-18
Amber Thomas	BS9708 00	Student Admissions Assistant	TV012	04-MAY-18
Tess Thomas	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Christine Thorn	BS9962 00	Operations Specialist	TV012	21-MAY-18
Deborah Thorp	BE9160 00	Sanford Lab Science Presenter	TV013	21-APR-18
Deborah Thorp	BE9160 00	Sanford Lab Science Presenter	TV013	21-MAY-18
Justin Thorstad	BS9834 00	Student Storekeeper Assistant	TV012	21-MAY-18
Tanner Tillman	BW9914 00	FWS Grounds Assistant	TV012	26-MAR-18
Thomas Trimble	BS9769 00	lab tech	TV012	21-MAY-18
Samantha Trinneer	BS9562 00	Food Service Worker	TV012	04-MAY-18
Jaelani Uthe	BS9574 01	Math Mentor	TV012	04-MAY-18
Jaelani Uthe	BW9825 00	School Work Study	TV012	04-MAY-18
Jaelani Uthe	BW9998 00	MAC Center	TV012	04-MAY-18
Joshua Vaith	BW9672 00	Peer Advisor	TV012	04-MAY-18
Joshua Vaith	BW9687 00	FWS Mail Services	TV012	04-MAY-18
Juliann Van Driel	BS9974 00	Night Assistant	TV012	07-MAY-18
Juliann Van Driel	BW9822 00	Theatre Tech	TV012	04-MAY-18
Abbigail Van Vliet	BW9967 00	Child Care Worker	TV012	04-MAY-18
Kelsey VanDenHemel	BS9708 00	Student Admissions Assistant	TV012	04-MAY-18
Morgan Vasquez	BW9708 0	SFS Office Assistant	TV012	04-MAY-18
Bridget Vatne	BW9718 00	Library Clerk	TV012	04-MAY-18
Brianna Voigt	BW9990 00	Game Day Asst	TV012	04-MAY-18
Amber Wallace	BW9712 00	Student Admissions Assistant	TV012	04-MAY-18
Elyssa Walloch	BS9547 00	Peer Adv. CBNS	TV012	21-MAY-18
Nichole Walters	BS9545 00	Peer Advisor CEBS	TV012	04-MAY-18
Nichole Walters	BS9814 00	Teammates Coordinator	TV012	21-MAY-18
Nichole Walters	BS9844 00	Peer Tutor - Sociology	TV012	12-MAY-18
Nichole Walters	BW9670 00	Peer Advisor CEBS Federal	TV012	04-MAY-18
Shengxiong Wang	BS9587 00	Office Assistant	TV012	21-MAY-18
Minda Warns Bartelt	BS9708 00	Student Admissions Assistant	TV012	04-MAY-18
Taylor Watkins	BS9582 00	Senior Resident Assistant	TV012	07-MAY-18
Taylor Watkins	BS9708 00	Student Admissions Assistant	TV012	04-MAY-18
Megan Wattenhofer	BS9997 00	Writing Center Consultant	TV012	04-MAY-18
Cody Wellman	BW9869 0	Telecounselor	TV012	04-MAY-18
Danielle Wellman	BW9869 00	Student Telecounselor	TV012	04-MAY-18
Francisco Wendlandt Paredes	BS9987 00	Game Day Asst	TV012	21-MAY-18
Kristin Wenzel	BS9987 00	Game Day Asst - VP	TV012	21-MAY-18
Racquel Wientjes	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Remington Wientjes	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Jesse Willis	BS9844 00	Peer Tutor - Chemistry	TV012	13-MAY-18
Courtney Wilson	BE9397 00	Peer Tutor - Psychology	TV013	04-MAY-18
Gloria Wilson	BS9844 00	Peer Tutor - Education	TV012	13-MAY-18
Abbigale Winter	BW9966 00	FWS Operations Specialist	TV012	04-MAY-18
Tate Witcraft	BW9838 00	FWS Storekeeper Assistant	TV012	04-MAY-18
Katie Wolff	BW9678 00	YC Lifeguard	TV012	04-MAY-18
Justin Woodward	BW9824 00	Office Assistant	TV012	04-MAY-18

Katelyn Woten	BS9811 00	ACCT Tutor	TV012	21-MAY-18
Katelyn Woten	BS9844 00	Peer Tutor - Business	TV012	12-MAY-18
Katelyn Woten	BW9810 00	Writing Center Consultant	TV012	04-MAY-18
Katelyn Woten	BW9997 00	Honors Assistant	TV012	04-MAY-18
Dylan Wright	BS9781 00	Rec Sports Official	TV012	21-MAY-18
Sabrina Wyman	BW9708 0	SFS Office Assistant	TV012	04-MAY-18
Michael Yost	BS9987 00	Game Day Asst	TV012	21-MAY-18
Lanaya Young	BS9549 00	Assistant Student Director	TV012	21-MAY-18
Lanaya Young	BS9840 00	Student Senage Campus & Extern	TV012	21-MAY-18
Lanaya Young	BS9974 00	Night Assistant	TV012	17-MAY-18
Juliana Zolondek	BW9674 00	Fed Work Study SoB	TV012	04-MAY-18
Tara Ramsey	BE9484 00	Adj BIOL 153	TV013	21-MAY-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Daniel Asunskis	BE9321	02	OL Chem RC	Department Chair/Dean Duties	5216.86	22-MAR-18
Mary Caton-Rosser	BE9623	12	Asoc Prof MCOM 494	Overload for Teaching	1127.86	22-APR-18
Scott Clarke	BE9922	10	Ass Prof MCOM 494	Overload for Teaching	370.02	22-APR-18
Gina Gibson	BE9622	08	Ass Prof MCOM 494	Overload for Teaching	247.27	22-APR-18
Albert Juhrend	BE9838	05	Director Summer Stage	Supplemental Appointment	7000.00	22-APR-18
Jerry Rawlings	BE9558	04	Asst Prof - MCOM 494	Overload for Teaching	102.00	22-APR-18

Faculty Benefit Eligible (FAC1)
Temporary Salary Adjustments(ST)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Altman Studeny	ME9550	00	Art Instructor	Shared Employee Agreement	500.00	1000.00		1500.00

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Daniel Asunskis	BE9321	01	OL Chem 107	TV013	21-MAY-18
Daniel Asunskis	BE9321	02	OL Chem RC	TV013	21-MAY-18
Adam Blackler	BE9740	02	Asst Prof Hist 492	TV013	21-MAY-18
Mary Caton-Rosser	BE9623	12	Asoc Prof MCOM 494	TV013	21-MAY-18
Scott Clarke	BE9922	10	Ass Prof MCOM 494	TV013	21-MAY-18
William Cockrell	BE9223	01	Instr SOC 100	TV013	21-MAY-18
Laura Colmenero-Chilberg	BE9940	01	Prof PSYC 221	TV013	21-MAY-18
Nathan Deichert	BE9281	01	MSSL Coord	TV013	21-MAY-18
Gina Gibson	BE9622	08	Ass Prof MCOM 494	TV013	21-MAY-18
Christopher Hahn	BE9880	05	Asst Prof, Music 100 Online	TV013	21-MAY-18
Du-lu Hsiao	BE9957	01	Asst. Professor Spanish	TV013	21-MAY-18
Vincent Hustad	BE9248	01	Biol Overload	TV013	21-MAY-18
Faye LaDuke Pelster	BE9697	01	Parafrofessional Grant Duties	TV013	21-MAY-18
Faye LaDuke Pelster	BE9788	03	Principal Investigator/Grant	TV013	21-MAY-18
Urla Marcus	BE9402	01	Instr INED 411/511	TV013	21-MAY-18
Ann Porter	BE9745	00	Professor, Art	TR001	21-MAY-18
Jerry Rawlings	BE9558	04	Asst Prof - MCOM 494	TV013	21-MAY-18
Nicole Royer	BE9944	01	Instr SOC 452	TV013	21-MAY-18
Altman Studeny	ME9550	00	Art Instructor	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Carol Duncan	BE9619	00	Adj Instr - Engl 101	Hire Temp Appointment	3728.00	22-MAR-18
Carol Duncan	BE9619	01	Adj - Inst Engl 201	Hire Temp Appointment	3728.00	22-APR-18
Lori Miller	BE9619	02	Accompanist	Supplemental Appointment	180.00	22-MAR-18

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-18
Kathryn Baum Fjelstad	BE9619	00	Adj Inst - Engl 101	TV013	21-MAY-18
Karel Bielstein	BE9484	00	Adj GEOL 201	TV013	21-MAY-18
Nicole Bisgaard	BE9619	00	Adj Inst - Math 102	TV013	21-MAY-18
Jeoffrey Bispham	BE9478	00	Adj Instr SLDR 775	TV013	21-MAY-18
Erica Bobby	BE9619	04	Adj Instructor -SPCM 101	TV013	21-MAY-18
Erica Bobby	NE9974	00	OCE-SPCM 101 N803T	TV013	21-MAY-18
Erica Bobby	NE9974	01	OCE-SPCM101 - N804T	TV013	21-MAY-18
Vanessa Braband	BE9484	00	Adj chem	TV013	21-APR-18
Danielle Brady	BE9478	00	Adj Instr PSYC 101	TV013	21-MAY-18
Brianne Brasher	BE9619	00	Adj Instr - SPCM	TV013	21-MAY-18
Brianne Brasher	BE9619	01	Adj Inst - SPCM 101 B607	TV013	21-MAY-18
Elizabeth Breed	BE9478	00	Adj Instr ECE 328	TV013	21-MAY-18
Andrzej Buks	BE9484	00	ADJ INST BADM 407	TV013	21-MAY-18
James Castleberry	BE9478	00	Adj Instr SOC 201	TV013	21-MAY-18
Lana Christensen	BE9478	00	Adj Paraprof.Grant Duties	TV013	21-MAY-18
Lindsey Clouse	BE9619	01	Adj Instr Engl 101/201	TV013	21-MAY-18
Justin Conroy	BE9478	00	Adj Inst INED 411/511	TV013	21-MAY-18
Linda Corey	BE9478	00	Adj Instr Student Tchr Supervi	TV013	21-MAY-18
Janet DeCory	BE9619	00	Adj Emeritas - AIS 225	TV013	21-MAY-18
Stephen Digioia	BE9478	00	Adj Instr SOC 350/400	TV013	21-MAY-18
Stephen Digioia	BE9619	01	Adj Instructor - Pols 100 32	TV013	21-MAY-18
Carol Duncan	BE9619	00	Adj Instr - Engl 101	TV013	21-APR-18
Carol Duncan	BE9619	01	Adj - Inst Engl 201	TV013	21-MAY-18
Clay Dykstra	BE9619	00	Adj Instructor- Art 350	TV013	21-MAY-18
Naomi Even-Aberle	BE9619	00	Adj Instr ARTH 121 / 111	TV013	21-MAY-18
Lisbeth Fayer	BE9484	00	Adj Biol	TV013	21-MAY-18
Jennifer Fischer	BE9619	01	Adj Instr Engl 033/101C	TV013	21-MAY-18
Megan Fixen	BE9484	00	Adjunct Instructor	TV013	21-MAY-18
Nicholas Flatley	BE9619	01	Adj Inst - ARTH 100 B603	TV013	21-MAY-18
Douglas Foley	BE9478	00	Adj Instr Studnt Tchr Supervis	TV013	21-MAY-18
Brian Gebhart	BE9619	00	Adj Instr - MCOM 220	TV013	21-MAY-18
Kayla Grams	BE9478	00	Adj Instr HMS 351	TV013	21-MAY-18
Charles Griffin	BE9478	00	Adj Inst SLDR 740	TV013	21-MAY-18
Karl Grimmelmann	BE9619	00	Adj Inst Mcom 305	TV013	21-MAY-18
Seth Harwood	BE9619	00	Adj Inst MCOM 450265/357	TV013	21-MAY-18
Erica Hastert	BE9619	01	Adj Instr Math 102 Online	TV013	21-MAY-18
Jennifer Hill	BE9619	00	Adj Instructor Hist 151	TV013	21-MAY-18
Thomas Hopewell	BE9478	00	Adj Inst SLDR 695	TV013	21-MAY-18
Michael Huxford	BE9478	00	Adj Instr PSYC 101	TV013	21-MAY-18
Brandyn Johnson	BE9619	01	Adj Inst - Engl 101/201/210	TV013	21-MAY-18
Mary Kwenda	BE9619	04	Adj Instr - GS 491/Engl 201	TV013	21-MAY-18
Jennifer Leberknight	BE9484	00	Adj Chem	TV013	21-MAY-18
Nancy Martin	BE9478	00	Adj Instr Student Tchr Supervi	TV013	21-MAY-18
David Martinson	BE9619	00	Adj Instr Muap	TV013	21-MAY-18
Therese Maskulka	BE9484	00	Adjunct BADM 370 marketing	TV013	21-MAY-18
Shannon Maxwell	BE9478	00	Adj PSYC 368,451,452	TV013	21-MAY-18
Francey McOwen-Standart	BE9478	00	Adj Inst SOC 100	TV013	21-MAY-18
Francey McOwen-Standart	BE9478	01	Adj Instr SOC 100 BLOCK	TV013	21-APR-18
Jessica Miles	BE9619	02	Adj Instr - Engl 201/101C/	TV013	21-MAY-18
Lori Miller	BE9619	00	Adj Inst MUAP100,200,210,215	TV013	21-MAY-18
Lori Miller	BE9619	02	Accompanist	TV013	21-APR-18
Phillip Mize	BE9619	00	Adj Instr Math 095	TV013	21-MAY-18
Tonya Mullaney	BE9478	00	Adj Inst SPED 100	TV013	21-MAY-18
Megan Nicolaisen	BE9619	00	Adj Instr MCOM 330	TV013	21-MAY-18
Stephen Parker	BE9619	00	Prof Emer Muap	TV013	21-MAY-18
Patricia Parks	BE9478	00	Adj Instr Studnt Tchr Supervis	TV013	21-MAY-18
Ashlyn Pearson	BE9478	00	Internship Coord	TV013	21-MAY-18
Paul Peterson	BE9619	00	Adj Muap	TV013	21-MAY-18
Tifanie Petro	BE9478	00	Adj Inst HMS 200	TV013	21-MAY-18
Peter Ragnone	BE9619	02	Adj Inst - Phil 100/200	TV013	21-MAY-18
Jennifer Randle	BE9619	01	Adj Instr - Math 095	TV013	21-MAY-18
Mary Redmond	BE9478	00	Adj Instr Studnt Tchr Supervis	TV013	21-MAY-18

Beverly Running Bear	BE9619 00	ADJ Inst - AIS/LAKL 101	TV013	21-MAY-18
Elizabeth Scheetz	BE9484 00	Adj Inst Geol 201 lab	TV013	21-MAY-18
Natalie Scheidler	BE9619 01	Adj Instr Hist 151/152	TV013	21-MAY-18
Irina Sepsyakova	BE9619 00	Adj Instr-Russ 101	TV013	21-MAY-18
Katie Smirnova	BE9619 02	Adj Instr - Muap 150/350	TV013	21-MAY-18
Jeffrey Smith	BE9478 00	Adj Inst SLDR 748	TV013	21-MAY-18
Donovin Sprague	BE9619 00	Adj Inst AIS/Hist	TV013	21-MAY-18
Victoria Sprague	BE9478 00	Adj Inst INED 411	TV013	21-MAY-18
Mato Standing High	BE9478 00	Adj Instr INED 411	TV013	21-MAY-18
Mitchell Stone	BE9619 02	Adj Inst Hist 121/322	TV013	21-MAY-18
Alicia Sutliff-Benusis	BE9619 02	Adj Instr Engl 210 & 222	TV013	21-MAY-18
LeAnn Vette	BE9478 00	Adj Instr Studnt Tchr Supervis	TV013	21-MAY-18
Amber Waseen	BE9619 01	Adj - Muap 120/220	TV013	21-MAY-18
Amber Waseen	BE9619 02	Adj Instr - Mus 100/353	TV013	21-MAY-18
Randall Weiss	BE9619 00	Adj Instructor - Hist 151	TV013	21-MAY-18
Connie White	BE9478 00	Adj Instr Studnt Tchr Supervis	TV013	21-MAY-18
Edda Winkelman	BE9619 00	Adj Instr-Span 211	TV013	21-MAY-18
Annie Woodle	BE9619 00	Adj Instr-MCOM 151	TV013	21-MAY-18
Paul Young	BE9484 00	ADJ INST Biol 121, Biol 286	TV013	21-MAY-18
Betty Zehfus	BE9484 00	Adj Chem	TV013	21-MAY-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution

There are no volunteers for the dates entered

PZRNJOB

South Dakota Board of Regents
BOR Routine 05/30/2018 14:48:33
Date Range : 22-MAR-18 thru 21-MAY-18
For :DSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Thomas Callahan	DE9756	00	Facility Worker-Heston Hall	Appointment	25500.31	10-MAY-18
Ashley Hare	DE9458	00	Facility Worker - Floater	Appointment	25500.31	22-MAR-18
Mark Randall	DE9534	00	Facility Worker - Courtyard	Appointment	25500.31	10-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Scott Allbee	DE9480	01	Student Banner Project	Sal Adj-Unusual Circumstance	0.00			
Peggy Kietzer	DE9793	00	Senior Secretary	Change Salary Rate/Pay Grade	35359.32	35359.32	0.00	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Kandy Lurz	DE9557	00	BOR HR Generalist I	Temporary Additional Duties	17085.82		854.29	17940.11

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Heather Beaner	DE9492	00	Bookstore Associate	TV001	29-MAR-18
Ashley Hare	DE9458	00	Facility Worker - Floater	TV001	20-APR-18
Candise Byllesby	DE9763	00	Communications Network Analyst	TR001	21-APR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Kelly Barnes	DE9449	00	Career Dev/Internship Coord	Appointment	45000.00	22-APR-18
Kathleen Engbrecht	DE1000	00	Summer School Teaching	Summer Teaching Appointment	422.36	22-APR-18
James Jacobsen	DE9461	00	Assoc VP for Student Affairs	Appointment	80000.00	14-MAY-18
Erin Kline	DE9481	00	Coord, Inst Effect & Assess	Appointment	45000.00	30-APR-18
Alexander Kretzschmar	DE9491	00	Athletic Event Staff	Hire Temp Appointment	800.00	01-APR-18
Alexander Kretzschmar	DE9957	00	Assistant Football Coach	Appointment	24650.00	22-MAR-18
Janelle Nielsen	DE9450	00	Coord of Employer Rel & Events	Appointment	42000.00	22-APR-18
David Overby	DE1001	00	Adjunct Instructor - Summer	Summer Teaching Appointment	322.80	22-APR-18
Debra Roach	DE9985	00	Dir Career Services	Appointment	71500.00	23-APR-18
Lucas Skibba	DE9491	00	Athletic Event Staff	Hire Temp Appointment	800.00	01-APR-18
Renae Spohn	DE1000	00	Summer School Teaching	Summer Teaching Appointment	789.60	22-APR-18

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.
Kelly Barnes	DE9816	00	Career Development Advisor	Reclassification	31761.00	44337.82	12576.82	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Brady Banse	DE9955	01	Assistant Baseball Coach	TV001	07-MAY-18
Jamal Branco	DE9491	00	Athletic Event Staff	TV013	20-MAY-18
Ryan Conrad	DE9491	00	Athletic Event Staff	TV013	20-MAY-18
Kathleen Engbrecht	DE9676	01	Instructor - FY18 Overload	TV013	21-MAY-18
Cody Foreman	DE9491	00	Athletic Event Staff	TV013	20-MAY-18
Cody Foreman	DE9491	01	Events Manager	TV013	10-MAY-18
Cody Foreman	DE9491	02	Events Manager	TV013	10-MAY-18
Rachel Fricke	DE9491	00	Athletic Event Staff	TV013	20-MAY-18
Taylor Hunt	DE9491	00	Athletic Event Staff	TV013	20-MAY-18
Alexander Kretzschmar	DE9491	00	Athletic Event Staff	TV013	20-MAY-18
Michael Larsen	DE9956	00	Assistant Men's BBall Coach	TV009	27-APR-18
Ceanna Larson	DE9491	00	Athletic Event Staff	TV013	20-MAY-18
Aisha Lee	DE9947	00	Residence Hall Dir-Higbie Hall	TV009	21-MAY-18
David Overby	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Nathaniel Rauen	DG9997	00	Graduate Administrative Assist	TV012	21-MAY-18
Lucas Skibba	DE9491	00	Athletic Event Staff	TV013	20-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Haley Asimakopoulos	DS8927	01	Summer Conference Assistant	Hire Temp Appointment	800.00	22-APR-18
Haley Asimakopoulos	DW9073	00	Work Study-Stu Affairs-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Samantha Beinlich	DW9080	00	Work Study-Natural Sci-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Rachel Bruntz	DS8927	00	Summer Conference Assistant	Hire Temp Appointment	800.00	22-APR-18
Tri Bui	DS8926	00	Student Labor - HealthPoint	Hire Temp Appointment	1856.00	07-MAY-18
Tri Bui	DS8934	00	NSF Cyber Student Researcher	Hire Temp Appointment	3936.00	14-MAY-18
Drew Concha	DW9091	00	Work Study-CS Help Desk-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Kelley Criddle	DS8934	01	Social Media Specialist	Hire Temp Appointment	1236.00	04-APR-18
Chase DeWitt	DW9077	00	Work Study-Grounds	Hire Temp Appointment	4000.00	13-MAY-18
Kchandra Furney	DW9078	00	Work Study-Career Srvs-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Rachel Groth	DW9081	00	Work Study-Library-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Sai Puneeth Gundamraju	DS8926	00	Student Labor - HealthPoint	Hire Temp Appointment	472.00	05-MAY-18
Skylar Hagen	DS8917	0	Student-Resident Assistant	Hire Temp Appointment	20.00	22-MAR-18
Tavyn Hallan	DW9085	00	Work Study-Enroll Srvs-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Caleb Hanisch	DS8949	00	Student Labor-Library	Hire Temp Appointment	354.00	22-APR-18
Caleb Hanisch	DW9981	00	Work Study-Library	Hire Temp Appointment	354.00	23-APR-18
Xzayana Henderson	DE9693	00	CEX Grant Awards - FRI/SRI	Hire Temp Appointment	450.00	22-APR-18
Xzayana Henderson	DE9693	00	CEX Grant Awards - FRI/SRI	Hire Temp Appointment	450.00	21-MAY-18
Zachary Hoiberg	DS8934	01	CNAP Curriculum Developer	Hire Temp Appointment	2048.00	14-MAY-18
Justin Jungemann	DE9693	00	CEX Grant Awards - FRI/SRI	Hire Temp Appointment	500.00	22-APR-18
Justin Jungemann	DS8918	01	Student Labor - DSU Live	Hire Temp Appointment	100.00	22-APR-18
Lee Kampshoff	DW9082	00	Work Study-Liberal Arts-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Kelsey Kitzelman	DS8949	00	Student Labor-Library	Hire Temp Appointment	354.00	22-APR-18
Kelsey Kitzelman	DW9981	00	Work Study-Library	Hire Temp Appointment	354.00	22-APR-18
Arun Lamichhane	DS8912	00	Graduate Student Labor	Hire Temp Appointment	1968.00	16-MAY-18
Obatola Layiwola	DS8926	00	Student Labor - CAHIT	Hire Temp Appointment	1416.00	15-MAY-18
Lucas Leinen	DE9693	00	CEX Grant Awards - FRI/SRI	Hire Temp Appointment	450.00	22-APR-18
Michael McKee	DW9091	00	Work Study-CS Help Desk-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Tiffany Messick	DW9081	00	Work Study-Library-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Phyzon Milton	DW9091	00	Work Study-CS Help Desk-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Nelofar Muhammadi	DS8930	00	Student Internt'l Programs	Hire Temp Appointment	1416.00	07-MAY-18
Savanna Niles	DW9067	00	Work Study-Fin Aid-Summer	Hire Temp Appointment	4000.00	07-MAY-18
David Noid	DW9097	00	Work Study-Athletics-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Gideon Owusu	DS8949	00	Labor-Library	Hire Temp Appointment	354.00	22-APR-18
Raven Patton	DW9097	00	Work Study-Athletics-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Logan Peckenpaugh	DS8949	00	Student Labor-Library Assist	Hire Temp Appointment	708.00	18-APR-18
Briann Pitts	DE9693	00	CEX Grant Awards - FRI/SRI	Hire Temp Appointment	500.00	22-APR-18
Stephanie Plucker	DS8934	00	Assistant-Gen Cyber Camp	Hire Temp Appointment	1086.00	05-MAY-18
Dominique Redlin	DE9693	00	CEX Grant Awards - FRI/SRI	Hire Temp Appointment	500.00	22-APR-18
Amanda Rowland	DS8934	00	GenCybHER Camp Assistant	Hire Temp Appointment	1062.00	14-MAY-18
Gabriel Salles Simao	DS8970	00	Student Labor-Grounds Crew	Hire Temp Appointment	1416.00	07-MAY-18

Alexis Schryvers	DW9086	00	Work Study-Education-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Ila Sinha	DG9981	00	Graduate Admin Assistant-MSACS	Hire Temp Appointment	5592.00	14-MAY-18
Ila Sinha	DS8926	00	Student Labor - HealthPoint	Hire Temp Appointment	492.00	03-MAY-18
Alissa Slenes	DW9095	00	Work Study-Bookstore-Summer	Hire Temp Appointment	4000.00	07-MAY-18
Bikash Tamang	DS8912	00	Graduate Student Labor	Hire Temp Appointment	1968.00	09-MAY-18
Regina Van Driel	DS8927	00	Summer Conferencing Assistant	Hire Temp Appointment	800.00	22-APR-18
Alexander Van Keulen	DS8949	00	Labor-Library	Hire Temp Appointment	354.00	22-APR-18
Alexander Van Keulen	DW9981	00	Work Study-Library	Hire Temp Appointment	354.00	22-APR-18
Alexis Vander Wilt	DE9693	00	CEX Grant Awards - FRI/SRI	Hire Temp Appointment	450.00	22-APR-18
Kyann Wallace	DW9073	00	Summer WS-Student Services	Hire Temp Appointment	4000.00	07-MAY-18
Roger Wallace	DW9969	00	Workstudy - Human Resources	Hire Temp Appointment	4000.00	07-MAY-18
Madison Whitcomb	DW9081	00	Work Study-Library-Summer	Hire Temp Appointment	4000.00	07-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Adeshina Adebowale	DG9983	00	Graduate Research Assis-MSIA	TV012	21-MAY-18
Haley Asimakopoulos	DS8917	00	Student-Resident Assistant	TV012	21-MAY-18
Haley Asimakopoulos	DW9985	00	Work Study-Enrollment Srvs	TV012	04-MAY-18
Alex Babcock	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Taylor Balling	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Jacob Banghart	DW9997	00	Work Study-Athletics	TV012	04-MAY-18
Shelby Bartlett	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
Braydn Beals	DS8917	00	Student-Resident Assistant	TV012	21-MAY-18
Ethelle Bean	DS8955	00	ADA Assistant	TV012	04-MAY-18
Samantha Beinlich	DS8917	01	Senior Resident Assistant	TV012	21-MAY-18
Bailey Belisario	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
John Benson	DS8934	01	Student Researcher	TV012	21-MAY-18
Ashley Biggins	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Brett Blackstock	DS8910	00	SL-Learning Assist (Title III)	TV012	13-MAY-18
Stephanie Boersma	DW9986	00	Work Study-Education	TV012	04-MAY-18
Jovana Bogdanovic	DG9981	00	Graduate Admin Assistant-MSACS	TV012	21-MAY-18
Mitchel Bogue	DW9981	00	Work Study-Library	TV012	04-MAY-18
William Boldt	DS8934	00	Student Researcher	TV012	21-MAY-18
Sydney Borer	DS8955	00	Student Labor-ADA	TV012	04-MAY-18
Spencer Boy	DS8974	00	Student Labor - Tech Fellow	TV012	21-MAY-18
Hunter Brindley	DG9983	00	Graduate Research Assis-MSIA	TV012	21-MAY-18
Peyton Brokiewicz	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Kaylen Brown	DW9993	00	Work Study-Community Cntr	TV012	04-MAY-18
Linda Brozik	DE9493	00	NFE Temp Assistant	TV013	21-MAY-18
Richard Brubakken	DE9541	00	Student Teaching Supervisor	TV013	08-MAY-18
Rachel Bruntz	DS8917	00	Student-Resident Assistant	TV012	21-MAY-18
Andrea Bryant	DS8976	00	Student Labor-Trojan Times	TV012	21-MAY-18
Tri Bui	DS8934	00	NSF Cyber Student Researcher	TV012	08-MAY-18
Tri Bui	DS8961	00	Student Labor-Tutor	TV012	10-MAY-18
Alec Bultje	DW9993	00	Work Study-Community Cntr	TV012	04-MAY-18
Derrick Burkhardt	DS8917	00	Student-Resident Assistant	TV012	21-MAY-18
Daniel Burwitz	DS8934	00	Student Researcher	TV012	21-MAY-18
Bethany Cable	DW9978	00	Work Study-Career Services	TV012	04-MAY-18
Joel Carmona-Rojas	DS8918	00	Student Labor - DSU Live	TV012	16-MAY-18
Akhilesh Chauhan	DS8972	00	SL-IR Assistant	TV012	21-MAY-18
Jared Chavez	DW9965	00	Workstudy-Student Development	TV012	04-MAY-18
Michael Cleveland	DW9996	00	Work Study-BIS	TV012	04-MAY-18
River Collins	DS8934	00	Student Research Assistant	TV012	21-MAY-18
Drew Concha	DW9991	00	Work Study-ITS Help Desk	TV012	04-MAY-18
Kasey Cookman	DS8990	00	Student Labor-Intramurals	TV012	11-MAY-18
Andrew Cottier	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
Nathan Cregut	DS8961	00	Labor-Tutor	TV012	04-MAY-18
Grace Crook	DW9969	00	Workstudy - Human Resources	TV012	04-MAY-18
Nicholas Crowley	DS8917	00	Student-Resident Assistant	TV012	21-MAY-18
Braden Curnow	DW9063	00	WorkStudy-Beacom College	TV012	04-MAY-18
Michael Cutshaw	DS8934	01	NSA Student Researcher	TV012	14-MAY-18
Kristene Daugaard	DS8993	00	Student Labor-Telecounselors	TV012	21-MAY-18
Kristene Daugaard	DW9972	00	Work Study-America Reads	TV012	04-MAY-18
Alexsiy Davidyuk	DS8913	00	Student Labor-Beacom College	TV012	04-MAY-18

Jack Donovan	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Jack Donovan	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Caleb Dykstra	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Griffin Egner	DS8934 01	NSA Student Researcher	TV012	14-MAY-18
Alyssa Eining	DW9973 00	Work Study-Student Services	TV012	21-APR-18
Brady Elder	DS8990 00	Student Labor-Intramurals	TV012	11-MAY-18
David Enersen	DW9997 00	Work Study-Athletics	TV012	04-MAY-18
Peter Engels	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Gabrielle Englund	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-18
Martin Erck	DW9980 00	Work Study-Natural Sciences	TV012	04-MAY-18
Andrew Erdmann	DS8993 00	Student Labor-Telecounselors	TV012	21-MAY-18
Patricia Ersland	DE9541 00	Student Teaching Supervisor	TV013	08-MAY-18
April Farmer	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
April Farmer	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Andrew Field	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Micah Flack	DS8934 00	Student Researcher	TV012	21-MAY-18
Luke Fleck	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Seth Fleming	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Seth Fleming	DS8976 00	Student Labor-Trojan Times	TV012	21-MAY-18
Connor Ford	DS8955 00	Student Labor-ADA	TV012	04-MAY-18
Kennedi Ford	DS8909 00	SL-SI Leaders (Tittle III)	TV012	13-MAY-18
Shemika Frazier	DW9980 00	Work Study-Natural Sciences	TV012	04-MAY-18
Vinicius Freitas	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Vinicius Freitas	DS8949 00	Labor-Library	TV012	04-MAY-18
Kchandra Furney	DW9978 00	Work Study-Career Services	TV012	04-MAY-18
Patrick Gallo	DS8908 00	Student Labor-DSU Strong	TV012	04-MAY-18
Nuwanthi Gamhewage	DG9996 00	Graduate Research Assist -Doc	TV012	21-APR-18
Dravin Gardner	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Michael Garry	DS8909 00	Student Labor - DSU Strong	TV012	04-MAY-18
Cordell Giese	DW9982 00	Work Study-Liberal Arts	TV012	04-MAY-18
Erik Goff	DW9963 00	WorkStudy-Beacom College	TV012	04-MAY-18
Samuel Gottschalk	DS8934 00	NSA Student Researcher	TV012	14-MAY-18
Kimberly Grambihler	DS8993 00	Student Labor-Telecounselors	TV012	21-MAY-18
Narayana Murthy Rahul Grandhi	DS8912 00	Graduate Student Labor	TV012	21-MAY-18
Cody Gregg	DW9982 00	Work Study-Liberal Arts	TV012	04-MAY-18
Megan Griebel	DS8987 00	Student Labor-Bookstore	TV012	11-MAY-18
Dylan Griffith	DS8918 00	Student Labor - DSU Live	TV012	04-MAY-18
Brooke Gronli	DS8949 00	Student Labor-Library	TV012	04-MAY-18
Rachel Groth	DS8913 00	CGD Research/Maint/Marketing	TV012	04-MAY-18
Rachel Groth	DS8955 00	Student Labor-ADA	TV012	04-MAY-18
Rachel Groth	DW9981 00	Work Study-Library	TV012	04-MAY-18
Mason Gulbranson	DW9991 00	Work Study-ITS Help Desk	TV012	03-APR-18
Sai Puneeth Gundamraju	DS8926 00	Student Labor - HealthPoint	TV012	21-MAY-18
Sai Puneeth Gundamraju	DS8996 00	Student Labor-Pen Tester	TV012	04-MAY-18
Alexa Haag	DS8987 00	Student Labor-Bookstore	TV012	11-MAY-18
Laura Haberman	DE9541 00	Student Teaching Supervisor	TV013	08-MAY-18
Skylar Hagen	DS8917 0	Student-Resident Assistant	TV012	21-MAY-18
Skylar Hagen	DS8957 00	SL-Course Assistant HIM	TV012	05-MAY-18
Danica Hahn	DS8913 00	Student Labor-Beacom College	TV012	04-MAY-18
Danica Hahn	DS8934 01	NSA Student Researcher	TV012	14-MAY-18
Danica Hahn	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Aoun Haider	DG9984 00	Grad Research Assistant-MSA	TV012	21-MAY-18
Tavyn Hallan	DW9985 00	Work Study-Enrollment Srvs	TV012	04-MAY-18
William Hamilton-Smith	DW9063 00	WorkStudy-College of Computing	TV012	04-MAY-18
Caleb Hanisch	DS8949 00	Student Labor-Library	TV012	04-MAY-18
Caleb Hanisch	DW9981 00	Work Study-Library	TV012	21-APR-18
Caleb Hanisch	DW9981 00	Work Study-Library	TV012	25-APR-18
Alexis Hanson	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Alicia Hanson	DS8913 00	Student Labor-Beacom College	TV012	04-MAY-18
Alicia Hanson	DS8934 01	NSA Student Researcher	TV012	14-MAY-18
Alicia Hanson	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Nathan Harmer	DS8917 00	Student Labor - RA	TV012	21-MAY-18
Nathan Harmer	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Joshua Hazen	DW9993 00	Work Study-Community Cntr	TV012	04-MAY-18
Janell Healy	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Joshua Heesch	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Joshua Heesch	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Xzayana Henderson	DW9980 00	Work Study-Natural Sciences	TV012	04-MAY-18

Isaac Hettver	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Jared Hinze	DS8934 00	NSA Student Researcher	TV012	14-MAY-18
Rickey Janssen	DE9712 00	Art Assistant-Kiln Operator	TV013	21-MAY-18
Kathy Jensen	DS8961 00	Labor-Tutor	TV012	10-MAY-18
Keri Johnson	DW9985 00	Work Study-Enrollment Srvs	TV012	04-MAY-18
Margaret Johnson	DW9973 00	Work Study-Student Services	TV012	04-MAY-18
Riley Johnson	DS8934 00	NSF Cyber Student Researcher	TV012	08-MAY-18
Marissa Jongeling	DS8957 00	Student Proctor	TV012	04-MAY-18
Jordan Jorgensen	DS8934 00	NSA Student Researcher	TV012	14-MAY-18
Jordan Jorgensen	DS8961 00	Labor-Tutor	TV012	04-MAY-18
Andrew Jorgenson	DS8934 01	R & D Innovation Grant	TV012	21-MAY-18
Andrew Jorgenson	DS8934 03	Application Developer	TV012	04-MAY-18
Justin Jungemann	DE9693 00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Justin Jungemann	DS8918 00	Student Labor - DSU Live	TV012	16-MAY-18
Justin Jungemann	DS8918 01	Student Labor - DSU Live	TV012	21-MAY-18
Hope Juntunen	DS8910 00	SL-Learning Assist (Title III)	TV012	13-MAY-18
Hope Juntunen	DS8955 00	Student Labor-ADA	TV012	04-MAY-18
Abygail Justice	DW9982 00	Work Study-Liberal Arts	TV012	02-APR-18
Lee Kampshoff	DW9982 00	Work Study-Liberal Arts	TV012	04-MAY-18
Jarod Keene	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Amani Kegode	DS8934 00	NSA Student Researcher	TV012	14-MAY-18
Bigyan Khanal	DG9984 00	Grad Research Assistant-MSA	TV012	21-MAY-18
Kelsey Kitzelman	DS8949 00	Student Labor-Library	TV012	04-MAY-18
Kelsey Kitzelman	DW9981 00	Work Study-Library	TV012	21-APR-18
Kelsey Kitzelman	DW9981 00	Work Study-Library	TV012	24-APR-18
Elizabeth Klett	DS8976 00	Student Labor-Trojan Times	TV012	21-MAY-18
Kendra Klumb	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Kendra Klumb	DS8951 00	Student Labor - Success Center	TV012	04-MAY-18
Isaac Kortan	DW9993 00	Work Study-Community Cntr	TV012	04-MAY-18
Nathan Kramer	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Michael Krause	DW9991 00	Work Study-ITS Help Desk	TV012	04-MAY-18
Morgan Krein	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-18
Morgan Krein	DS8990 00	Student Labor-Intramurals	TV012	11-MAY-18
Austin Krieger	DW9991 00	Work Study-ITS Help Desk	TV012	04-MAY-18
Arica Kulm	DG9980 00	Graduate Admin Assistant-MSIA	TV012	21-MAY-18
Arun Lamichhane	DG9998 00	Graduate Research Assist-MSIS	TV012	21-MAY-18
Thomas Lange	DS8913 00	Cyber Security Researcher	TV012	04-MAY-18
Amanda Larson	DW9996 00	Work Study-BIS	TV012	04-MAY-18
Marwat Lawal	DS8932 00	Student Labor-Student Union	TV012	04-MAY-18
Obatola Layiwola	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Obatola Layiwola	DS8926 00	Student Labor - CAHIT	TV012	04-MAY-18
Lucas Leinen	DE9693 00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Lucas Leinen	DW9980 00	Work Study-Natural Sciences	TV012	04-MAY-18
Nathan Lietha	DS8934 00	Application Developer	TV012	21-MAY-18
Hunter Lippert	DW9979 00	Work Study-CAHIT	TV012	04-MAY-18
Trever Listman	DW9980 00	Work Study-Natural Sciences	TV012	04-MAY-18
Ryan Little	DS8918 00	Student Labor - DSU Live	TV012	04-MAY-18
Tayler Logue	DS8910 00	SL-Learning Assist (Title III)	TV012	13-MAY-18
Tayler Logue	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Reno Longe	DW9981 00	Work Study-Library	TV012	04-MAY-18
Lauren Loos	DS8932 00	Student Labor-Student Union	TV012	04-MAY-18
Kaysea Luna	DW9977 00	Work Study-Physical Plant	TV012	04-MAY-18
Samantha Luze	DG9997 00	Grad Admin Assist-MSET-Sport	TV012	21-MAY-18
Rebecca Lyall	DE9476 00	Temp Counseling Intern	TV013	03-MAY-18
Robert Malick	DS8918 00	Student Labor - DSU Live	TV012	16-MAY-18
Ryan Marnette	DW9990 00	Work Study-Extended Programs	TV012	04-MAY-18
Leah Marsh	DS8981 00	Student Labor - Phonathon	TV012	21-MAY-18
Victoria Martin	DS8976 00	Student Labor-Trojan Times	TV012	21-MAY-18
Bailee Matucha	DW9973 00	Work Study-Student Services	TV012	04-MAY-18
Hannah May	DW9982 00	Work Study-Liberal Arts	TV012	04-MAY-18
Michael McKee	DW9991 00	Work Study-ITS Help Desk	TV012	04-MAY-18
Jack Meixell	DW9977 00	Work Study-Physical Plant	TV012	04-MAY-18
Sergio Mendez	DS8932 00	Student Labor-Student Union	TV012	04-MAY-18
Kayla Mentele	DS8910 00	Learning Assist-Writing Center	TV012	13-MAY-18
Tiffany Messick	DW9063 00	WorkStudy-College of Computing	TV012	04-MAY-18
Layne Meyers	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Phyzon Milton	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Phyzon Milton	DW9991 00	Work Study-ITS Help Desk	TV012	04-MAY-18

Nancy Moose	DS8955 00	ADA Assistant	TV013	04-MAY-18
Roger Moose	DS8955 00	ADA Assistant	TV013	04-MAY-18
Cassandra Morgan	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Cassandra Morgan	DS8961 00	Labor- Lead Tutor	TV012	04-MAY-18
Sydney Moss	DS8955 00	Student Labor-ADA	TV012	04-MAY-18
Joseph Mueting	DE9541 00	Student Teaching Supervisor	TV013	08-MAY-18
Nelofar Muhammadi	DS8917 00	Student-Resident Assistant	TV012	21-MAY-18
Nelofar Muhammadi	DS8930 00	Student Internt'l Programs	TV012	04-MAY-18
Garrett Mullins	DS8976 00	Student Labor-Trojan Times	TV012	21-MAY-18
Joseph Nelson	DG9997 00	Grad Admin Assistant-MSET	TV012	21-MAY-18
Khoi Nguyen	DS8934 00	Labor-IA Reseach Assist	TV012	04-MAY-18
Khoi Nguyen	DS8957 00	SL-Student Proctor	TV012	21-MAY-18
Khoi Nguyen	DS8961 00	Labor-Tutor	TV012	04-MAY-18
Savanna Niles	DW9995 00	Work Study-Bookstore	TV012	04-MAY-18
Aarne Nixon	DW9980 00	Work Study-Natural Sciences	TV012	04-MAY-18
David Noid	DW9997 00	Work Study-Athletics	TV012	04-MAY-18
Nicholas O'Donnell	DS8956 00	Student Labor - IT Help Desk	TV012	04-MAY-18
Jordan Oberg	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Ivy Oeltjenbruns	DS8978 00	Student Senate Admin Assist	TV012	21-MAY-18
Devin Oien	DW9977 00	Work Study-Physical Plant	TV012	04-MAY-18
Emily Ortmann	DS8911 00	SL-Peer Advis Coach-Title III	TV012	04-MAY-18
Gideon Owusu	DS8949 00	Labor-Library	TV012	27-APR-18
Gideon Owusu	DW9981 00	Work Study-Library	TV012	21-APR-18
Jared Palmer	DS8934 00	NSA Student Researcher	TV012	14-MAY-18
Chandra Patil	DG9998 00	Graduate Research Assist-MSA	TV012	21-MAY-18
John Patterson	DS8949 00	Student Labor-Library	TV012	04-MAY-18
Raven Patton	DW9997 00	Work Study-Athletics	TV012	04-MAY-18
Zachary Paulson	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Logan Peckenpaugh	DS8949 00	Student Labor-Library Assist	TV012	04-MAY-18
Logan Peckenpaugh	DW9981 00	Work Study-Library	TV012	17-APR-18
Katrina Perry	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Kobey Phoummany	DS8918 00	Student Labor - DSU Live	TV012	04-MAY-18
Elemae Pierce	DS8955 00	Student Labor-ADA	TV012	04-MAY-18
Elemae Pierce	DW9981 00	Work Study-Library	TV012	04-MAY-18
Briann Pitts	DE9693 00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Briann Pitts	DS8953 00	Student Labor-Nat Sci Lab Fee	TV012	04-MAY-18
Jesse Plaetz	DW9997 00	Work Study-Athletics	TV012	04-MAY-18
Britley Plautz	DS8990 00	Student Labor-Intramurals	TV012	04-MAY-18
Stephanie Plucker	DG9983 00	Grad Teaching Assist-MSIA	TV012	21-MAY-18
Carl Poss	DS8909 00	SL-SI Leaders (Tittle III)	TV012	13-MAY-18
Jared Rakness	DS8961 00	Labor-Tutor	TV012	04-MAY-18
Tucker Ramhorst	DS8932 00	Student Labor-Student Union	TV012	04-MAY-18
Dominique Redlin	DE9693 00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Dominique Redlin	DS8918 00	Student Labor - DSU Live	TV012	16-MAY-18
Dominique Redlin	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Luke Reiner	DS8976 00	Student Labor-Trojan Times	TV012	21-MAY-18
Andrew Reps	DS8911 00	SL-Peer Advis Coach-Title III	TV012	04-MAY-18
Andrew Reps	DW9991 00	Work Study-ITS Help Desk	TV012	04-MAY-18
Robert Richardson	DS8961 00	Student Labor- Peer Tutor	TV012	04-MAY-18
Ashley Robinson	DW9996 00	Work Study-BIS	TV012	04-MAY-18
Megan Robinson	DW9996 00	Work Study-BIS	TV012	04-MAY-18
Tatum Ronke	DS8935 00	Labor - Student Ambassadors	TV012	21-MAY-18
Amanda Ruiz	DS8934 01	Student Research Assistant	TV012	21-MAY-18
Collin Rumpca	DS8974 00	Student Labor - Tech Fellow	TV012	21-MAY-18
Mary Ryan	DS8955 00	ADA Assistant	TV013	04-MAY-18
Colin Sabers	DW9993 00	Work Study-Community Cntr	TV012	04-MAY-18
Logan Sampson	DS8934 01	Student Researcher	TV012	21-MAY-18
Lauren Sanberg	DS8908 00	Student Labor-DSU Strong	TV012	04-MAY-18
Mitchell Sandberg	DW9978 00	Work Study-Career Services	TV012	04-MAY-18
Tajia Schamp	DS8993 00	Student Labor-Telecounselors	TV012	21-MAY-18
Madeline Schmitt	US7983 03	Student Technical Assistant	TV012	21-MAY-18
Madeline Schmitt	US8046 03	Writing Center Tutor	TV012	21-MAY-18
Alexandra Schneider	DW9978 00	Work Study-Career Services	TV012	04-MAY-18
Emily Schroeder	DS8934 00	Labor-CybHER Assistant	TV012	21-MAY-18
Alexis Schryvers	DW9986 00	Work Study-Education	TV012	04-MAY-18
Laura Schuck	DS8957 00	Student Proctor	TV012	09-MAY-18
Mackenzie Schultz	DG9997 00	Grad Admin Assist-MSET	TV012	21-MAY-18
Shelbee Schultz	DW9972 00	Work Study-America Reads	TV012	04-MAY-18

Daniel Sebit	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
Sai Venkat Seru	DS8912	00	Graduate Student Labor	TV012	11-MAY-18
FNU Shanti Sree	DG9984	00	Grad Research Assistant-MSA	TV012	21-MAY-18
Dominic Sharma	DW9991	00	Work Study-ITS Help Desk	TV012	04-MAY-18
Jean-Michel Armand Shema Shing	DS8911	00	SL-Peer Advis Coach-Title III	TV012	04-MAY-18
Jean-Michel Armand Shema Shing	DS8949	00	Student Labor-Library	TV012	04-MAY-18
Kristen Sieck	DS8918	00	Student Labor - DSU Live	TV012	16-MAY-18
Jeff Simmons	DE9541	00	Student Teaching Supervisor	TV013	08-MAY-18
Ila Sinha	DS8926	00	Student Labor - HealthPoint	TV012	11-MAY-18
Alissa Slenes	DW9995	00	Work Study-Bookstore	TV012	04-MAY-18
Christian Small	DS8990	00	Student Labor-Intramurals	TV012	04-MAY-18
Cody Smith	DW9993	00	Work Study-Community Cntr	TV012	04-MAY-18
Zayn Snyder	DW9991	00	Work Study-ITS Help Desk	TV012	04-MAY-18
Jill Stearns	DS8955	00	ADA Assistant	TV013	04-MAY-18
Trent Steen	DS8934	01	Student Researcher	TV012	21-MAY-18
Hannah Steffen	DW9993	00	Work Study-Community Cntr	TV012	04-MAY-18
Nicole Stewart	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Katherine Stier	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Abbie Strasser	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
Jacob Strauss	DW9989	00	Work Study-DSU Foundation	TV012	04-MAY-18
Keegan Struble	DS8976	00	Student Labor-Trojan Times	TV012	21-MAY-18
Michael Stydel	DW9977	00	Work Study-Physical Plant	TV012	04-MAY-18
Ryan Styles	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
Ryan Styles	DS8974	00	Student Labor - Tech Fellow	TV012	21-MAY-18
Joseph Swanson	DS8976	00	Student Labor-Trojan Times	TV012	21-MAY-18
Vaille Swenson	DS8955	00	Student Labor-ADA	TV012	04-MAY-18
Vaille Swenson	DS8957	00	SL-Course Assistant	TV012	09-MAY-18
Bikash Tamang	DG9998	00	Graduate Research Assist-MSIS	TV012	21-MAY-18
Connor Teel	DW9997	00	Work Study-Athletics	TV012	04-MAY-18
Dylan Terry	DS8917	00	Student-Resident Assistant	TV012	21-MAY-18
Alex Thomas	DS8926	00	Student Labor - CAHIT	TV012	04-MAY-18
Derrek Thompson	DS8917	00	Student-Resident Assistant	TV012	21-MAY-18
Lauren Torkelson	DS8913	00	Student Labor-Beacom College	TV012	04-MAY-18
Lauren Torkelson	DS8934	00	NSA Student Researcher	TV012	14-MAY-18
Lauren Torkelson	DS8974	00	Student Labor - Tech Fellow	TV012	21-MAY-18
Ronald Tortorello	DG9980	00	Graduate Admin Assistant-MSIA	TV012	21-MAY-18
John Townsend	DS8934	00	NSA Student Researcher	TV012	14-MAY-18
John Townsend	DW9980	00	Work Study-Natural Sciences	TV012	04-MAY-18
John Trout	DS8935	00	Labor - Student Ambassadors	TV012	05-MAY-18
Link Tucker	DW9982	00	Work Study-Liberal Arts	TV012	04-MAY-18
Susan Turnipseed	DE9541	00	Student Teaching Supervisor	TV013	08-MAY-18
Jacob Tvedt	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Dheer Uprety	DG9984	00	Grad Research Assistant-MSA	TV012	21-MAY-18
Regina Van Driel	DS8934	02	NSA Student Researcher	TV012	14-MAY-18
Regina Van Driel	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
Alexander Van Keulen	DS8949	00	Labor-Library	TV012	04-MAY-18
Alexander Van Keulen	DW9981	00	Work Study-Library	TV012	21-APR-18
Alexander Van Keulen	DW9981	00	Work Study-Library	TV012	25-APR-18
Natalie Van Wyhe	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
Alexis Vander Wilt	DE9693	00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Alexis Vander Wilt	DS8935	00	Labor - Student Ambassadors	TV012	21-MAY-18
Garrett Verhoeven	DS8918	00	Student Labor - DSU Live	TV012	16-MAY-18
Hans Verhoeven	DS8934	00	NSA Student Researcher	TV012	14-MAY-18
Brian Vertullo	DS8934	01	Student Researcher	TV012	21-MAY-18
Ryan Voyles	DS8934	00	NSA Student Researcher	TV012	14-MAY-18
Viana Waldner	DS8909	00	SL-SI Leaders (Tittle III)	TV012	13-MAY-18
Kyann Wallace	DW9973	00	Work Study-Student Services	TV012	04-MAY-18
Roger Wallace	DW9973	00	Work Study-Student Services	TV012	04-MAY-18
Braedon Wallenstein	DS8990	00	Student Labor-Intramurals	TV012	04-MAY-18
Joshua Ware	DW9991	00	Work Study-ITS Help Desk	TV012	04-MAY-18
Christian Weelborg	DS8934	00	NSA Student Researcher	TV012	14-MAY-18
Lindsey Weidner	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Tyler Wharton	DS8981	00	Student Labor - Phonathon	TV012	21-MAY-18
Madison Whitcomb	DW9981	00	Work Study-Library	TV012	04-MAY-18
Miranda Wiedeman	DS8957	00	Student Labor-Extended Program	TV012	21-MAY-18
Miranda Wiedeman	DS8987	00	Student Labor-Bookstore	TV012	05-MAY-18
Carrie Wieman	DE9711	00	Cheerleading Advisor	TV013	04-MAY-18
Mason Wieman	DS8918	00	Student Labor - DSU Live	TV012	16-MAY-18

Mason Wieman	DS8974	00	Student Labor - Tech Fellow	TV012	21-MAY-18
Joseph Wieneke	DW9980	00	Work Study-Natural Sciences	TV012	04-MAY-18
Jalynn Willcuts	DS8990	00	Student Labor-Intramurals	TV012	04-MAY-18
Jacob Williams	DS8934	01	Student Researcher	TV012	21-MAY-18
Carlie Wolf	DW9967	00	Work Study-Financial Aid	TV012	04-MAY-18
Hunter Wood	DW9967	00	Work Study-Financial Aid	TV012	04-MAY-18
Abbey Young	DW9981	00	Work Study-Library	TV012	04-MAY-18
Benjamin Young	DS8957	00	SL- Student Proctor	TV012	04-MAY-18
Paulina Zach	DS8981	00	Student Labor - Phonathon	TV012	21-APR-18

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	307.95	22-APR-18
Katie Anderson	DE1000	00	Summer School Teaching	Summer Teaching Appointment	746.71	22-APR-18
Richard Avery	DE1000	00	Summer School Teaching	Summer Teaching Appointment	5860.26	22-APR-18
Stacey Berry	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1840.60	22-APR-18
Sulabh Bhattarai	DE1000	00	Summer School Teaching	Summer Teaching Appointment	880.02	22-APR-18
David Bishop	DE1000	00	Summer School Teaching	Summer Teaching Appointment	840.00	22-APR-18
David Bishop	DE9694	00	START Seed Grant	Supplemental Appointment	1500.00	22-APR-18
Justin Blessinger	DE9694	01	START Award	Supplemental Appointment	1500.00	22-APR-18
Sandra Champion	DE1000	00	Summer School	Summer Teaching Appointment	725.16	22-APR-18
Sandra Champion	DE9693	00	CEX Grant Awards - FRI/SRI	Supplemental Appointment	500.00	22-APR-18
Yen-Ling Chang	DE1000	00	Summer School	Summer Teaching Appointment	1635.82	22-APR-18
Susan Conover	DE1000	00	Summer School Teaching	Summer Teaching Appointment	167.53	22-APR-18
Kyle Cronin	DE1000	00	Summer School Teaching	Summer Teaching Appointment	710.02	22-APR-18
Kyle Cronin	DE9553	00	IT Administrator	Supplemental Appointment	1500.00	22-APR-18
Timothy Fiegen	DE1000	00	Summer School Teaching	Summer Teaching Appointment	604.80	22-APR-18
Kari Forbes-Boyte	DE1000	00	Summer School Teaching	Summer Teaching Appointment	2077.46	22-APR-18
Derek Franken	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1525.75	22-APR-18
Michael Gaylor	DE9693	00	CEX Grant Awards - SRI	Supplemental Appointment	500.00	22-APR-18
Michael Gaylor	DE9693	01	USMRI Award	Supplemental Appointment	500.00	22-APR-18
Michael Gaylor	DE9694	01	START Award	Supplemental Appointment	2000.00	22-APR-18
Mark Geary	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1306.53	22-APR-18
Mark Geary	DE9693	00	CEX Grant Awards-FRI/SRI	Supplemental Appointment	2500.00	22-APR-18
Mark Geary	DE9694	01	START Seed Grant	Supplemental Appointment	2000.00	22-APR-18
Robert Girtz	DE1000	00	Summer School Teaching	Summer Teaching Appointment	2856.00	22-APR-18
Steven Graham	DE1000	00	Summer School Teaching	Summer Teaching Appointment	724.41	22-APR-18
Thomas Halverson	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1881.18	22-APR-18
Michael Ham	DE1000	00	Summer School Teaching	Summer Teaching Appointment	680.00	22-APR-18
Robert Honomichl	DE1000	00	Summer School Teaching	Summer Teaching Appointment	424.00	22-APR-18
Jason Jenkins	DE1000	00	Summer School Teaching	Summer Teaching Appointment	400.00	22-APR-18
Viki Johnson	DE1000	00	Summer School Teaching	Appointment	1979.78	22-APR-18
Kimberly Jones	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1291.20	22-APR-18
Angela Keith	DE1000	00	Summer School Teaching	Summer Teaching Appointment	710.16	22-APR-18
Daniel Klumper	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1411.20	22-APR-18
Scott Klungseth	DE1000	00	Summer School Teaching	Summer Teaching Appointment	967.00	22-APR-18
Andrew Kramer	DE1000	00	Summer School Teaching	Summer Teaching Appointment	424.00	22-APR-18
Stephen Krebsbach	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1756.60	22-APR-18
Jun Liu	DE1000	00	Summer School Teaching	Summer Teaching Appointment	2287.77	22-APR-18
Michael Lynch	DE1000	00	Summer School Teaching	Summer Teaching Appointment	645.60	22-APR-18
James McKeown	DE1000	00	Summer School Teaching	Summer Teaching Appointment	860.16	22-APR-18
David Moe	DE9968	01	Head Woman's Basketball Coach	Appointment	24500.00	09-APR-18
Scott Morstad	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1040.00	22-APR-18
Jennifer Munger	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1468.80	22-APR-18
John Mydland	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1319.65	22-APR-18
Nevine Nawar	DE1000	00	Summer School Teaching	Summer Teaching Appointment	809.34	22-APR-18
Cherie Noteboom	DE1000	00	Summer School Teaching	Summer Teaching Appointment	4188.80	22-APR-18
Cherie Noteboom	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	2000.00	22-APR-18
Cherie Noteboom	DE9694	01	START Seed Grant	Supplemental Appointment	1500.00	22-APR-18
Austin O'Brien	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1078.90	22-APR-18
Christopher Olson	DE1000	00	Summer School Teaching	Summer Teaching Appointment	3110.40	22-APR-18
Christopher Olson	DE9694	01	START Seed Grant	Supplemental Appointment	1500.00	22-APR-18
Timothy Orme	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	1591.00	22-APR-18
Insu Park	DE1000	00	Summer School	Summer Teaching Appointment	1409.25	22-APR-18
Joshua Pauli	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1295.26	22-APR-18

Ashley Podhradsky	DE1000	00	Summer School Teaching	Summer Teaching Appointment	776.52	22-APR-18
Michael Roach	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1292.01	22-APR-18
Pamela Rowland	DE1000	00	Summer School Teaching	Summer Teaching Appointment	612.00	22-APR-18
Kindra Schneider	DE1000	00	Summer School Teaching	Summer Teaching Appointment	2090.67	22-APR-18
William Sewell	DE9926	03	ACT Prep Session	Supplemental Appointment	200.00	22-MAR-18
Ronghua Shan	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1510.11	22-APR-18
Zixing Shen	DE1000	00	Summer School Teaching	Summer Teaching Appointment	4087.75	22-APR-18
Zixing Shen	DE9693	00	FRI Salary Award	Supplemental Appointment	2000.00	22-APR-18
Kevin Smith	DE1000	00	Summer School Teaching	Summer Teaching Appointment	960.00	22-APR-18
Kevin Smith	DE9693	00	CEX Grant Awards - FRI/SRI	Supplemental Appointment	2000.00	22-APR-18
Mark Spanier	DE1000	00	Summer School Teaching	Summer Teaching Appointment	989.32	22-APR-18
Mark Spanier	DE9860	02	ACT Prep Session	Supplemental Appointment	400.00	22-MAR-18
Scott Staiger	DE1000	00	Summer School Teaching	Summer Teaching Appointment	681.65	22-APR-18
Sandi Steinhoff-Muller	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1179.86	22-APR-18
Kelly Steinmetz	DE1000	00	Summer School Teaching	Summer Teaching Appointment	540.21	22-APR-18
Kevin Streff	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1729.75	22-APR-18
Joshua Stroschein	DE1000	00	Summer School Teaching	Summer Teaching Appointment	680.00	22-APR-18
Joshua Stroschein	DE9693	00	CEX Grant Awards - FRI/SRI	Supplemental Appointment	2000.00	22-APR-18
Daniel Talley	DE1000	00	Summer School Teaching	Summer Teaching Appointment	2002.24	22-APR-18
Debra Tech	DE1000	00	Summer School Teaching	Summer Teaching Appointment	3839.64	22-APR-18
Brent Tulloss	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1501.11	22-APR-18
Patrick Videau	DE9693	00	CEX Grant Awards - FRI	Supplemental Appointment	2500.00	22-APR-18
Jackson Walters	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1997.50	22-APR-18
Yong Wang	DE1000	00	Summer School Teaching	Summer Teaching Appointment	827.02	22-APR-18
Cody Welu	DE1000	00	Summer School Teaching	Summer Teaching Appointment	424.00	22-APR-18
Richard Wicklein	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1413.32	22-APR-18
Julie Wulf Plimpton	DE1000	00	Summer School Teaching	Summer Teaching Appointment	768.00	22-APR-18
Qiang Zeng	DE1000	00	Summer School Teaching	Summer Teaching Appointment	1360.00	22-APR-18
Qiang Zeng	DE9693	00	CEX Grant Awards - FRI/SRI	Supplemental Appointment	2000.00	22-APR-18
Qiang Zeng	DE9694	00	START Seed Grant	Supplemental Appointment	2000.00	22-APR-18

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
David Moe	DE9968	00	Head Woman's Basketball Coach	SA011	08-APR-18
Richard Avery	DE9921	01	Professor-FY18 Overload	TV013	21-MAY-18
David Bishop	DE9694	00	START Seed Grant	TV013	21-MAY-18
David Bishop	DE9882	01	Associate Prof - FY18 Overload	TV013	21-MAY-18
Justin Blessinger	DE9694	01	START Award	TV013	21-MAY-18
Justin Blessinger	DE9710	00	Trojan Times Advisor	TV013	21-MAY-18
Sandra Champion	DE9693	00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Sandra Champion	DE9862	01	Instructor - FY18 Overload	TV013	21-MAY-18
Susan Conover	DE9931	01	Professor - FY18 Overload	TV013	21-MAY-18
Kyle Cronin	DE9553	00	IT Administrator	TV013	21-MAY-18
Kyle Cronin	DE9898	01	Asst Professor - FY18 Overload	TV013	21-MAY-18
Kyle Cronin	DE9898	02	NSA CNAP Project	TV013	21-MAY-18
Ryan English	DE9633	00	DAD Program Coordinator	TV013	21-MAY-18
Ryan English	DE9927	01	Assistant Prof - FY18 Overload	TV013	21-MAY-18
Kari Forbes-Boyte	DE9713	01	Professor - FY18 Overload	TV013	21-MAY-18
Michael Gaylor	DE9693	00	CEX Grant Awards - SRI	TV013	21-MAY-18
Michael Gaylor	DE9693	01	USMRI Award	TV013	21-MAY-18
Michael Gaylor	DE9694	01	START Award	TV013	21-MAY-18
Michael Gaylor	DE9934	02	Assistant Prof -FY18 Overload	TV013	21-MAY-18
Mark Geary	DE9693	00	CEX Grant Awards-FRI/SRI	TV013	21-MAY-18
Mark Geary	DE9694	01	START Seed Grant	TV013	21-MAY-18
Mark Geary	DE9906	03	Assoc Prof - FY18 Overload	TV013	21-MAY-18
Thomas Halverson	DE9551	00	Coordinator-College of Comput	TV013	21-MAY-18
Thomas Halverson	DE9709	02	Associate Prof-FY18 Overload	TV013	21-MAY-18
Michael Ham	DE9889	01	Assistant Prof - FY18 Overload	TV013	21-MAY-18
Robert Honomichl	DE9845	03	Instructor - FY18 Overload	TV013	21-MAY-18
Robert Honomichl	DE9845	04	NSA CTE Pilot Project	TV013	21-MAY-18
Jeffrey Howard	DE9685	01	Assistant Prof - FY18 Overload	TV013	21-MAY-18
Viki Johnson	DE9879	01	Associate Prof-FY18 OVerload	TV013	21-MAY-18
Kimberly Jones	DE9597	01	Instructor - FY18 Overload	TV013	21-MAY-18
Thomas Jones	DE9894	01	Professor - FY18 Overload	TV013	21-MAY-18

Angela Keith	DE9857	01	Instructor - FY18 Overload	TV013	21-MAY-18
Beom Soo Kim	DE9564	01	DSU Live Coordinator	TV013	21-MAY-18
Daniel Klumper	DE9908	01	NSA CTE Pilot Project	TV013	21-MAY-18
Scott Klungseth	DE9718	00	Faculty Athletic Rep	TV013	21-MAY-18
Andrew Kramer	DE9509	01	NSA VENICKISS Project	TV013	21-MAY-18
Andrew Kramer	DE9509	02	Instructor - FY18 Overload	TV013	21-MAY-18
Stephen Krebsbach	DE9545	00	MSACS Program Coordinator	TV013	21-MAY-18
Stephen Krebsbach	DE9893	01	Associate Prof-FY18 Overload	TV013	21-MAY-18
Jun Liu	DE9544	00	MSA Program Coordinator	TV013	21-MAY-18
Michael Lynch	DE9580	02	Instructor - FY18 Overload	TV013	21-MAY-18
Alan Montgomery	DE9911	02	Professor -FY18 Overload	TV013	21-MAY-18
Scott Morstad	DE9924	01	Assistant Prof - FY18 Overload	TV013	21-MAY-18
Barbara Myers	DE9851	02	Lecturer - FY18 Overload	TV013	21-MAY-18
John Nelson	DE9518	00	Coordinator-English Programs	TV013	21-MAY-18
Cherie Noteboom	DE9494	00	Co-Coord Center of Excellence	TV013	21-MAY-18
Cherie Noteboom	DE9543	00	D.Sc in IS Prog Coordinator	TV013	21-MAY-18
Cherie Noteboom	DE9660	02	Asst Professor-FY18 Overload	TV013	21-MAY-18
Cherie Noteboom	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-18
Cherie Noteboom	DE9694	01	START Seed Grant	TV013	21-MAY-18
Christopher Olson	DE9549	00	Coordinator of Info Systems	TV013	21-MAY-18
Christopher Olson	DE9573	01	Assistant Prof - FY18 Overload	TV013	21-MAY-18
Christopher Olson	DE9694	01	START Seed Grant	TV013	21-MAY-18
Timothy Orme	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-18
Joshua Pauli	DE9849	06	NSA CRRC Grant	TV013	21-MAY-18
Joshua Pauli	DE9849	07	NSA VENICEKISS Project	TV013	21-MAY-18
Wayne Pauli	DE9542	00	D.Sc in CS Progam Coordinator	TV013	21-MAY-18
Wayne Pauli	DE9883	03	Professor-FY18 Overload	TV013	21-MAY-18
Ashley Podhradsky	DE9608	00	Coordinator for MSIA	TV013	21-MAY-18
Pamela Rowland	DE9465	00	Undergrad Research Admin Coord	TV013	21-MAY-18
Pamela Rowland	DE9494	00	CoCoord-Center of Excellence	TV013	21-MAY-18
Pamela Rowland	DE9502	01	Assistant Prof - FY18 Overload	TV013	21-MAY-18
William Sewell	DE9926	02	Assistant Prof - FY18 Overload	TV013	21-MAY-18
William Sewell	DE9926	03	ACT Prep Session	TV013	21-APR-18
Ronghua Shan	DE9517	00	Coordinator of MSIS	TV013	21-MAY-18
Ronghua Shan	DE9909	02	Associate Prof- FY18 Overload	TV013	21-MAY-18
Zixing Shen	DE9693	00	FRI Salary Award	TV013	21-MAY-18
Zixing Shen	DE9932	01	Associate Prof 0 FY18 Overload	TV013	21-MAY-18
Kevin Smith	DE9693	00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Kevin Smith	DE9731	00	MSET Program Coordinator	TV013	21-MAY-18
Kevin Smith	DE9903	04	Instructor - FY18 Overload	TV013	21-MAY-18
Kevin Smith	DE9903	05	NSA CTE Pilot Project	TV013	21-MAY-18
Mark Spanier	DE9860	01	Assistant Prof - FY18 Overload	TV013	21-MAY-18
Mark Spanier	DE9860	02	ACT Prep Session	TV013	21-APR-18
Kelly Steinmetz	DE9871	01	Instructor - FY18 Overload	TV013	21-MAY-18
Joshua Stroschein	DE9693	00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Joshua Stroschein	DE9918	01	Assis Professor-FY18 Overload	TV013	21-MAY-18
Joshua Stroschein	DE9918	02	NSCA CNAP Project	TV013	21-MAY-18
Joshua Stroschein	DE9918	03	NSA VENICEKISS Project	TV013	21-MAY-18
Daniel Talley	DE9548	00	Coordinator for Business	TV013	21-MAY-18
Debra Tech	DE9838	01	Associate Prof- FY18 Overload	TV013	21-MAY-18
Brent Tulloss	DE9837	01	Instructor - FY18 Overload	TV013	21-MAY-18
Patrick Videau	DE9693	00	CEX Grant Awards - FRI	TV013	21-MAY-18
Patrick Videau	DE9929	03	Assistant Prof-FY18 Overload	TV013	21-MAY-18
Jackson Walters	DE9521	00	Coordinator of MBA	TV013	21-MAY-18
Jackson Walters	DE9876	02	Professor-FY18 Overload	TV013	21-MAY-18
Cody Welu	DE9657	01	Instructor-FY18 Overload	TV013	21-MAY-18
Julie Wulf Plimpton	DE9863	01	Assistant Prof - FY18 Overload	TV013	21-MAY-18
Qiang Zeng	DE9693	00	CEX Grant Awards - FRI/SRI	TV013	21-MAY-18
Qiang Zeng	DE9694	00	START Seed Grant	TV013	21-MAY-18

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	2000.00	22-APR-18
Thomas Farrell	DE1001	00	Adjunct Instructor-Summer	Summer Teaching Appointment	1134.00	22-APR-18
Tyler Flaagan	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	376.60	22-APR-18

Jason Nikolai	DE9666	00	Adj Instr-Distance	Summer Teaching Appointment	394.80	22-APR-18
Robert Richardson Jr	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	645.60	22-APR-18
Steven Steele	DE1000	00	Summer School	Summer Teaching Appointment	430.40	22-APR-18
Michael Waldner	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	645.60	22-APR-18
Joel Wohnoutka	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	322.80	22-APR-18
Shawn Zwach	DE1001	00	Adjunct Inst-Summer	Summer Teaching Appointment	322.80	22-APR-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Brian Ahrendt	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Jeffrey Ballard	DE9712	00	Art Assistant-Kiln Operator	TV013	21-MAY-18
Jeffrey Ballard	DE9850	00	Adjunct Instructor	TV013	21-MAY-18
Bramwell Brizendine	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Patti Brooks	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Tara Christensen	DE9843	00	Adjunct Instructor	TV013	21-MAY-18
Mary Coyne	DE9843	00	Adjunct Instructor	TV013	21-MAY-18
Philip Egeberg	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Susan Filler	DE9541	00	Student Teaching Supervisor	TV013	04-MAY-18
Susan Filler	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Susan Filler	DE9715	00	Adjunct Instructor	TV013	21-MAY-18
Tyler Flaagan	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Janel Guse	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Sheila Hargens	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Randall Harkless	DE9843	00	Adjunct Instructor	TV013	21-MAY-18
Michael Hunhoff	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Wendy Jansen-Simmermon	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Wendy Jansen-Simmermon	DE9843	00	Adjunct Instructor	TV013	21-MAY-18
Dylan Johnson	DE9519	00	Adjunct Instructor	TV013	21-MAY-18
Dylan Johnson	DS8934	01	Student Researcher	TV012	21-MAY-18
Tara Johnson	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Jessica Kemp	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Joshua Klosterman	DE9519	00	Adjunct Instructor	TV013	21-MAY-18
Claire Knowles	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Cotton Koch	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Brent Lerseth	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Donald Mackenzie	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Martese McGregor	DE9843	00	Adjunct Instructor	TV013	21-MAY-18
Casualene Meyer	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Chad Mitzel	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Lynette Molstad Gorder	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Brookes Noem	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Margaret O'Brien	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Sean O'Brien	DE9843	00	Adjunct Instructor	TV013	21-MAY-18
Sam O'Hanlon	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
David Schreiber	DE9848	00	Adjunct Instructor	TV013	21-MAY-18
Jennifer Schulte	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Christina Sewell	DE9850	00	Adjunct Instructor	TV013	21-MAY-18
Michael Shlanta	DE9519	00	Adjunct Instructor	TV013	21-MAY-18
Leretta Smith	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Steven Steele	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Nathan Tucker	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Polly Wainwright	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Joel Wohnoutka	DE9666	00	Adjunct Instructor	TV013	21-MAY-18
Shawn Zwach	DE9666	00	Adjunct Instructor	TV013	21-MAY-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00191029	Patrick Bamburg	Arts & Sciences	DSU
A00223345	Kathryn Barker	Arts & Sciences	DSU
A00225824	Cody Haase	Arts & Sciences	DSU
A00225894	Brandi Huberts	Arts & Sciences	DSU
A00225799	Conner Meriweather	Arts & Sciences	DSU

PZRNJOB

South Dakota Board of Regents
BOR Routine 05/31/2018 09:28:41
Date Range : 22-MAR-18 thru 21-MAY-18
For :NSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Farhiya Ali	NE9962	00	Facility worker	Appointment	24959.52	16-APR-18
Eric Bertsch	NE9951	00	Facility Worker	Appointment	24959.52	14-MAY-18
Darla Knight	NE9408	00	Secretary - OIS	Appointment	6892.80	23-APR-18
Jamin Krause	NE9951	00	Facility Worker	Appointment	24959.52	20-APR-18
Danette Long	NE9861	00	Instructional Designer	Appointment	46000.00	14-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Michael Bertsch	NE9983	00	Facility Worker	Change Salary Rate/Pay Grade	24085.94	24959.52	873.58	
Nichole Chapin	NE9805	00	Facility Worker	Change Salary Rate/Pay Grade	23399.55	24959.52	1559.97	
Jeremy Iverson	NE9812	00	Technology Integration Spclist	Reclassification	57219.70	60090.04	2870.34	
Brian Kendall	NE9955	00	Facilities Worker	Change Salary Rate/Pay Grade	23399.55	24959.52	1559.97	
Tim Medenwald	NE9758	00	Facility Worker	Change Salary Rate/Pay Grade	23399.55	24959.52	1559.97	
Linda Waltman	NE9879	00	Facility Worker	Change Salary Rate/Pay Grade	23399.55	24959.52	1559.97	
Jay Wetenkamp	NE9948	00	Facility Worker	Change Salary Rate/Pay Grade	23399.55	24959.52	1559.97	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Aimee Niederbaumer	NE9482	00	Addl Duties-SQL, Web, PCI Serv	Temporary Additional Duties	932.00		1864.00	2796.00

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Wendy Ward	NE9982	00	Secretary	TI000	26-MAR-18
Marilyn Zimmerman	NE9874	00	Senior Secretary	TV001	08-APR-18
Chelvan Arunasalam	NE9629	04	Assistant Soccer Coach	TV012	21-MAY-18
Chelvan Arunasalam	NE9871	03	Cashier/Men's Athletics	TV013	21-MAY-18
Julie Backous	NE9871	04	Cashier/Men's Athletics	TV013	14-MAY-18
Jacob Bentz	NE9871	11	Cashier/Men's Athletics	TV013	21-MAY-18
Florence Deckert	NE9321	00	Staff Assistant	TR000	31-MAR-18
Florence Deckert	NE9877	00	Senior Secretary	TR000	31-MAR-18
Michelle Eisenbeisz	NE9871	05	Cashier/Men's Athletics	TV013	21-MAY-18
Kimberlee Geary	NE9951	00	Facility Worker	TR001	21-APR-18
Nancy Heier	NE9871	00	Cashier/Men's Athletics	TV013	21-MAY-18
Heidi Hepola	NE9871	01	Cashier/Men's Athletics	TV013	21-MAY-18
Stacey Hepola	NE9871	07	Cashier/Men's Athletics	TV013	21-MAY-18
Crystal Joseph	NE9804	00	Backup Box Office Assistant	TV013	21-MAY-18
Alan Kinder	NE9871	10	Cashier/Men's Athletics	TV013	21-MAY-18
Delaine Klabo	NE9933	00	Facility Worker	TR002	21-MAY-18
Jamin Krause	NE9951	00	Facility Worker	TV009	18-MAY-18
Tim Medenwald	NE9871	00	Cashier/Men's Athletics	TV013	21-MAY-18
Nancy Miller	NE9871	09	Cashier/Men's Athletics	TV013	14-MAY-18
Marvin Schott	NE9962	00	Facility worker	TR001	20-APR-18
Carol Schumacher	NE9871	03	Cashier/Men's Athletics	TV013	21-MAY-18
Morgan Stadler	NE9871	02	Cashier/Men's Athletics	TV013	14-MAY-18
Jeanne Tople	NE9804	01	Backup Box Office Assistant	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Mark Comstock	NE9543	00	NSU BBAnnouncer 2018 $75./game	Hire Temp Appointment	1050.00	22-MAR-18
David Rice	NE9871	01	BB ShotClock 2018 $37.50/game	Hire Temp Appointment	525.00	22-MAR-18
Eugene Smith	NE9871	11	BBMain Clock 2018 $37.50/game	Hire Temp Appointment	525.00	22-MAR-18
Ramona Smith	NE9871	14	Ftball/BBStats2017/18$30./game	Hire Temp Appointment	1080.00	22-MAR-18
Sienna Wessel	NE9468	00	Temp Worker - Greenhouse	Hire Temp Appointment	1600.00	07-MAY-18

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kaitlin Awe	NE9462	01	SSS - Writing Tutor	TV013	21-MAY-18
Kaitlin Awe	NE9662	04	Writing Tutor - UC	TV013	21-MAY-18
Stacy Bauer	NE9914	00	Library Technician	TV013	04-MAY-18
Thomas Butch	NE9871	14	FB Clock Operator $42.50/game	TV013	01-APR-18
Jordan Carrier	NE9655	01	Adj Inst-THEA 100 3 cr	TV013	21-MAY-18
Mark Comstock	NE9543	00	NSU BBAnnouncer 2018 $75./game	TV013	21-APR-18
Kendall Hoellein	NE9871	08	FB Book Operator $37.50/game	TV013	01-APR-18
Shari Holmes	NE9667	01	Assistant Concessions	TV013	21-MAY-18
Mary Kost	NE9871	07	Cashier/Men's Athletics	TV013	14-MAY-18
Breanna Luedtke	NE9667	00	Assistant Concessions	TV013	21-MAY-18
Kaley Luedtke	NE9443	01	Concessions Manager	TV013	14-MAY-18
David Rice	NE9871	01	BB ShotClock 2018 $37.50/game	TV013	21-APR-18
Eugene Smith	NE9871	11	BBMain Clock 2018 $37.50/game	TV013	21-APR-18
Ramona Smith	NE9871	14	Ftball/BBStats2017/18$30./game	TV013	21-APR-18
Vicky Smith	NE9871	03	Cashier/Men's Athletics	TV013	14-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Kelly Bindenagel	NE9706	08	Insight - May 19, 2018	Hire Temp Appointment	400.00	22-APR-18
Kurt Holinka	NE9642	01	Asst Coach/Asst Equip Mgr	Appointment	30000.00	14-MAY-18
Erin Olson	NE9706	02	Insight Adjuncts -Apr 21, 2018	Hire Temp Appointment	400.00	22-MAR-18

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.
Curtis Fredrickson	NE9586	00	BONUS-NSIC Championship	Salary Enhance/Special Award	2000.00			
Paula Krueger	NE9586	00	BONUS-NSIC Championship	Salary Enhance/Special Award	750.00			
Joshua Moon	NE9586	00	Alumni Incentive	Salary Enhance/Special Award	3500.00			
Paul Sather	NE9586	00	BONUS 2018NCAA trny/NSIC champ	Salary Enhance/Special Award	5500.00			
Sundance Wicks	NE9586	00	BONUS-2018NCAATrny/NSIC Champ	Salary Enhance/Special Award	1500.00			

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.
Debra Wenzel	NE9710	01	Dir of Inst Design-AddedDuties	Temporary Additional Duties	1105.00		663.00	1768.00

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kelly Bindenagel	NE9706	08	Insight - May 19, 2018	TV013	21-MAY-18

Kevin Bjerke	NE9867	02	HLTH 251	TV013	21-MAY-18
Ronald Brownie	NE9974	02	OCE-BADM 464-N801T	TV013	21-MAY-18
Kathryn Cochran	NE9871	00	Cashier/Men's Athletics	TV013	21-MAY-18
Madia Droppers	NE9871	01	Cashier/Men's Athletics	TV013	14-MAY-18
Madia Droppers	NE9974	25	ENGL-210-NHU01	TV013	21-MAY-18
Kelly Duncan	NE9838	01	Teach CGPS713 - 3 cr SP2018	TV013	21-MAY-18
Curtis Fredrickson	NE9586	00	BONUS-NSIC Championship	TV013	21-APR-18
Kurt Holinka	NE9448	01	Asst Football Coach	TV013	21-APR-18
Tracy Jurgens	NE9459	06	Box Office Assistant	TV013	21-MAY-18
Paula Krueger	NE9586	00	BONUS-NSIC Championship	TV013	21-APR-18
Jennifer Lofswold	NE9974	21	OCE-READ 041-N800T	TV013	21-MAY-18
Britt Lorenz	NE9579	04	Adj Inst-BADM 284 N02	TV013	21-MAY-18
Britt Lorenz	NE9579	05	Adj Inst-BADM 284 N01	TV013	21-MAY-18
Melinda Millermon	NE9871	00	Cashier/Men's Athletics	TV013	14-MAY-18
Joshua Moon	NE9586	00	Alumni Incentive	TV013	21-APR-18
Lara Nelson	NE9692	00	Fitness Instructor	TV013	01-APR-18
Erin Olson	NE9706	02	Insight Adjuncts -Apr 21, 2018	TV013	21-APR-18
Paul Sather	NE9586	00	BONUS 2018NCAA trny/NSIC champ	TV013	21-APR-18
Stacey Schmidt	NE9871	08	Cashier/Men's Athletics	TV013	14-MAY-18
Doris Stusiak	NE9871	03	Cashier/Men's Athletics	TV013	14-MAY-18
Sundance Wicks	NE9586	00	BONUS-2018NCAATrny/NSIC Champ	TV013	13-APR-18
Sundance Wicks	NE9665	01	Men'sBBCampCo-Dir Jun/Jul 2017	TV013	11-APR-18
Sundance Wicks	NE9796	00	Associate MBB Coach	TV009	13-APR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Abdullah Asaad	NS9482	00	Intl Business Orientation	Hire Temp Appointment	400.00	22-APR-18
Brandon Bicek	NW8465	02	Workstudy-Admissions	Hire Temp Appointment	1200.00	07-MAY-18
Eric Bishop	NS9407	00	Student Labor-Music	Hire Temp Appointment	708.00	22-MAR-18
Kevin Boring	NW9408	01	Work Study-Intercoll Athl	Hire Temp Appointment	1416.00	07-MAY-18
Alexis Brown	NW9468	01	Work Study-OCE	Hire Temp Appointment	1520.00	07-MAY-18
MacKinley Bruemmer	NW8456	00	WS - Theater	Hire Temp Appointment	720.00	22-MAR-18
Tess Buchanan	NW8456	00	WS - Theater	Hire Temp Appointment	720.00	22-MAR-18
Kylee Carlson	NS9398	00	Wolf Pack - Pep Band	Hire Temp Appointment	219.63	22-MAR-18
Marissa Clark	NW9465	03	Work Study-Financial Aid	Hire Temp Appointment	1520.00	07-MAY-18
Michael Cooper	NS9363	00	Student Labor - Grounds	Hire Temp Appointment	708.00	07-MAY-18
Joshua Cox	NS9308	00	Inst Design Summer Support	Hire Temp Appointment	800.00	07-MAY-18
Kaycee Cronin	NW9310	00	Work Study-Minority Svcs	Hire Temp Appointment	720.00	22-MAR-18
Kaycee Cronin	NW9310	01	Work Study-Minority Svcs	Hire Temp Appointment	1440.00	07-MAY-18
Zechariah Culbreath	NS9363	00	Student Labor - Grounds	Hire Temp Appointment	708.00	07-MAY-18
Shanae Doerr	NS9450	01	Notetaker-BADM 457N01 SP2018	Hire Temp Appointment	75.00	22-APR-18
Grant Duvall	NS9407	00	Student Labor-Music	Hire Temp Appointment	708.00	22-MAR-18
Morgan Ehnert	NS9374	01	Student Labor - Library	Hire Temp Appointment	712.00	01-APR-18
Morgan Ehnert	NW9329	02	Work Study-Library	Hire Temp Appointment	712.00	21-MAY-18
Molly Fesler	NS9470	00	Student Labor - Univ Relations	Hire Temp Appointment	360.00	07-MAY-18
Katelyn Fetsch	NS9292	00	Student Labor-Wellness Cntr	Hire Temp Appointment	708.00	01-APR-18
Roger Frank II	NS9311	00	Perform Dec 2017 Honors Brkfst	Hire Temp Appointment	50.00	22-APR-18
Roger Frank II	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	112.95	22-MAR-18
Anika Fredrick	NS9363	00	Student Labor - Grounds	Hire Temp Appointment	708.00	08-MAY-18
Lindsey Friedrichsen	NS9450	00	Notetaker-BIOL 101N02 SP2018	Hire Temp Appointment	75.00	22-APR-18
Lindsey Gast	NS9450	02	Notetaker HLTH 251N01 SP 2018	Hire Temp Appointment	37.50	22-APR-18
Shelby Glover	NS9450	00	Notetaker BIOL 101N02 SP 2018	Hire Temp Appointment	37.50	22-APR-18
Shelby Glover	NW8456	00	WS - Theater	Hire Temp Appointment	720.00	22-MAR-18
Haley Grandpre	NW9467	02	Work Study-Counseling	Hire Temp Appointment	1600.00	07-MAY-18
Rebecca Gross	NS9450	00	Notetaker-ELED440/450 SP 2018	Hire Temp Appointment	75.00	22-APR-18
Pamela Gruba	NS9450	00	Notetaker SP2018 HIST 413 N01	Hire Temp Appointment	37.50	22-APR-18
Justice Haggin	NW8456	00	WS - Theater	Hire Temp Appointment	720.00	22-MAR-18
Ketia Hanson	NS9374	00	Student Labor - Library	Hire Temp Appointment	708.00	22-MAR-18
Tyler Harris	NS9470	00	Student Labor - Univ Relations	Hire Temp Appointment	800.00	01-APR-18
Tyler Harris	NW9471	02	Work Study-Univ Relations	Hire Temp Appointment	1600.00	07-MAY-18
Kevin Heilman	NS9308	00	A-V Tech Assistant	Hire Temp Appointment	840.00	23-APR-18
Lisandra Herrera Ferrer	NW8293	02	Work Study-International	Hire Temp Appointment	1480.00	07-MAY-18
Suzanne Higgins	NS9308	01	Supportdesk Worker	Hire Temp Appointment	720.00	22-MAR-18
Pe Pet Hlaing	NS9374	01	Student Labor - Library	Hire Temp Appointment	712.00	04-APR-18
Brendon Hoellein	NE9871	01	BB Scorebook 2018 $37.50/game	Hire Temp Appointment	525.00	22-MAR-18

Zachary Horstman	NE9665	00	Men's BB Camp Coaches	Hire Temp Appointment	0.00	22-APR-18
Carly Hubert	NS9372	03	Student Labor-Admissions	Hire Temp Appointment	800.00	07-MAY-18
Lindsey Jarvis	NS9450	01	Notetaker-MATH 101-N02 SP2018	Hire Temp Appointment	75.00	22-APR-18
Dallas Johnson	NS9374	00	Student Labor - Library	Hire Temp Appointment	354.00	22-APR-18
Dallas Johnson	NS9374	01	Student Labor - Library	Hire Temp Appointment	708.00	07-MAY-18
Dallas Johnson	NW9329	02	Work Study-Library	Hire Temp Appointment	1416.00	07-MAY-18
Sarah Johnson	NS9450	01	Notetaker-SOC320N01-SP2018	Hire Temp Appointment	75.00	22-APR-18
Hannah Jorgenson	NS9374	00	Student Labor - Library	Hire Temp Appointment	356.00	22-APR-18
Hannah Jorgenson	NS9450	00	Notetaker-HIST413N01 SP2018	Hire Temp Appointment	37.50	22-APR-18
Hannah Kearns	NS9450	00	Notetaker-PE355N01-SP2018	Hire Temp Appointment	75.00	22-APR-18
Amanda Keller	NS9450	00	Notetaker SPCM 101N06 SP2018	Hire Temp Appointment	75.00	22-APR-18
Carleigh Klein	NS9311	00	Perform @ Honors Breakfast	Hire Temp Appointment	50.00	22-APR-18
Brelynn Komrosky	NS9450	00	Notetaker-PSYC101N01-SP2018	Hire Temp Appointment	75.00	22-APR-18
Caitlyn Kovash	NS9450	00	Notetaker PSCY 373N01 SP2018	Hire Temp Appointment	75.00	22-APR-18
Hannah Kraemer	NS9450	00	Notetaker-PE456-N01 SP2018	Hire Temp Appointment	75.00	22-APR-18
Ethan Kranhold	NW9408	00	Work Study-Intercoll Athl	Hire Temp Appointment	1416.00	07-MAY-18
Brandi Krueger	NS9374	00	Student Labor - Library	Hire Temp Appointment	708.00	15-APR-18
Paige Larson	NS9399	00	St Lab-Art Hrs Worked Last Pay	Hire Temp Appointment	30.00	22-APR-18
Brooke Luitjens	NS9450	00	Notetaker-FA2017 HIST152-N03	Hire Temp Appointment	75.00	22-APR-18
Logan Manhart	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	313.75	22-MAR-18
Thalia Martin	NS9374	00	Student Labor - Library	Hire Temp Appointment	708.00	10-APR-18
Alysha Martinez	NS9450	00	Notetaker-HIST 151N01 SP2018	Hire Temp Appointment	75.00	22-APR-18
Toni Mayer	NW9329	02	Work Study-Library	Hire Temp Appointment	1062.00	21-MAY-18
Patrick McCormack	NS9374	00	Student Labor - Library	Hire Temp Appointment	354.00	22-APR-18
Emily Meidinger	NS9450	00	Notetaker-THEA 100-N02 SP2018	Hire Temp Appointment	75.00	22-APR-18
Eduardo Mendoza Reyes Ortiz	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	257.28	22-MAR-18
Jordan Metz	NW8456	00	WS - Theater	Hire Temp Appointment	720.00	22-MAR-18
Paxton Mewes	NS9292	00	Student Labor-Wellness Cntr	Hire Temp Appointment	708.00	22-MAR-18
Kue Moo	NS9374	00	Student Labor - Library	Hire Temp Appointment	356.00	22-APR-18
Ayodele Ogunremi	NS9363	00	Student Labor - Grounds	Hire Temp Appointment	708.00	08-MAY-18
Andrea Rausch	NW9325	02	Work Study-Transcripts	Hire Temp Appointment	1416.00	07-MAY-18
Erinn Rigg	NS9311	00	Perform @ Honors Breakfast	Hire Temp Appointment	50.00	22-APR-18
Erinn Rigg	NS9399	00	St Lab-Art Hrs.worked last pay	Hire Temp Appointment	40.00	22-APR-18
Gillian Roda	NS9414	00	Student Labor Alumni/Devl	Hire Temp Appointment	720.00	03-APR-18
Molly Royals	NS9311	00	Perform @ Honors Breakfast	Hire Temp Appointment	50.00	22-APR-18
Quincy Rudolph	NS9311	00	PerformChristmasDinner 11/2017	Hire Temp Appointment	50.00	22-MAR-18
Quincy Rudolph	NS9398	00	Wolf Pack - Pep Band	Hire Temp Appointment	269.83	22-MAR-18
Sara Scepaniak	NW9465	01	Work Study-Financial Aid	Hire Temp Appointment	1440.00	07-MAY-18
Angela Schleich	NS9407	00	Student Labor-Music	Hire Temp Appointment	708.00	22-MAR-18
Joanna Schleich	NS9407	00	Student Labor-Music	Hire Temp Appointment	708.00	22-MAR-18
Tabitha Schmidt	NS9407	00	Student Labor-Music	Hire Temp Appointment	708.00	22-MAR-18
Adwoa Street	NS9415	03	Student Labor Controller	Hire Temp Appointment	800.00	07-MAY-18
Elsa Swanson	NS9280	00	SI Leader	Hire Temp Appointment	1080.00	22-MAR-18
Elsa Swanson	NW9318	00	Work Study-Grad School	Hire Temp Appointment	1600.00	21-MAY-18
Justice Swift-Red Hawk	NS9365	00	Student Labor-Centrex	Hire Temp Appointment	708.00	18-APR-18
Chase Teiken	NS9363	00	Student Labor - Grounds	Hire Temp Appointment	708.00	07-MAY-18
Margaret Thares	NS9292	00	Summer Student Staff	Hire Temp Appointment	800.00	07-MAY-18
Christopher Theroux	NW9329	02	Work Study-Library -Reactivate	Hire Temp Appointment	712.00	22-MAR-18
Christopher Theroux	NW9329	03	Work Study-Library	Hire Temp Appointment	1424.00	07-MAY-18
Brooke Thielbar	NS9311	00	Perform @ Honors Breakfast	Hire Temp Appointment	50.00	22-APR-18
Brooke Thielbar	NS9407	00	Student Labor-Music	Hire Temp Appointment	708.00	22-MAR-18
Cindy Venegas Mata	NS9315	03	Student Labor-EPSCOR	Hire Temp Appointment	800.00	07-MAY-18
Annie Walsh	NS9450	01	Notetaker-SPAN 101N01 SP2018	Hire Temp Appointment	75.00	22-APR-18
Benjamin Watkins	NS9470	00	Mascot - Flat Fee	Hire Temp Appointment	200.00	22-APR-18
Cory Weeks	NW8313	01	Res Life Work study	Hire Temp Appointment	1600.00	07-MAY-18
Kira Whitmore	NS9450	01	Notetaker-INED 411N01-SP 2018	Hire Temp Appointment	75.00	22-APR-18
Catherine Woodmansey	NS9311	00	Perform @ Honors Breakfast	Hire Temp Appointment	50.00	22-APR-18
Jennem Woolever	NS9311	00	Perform @ Honors Breakfast	Hire Temp Appointment	50.00	22-APR-18
Jessica Zempel	NS9334	00	Student Labor-UB	Hire Temp Appointment	720.00	22-APR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Zachary Aaker	NW9408	03	Work Study-Intercoll Athl	TV012	04-MAY-18
Dorien Ah Sam	NW9408	01	Work Study-Intercoll Athl	TV012	04-MAY-18

Sonia Alaman	NS9317 00	Student Labor-Math Lab	TV012	21-MAY-18
Adela Alinani	NS9273 00	Math Tutor	TV012	21-MAY-18
Remi Allison	NS9471 00	Student Labor-Men's Athletics	TV012	11-MAY-18
Bailey Alonge	NS9275 00	Reading Tutor	TV012	21-MAY-18
Bailey Alonge	NS9277 01	Writing Tutor	TV012	21-MAY-18
Qi An	NG9294 00	GA-Music	TV012	21-MAY-18
Katie Appl	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Abdullah Asaad	NS9482 00	Intl Business Orientation	TV012	21-MAY-18
Kaylee Babcock	NS9377 02	Student Technology Fellow	TV012	21-MAY-18
Rachel Baer	NS9312 01	Peer Advisor	TV012	21-MAY-18
Ethan Bakken	NG9282 01	GA-HPER	TV012	21-MAY-18
Madison Barnes	NS9372 00	Student Labor-Admissions	TV012	04-MAY-18
Dakota Barrie	NG9282 01	GA-HPER	TV012	21-MAY-18
Zachariah Bartolomeo	NW9313 01	Work Study-Student Union	TV012	04-MAY-18
William Batsch	NG9276 00	GA-Res Hall Coordinator	TV012	21-MAY-18
Doyle Becker	NE9809 06	Cohort Tchr&Course Author	TV013	21-MAY-18
Grace Becker	NG9277 00	GA - Res Hall Coordinator	TV012	21-MAY-18
Myles Beckler	NS9438 01	Stu Pub- $5./comic	TV012	11-MAY-18
Caitlin Beckman	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Elise Benner	NS9372 00	Student Labor-Admissions	TV012	04-MAY-18
Elise Benner	NW9408 01	Work Study-Intercoll Athl	TV012	04-MAY-18
Angela Berglund	NS9277 00	Writing Tutor	TV012	21-MAY-18
Angela Berglund	NS9307 00	Residential Mentor Pass	TV012	21-APR-18
Angela Berglund	NW9328 02	Work Study-History	TV012	04-MAY-18
Whitney Berner	NS9273 02	Math Tutor	TV012	21-MAY-18
Brandon Bicek	NW8465 01	Workstudy-Admissions	TV012	04-MAY-18
Natalie Bierman	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Morgan Binfet	NW9328 00	Work Study-History	TV012	04-MAY-18
Eric Bishop	NS9407 00	Student Labor-Music	TV012	11-MAY-18
Eric Bishop	NW9456 00	Work Study - Music	TV012	04-MAY-18
Micala Bishop	NW9447 01	Work Study-Biology	TV012	04-MAY-18
Sierra Bivens	NW8293 04	Work Study-International	TV012	04-MAY-18
Sarah Black	NW8309 01	W/S Off-Campus Boys/Girls Club	TV012	04-MAY-18
Mariah Block	NS9308 02	E-learning Student Labor	TV012	21-MAY-18
Mariah Block	NW9464 00	Work Study-Media Center	TV012	04-MAY-18
Gideonna Boateng	NS9273 00	Math Tutor	TV012	21-MAY-18
Gideonna Boateng	NS9334 00	Student Labor-UB	TV012	15-MAY-18
Alexis Boesl	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-18
Alexis Boesl	NS9471 00	Student Labor-Men's Athletics	TV012	11-MAY-18
Kevin Boring	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Jordyn Bortnem	NW8465 00	Workstudy-Admissions	TV012	04-MAY-18
Jessica Brandt	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Kelson Brewer	NW9408 01	Work Study-Intercoll Athl	TV012	04-MAY-18
Carly Brousek	NS9277 03	Writing Tutor	TV012	21-MAY-18
Alexis Brown	NS9438 00	Stu Pub-Writer $1./column inch	TV012	11-MAY-18
Alexis Brown	NS9459 00	Student Labor -OCE	TV012	04-MAY-18
Alexis Brown	NW9468 00	Work Study-OCE	TV012	04-MAY-18
Carlene Brown	NW9324 00	Work Study-Accounting	TV012	04-MAY-18
Karlie Brown	NS9275 00	Reading Tutor	TV012	21-MAY-18
MacKinley Bruemmer	NW8456 00	WS - Theater	TV012	04-MAY-18
Brooke Bruns	NW8309 00	W/S Off Campus-Avera PT	TV012	04-MAY-18
Tess Buchanan	NW8456 00	WS - Theater	TV012	04-MAY-18
Zoe Buckstead	NS9377 01	Student Technology Fellow	TV012	21-MAY-18
Zoe Buckstead	NS9438 01	Stu Pub-Managing Editor	TV012	11-MAY-18
Ruth Burkhalter	NS9317 00	Student Labor-Math Lab	TV012	21-MAY-18
Ruth Burkhalter	NW9325 01	Work Study-Transcripts	TV012	04-MAY-18
Dillon Burton	NW8465 02	Workstudy-Admissions	TV012	04-MAY-18
Zachary Busch	NS9471 02	Student Labor-Men's Athletics	TV012	04-MAY-18
Patrick Calvillo	NS9457 00	Student Labor - Theatre	TV012	21-APR-18
Kylee Carlson	NS9398 00	Wolf Pack - Pep Band	TV012	21-APR-18
Benjamin Carolin	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Jordan Carson	NS9273 01	Math Tutor	TV012	21-MAY-18
Jordan Carson	NS9317 00	Student Labor-Math Lab	TV012	21-MAY-18
Carly Casillas	NS9277 01	Writing Tutor	TV012	21-MAY-18
Dayanna Castro-Bautista	NS9438 00	Student Labor - Student Pub	TV012	11-MAY-18
Isaiah Chevalier	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Luke Chevalier	NS9471 02	Student Labor-Men's Athletics	TV012	04-MAY-18
Mallika Choudhary	NS9438 00	Exponent Reporter $1./col inch	TV012	11-MAY-18

Marissa Clark	NW9465 02	Work Study-Financial Aid	TV012	04-MAY-18
Tayzia Claymore-Knight	NS9440 00	UC-American Indian Cir Prog	TV012	05-MAY-18
Meghan Conn	NS9275 01	Reading Tutor	TV012	21-MAY-18
Meghan Conn	NW9460 00	Work Study-University College	TV012	04-MAY-18
Amanda Cook	NS9365 00	Student Labor-Centrex	TV012	05-MAY-18
Austin Coombes	NW9447 01	Work Study-Biology	TV012	04-MAY-18
Hayley Coon	NS9377 00	Student Technology Fellow	TV012	21-MAY-18
Michael Cooper	NW9321 02	Work Study-Bookstore	TV012	04-MAY-18
Christopher Corbett	NW9313 00	Work Study-Student Union	TV012	04-MAY-18
Perpetua Coronel Nunez	NS9325 00	Student Labor - Int'l Programs	TV012	04-MAY-18
Katherine Cosman	NW9467 02	Work Study-Counseling	TV012	04-MAY-18
Joshua Cox	NS9377 00	Student Technology Fellow	TV012	21-MAY-18
Kaycee Cronin	NS9275 01	Reading Tutor	TV012	21-MAY-18
Kaycee Cronin	NS9438 00	Stu Pub Photographer $3./photo	TV012	11-MAY-18
Kaycee Cronin	NW9310 00	Work Study-Minority Svcs	TV012	04-MAY-18
Kawlar Dah	NW9467 00	Work Study-Counseling	TV012	04-MAY-18
Cole Dahl	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-18
Clay Danielson	NS9397 00	Student Labor - Biology	TV012	21-MAY-18
Ethan Delvo	NS9470 00	MASCOT	TV012	21-MAY-18
Nathaniel Devries	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Ty Dillabough	NS9372 02	Student Labor-Admissions	TV012	04-MAY-18
Shanae Doerr	NS9325 00	Student Labor - Int'l Programs	TV012	04-MAY-18
Shanae Doerr	NS9450 01	Notetaker-BADM 457N01 SP2018	TV012	21-MAY-18
Roko Dominovic	NS9471 00	Student Labor-Men's Athletics	TV012	21-MAY-18
Tori Drapeau	NS9440 00	UC-American Indian Cir Prog	TV012	05-MAY-18
Tori Drapeau	NW9313 00	Work Study-Student Union	TV012	04-MAY-18
Erin Drew	NE9644 01	Cheerleader Coach	TV013	21-APR-18
Preston Droessler	NW9316 02	Work Study-Wellness	TV012	04-MAY-18
Haley Duchsherer	NS9365 01	Student Labor-Centrex	TV012	05-MAY-18
Nyssa Duffield	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Jared Dullum	NW9447 01	Work Study-Biology	TV012	04-MAY-18
Dana Duvall	NW9408 03	Work Study-Intercoll Athl	TV012	04-MAY-18
Grant Duvall	NS9407 00	Student Labor-Music	TV012	11-MAY-18
Grant Duvall	NW9456 00	Work Study - Music	TV012	04-MAY-18
Anders Dzurak	NG9282 00	GA-HPER	TV012	21-MAY-18
Morgan Ehnert	NS9374 01	Student Labor - Library	TV012	18-MAY-18
Morgan Ehnert	NW9329 01	Work Study-Library	TV012	04-MAY-18
Taylor Ellingson	NS9372 09	Student Labor-Admissions	TV012	04-MAY-18
Taylor Ellingson	NS9377 00	Student Technology Fellow	TV012	21-MAY-18
Calvin Ellis	NG9300 00	Grad Assistant - HPE	TV012	21-MAY-18
Reganne Engebretson	NW9460 01	Work Study-University College	TV012	04-MAY-18
Theresa Esser	NG9280 00	GA-Psyhcology	TV012	21-MAY-18
Collin Faretta	NW9316 01	Work Study-Wellness	TV012	04-MAY-18
Evangelina Farias	NS9277 01	Writing Tutor	TV012	21-MAY-18
Evangelina Farias	NW8465 01	Workstudy-Admissions	TV012	04-MAY-18
Zachary Feil	NE9867 01	Adj Inst WEL 100L	TV013	21-MAY-18
Zachary Feil	NG9289 01	GA - Honors	TV012	21-MAY-18
Dakota Feller	NS9414 00	Student Labor Alumni/Devl	TV012	06-MAY-18
Bowen Feng	NS9325 00	Student Labor - Int'l Programs	TV012	04-MAY-18
Leandro Fernandez Moutin	NS9325 00	Student Labor - Int'l Programs	TV012	04-MAY-18
Katelyn Fetsch	NS9292 00	Student Labor-Wellness Cntr	TV012	05-MAY-18
Katelyn Fetsch	NW9316 01	Work Study-Wellness	TV012	21-APR-18
Jake Flakus	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Rylie Fleckenstein	NS9317 00	Student Labor-Math Lab	TV012	21-MAY-18
Zachary Fleming	NS9377 04	Student Technology Fellow	TV012	21-MAY-18
Roger Frank II	NS9311 00	Perform Dec 2017 Honors Brkfst	TV012	21-MAY-18
Roger Frank II	NS9398 00	Wolf Pack Pep Band	TV012	21-APR-18
Lindsey Friedrichsen	NS9450 00	Notetaker-BIOL 101N02 SP2018	TV012	21-MAY-18
Bo Fries	NS9294 01	Student Labor - Intramurals	TV012	05-MAY-18
Zachariah Fries	NS9273 00	Math Tutor	TV012	21-MAY-18
Emma Friesel	NW9321 01	Work Study-Bookstore	TV012	04-MAY-18
Michele Fritz	NG9303 00	Graduate Assistant - STEM	TV012	21-MAY-18
Jasmine Frost	NW9467 01	Work Study-Counseling	TV012	04-MAY-18
Reilly Fuhrman	NW8465 00	Workstudy-Admissions	TV012	04-MAY-18
Heather Fuhrmann	NW8313 02	Res Life Work study	TV012	04-MAY-18
Rachelle Gabriel	NW9313 00	Work Study-Student Union	TV012	04-MAY-18
Garret Galey	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Jared Gallatin	NG9282 00	GA-HPER	TV012	21-MAY-18

Kyra Gardner	NS9317 00	Student Labor-Math Lab	TV012	21-MAY-18
Kyra Gardner	NS9471 00	Student Labor-Men's Athletics	TV012	05-MAY-18
Tara Gascoigne	NS9317 00	Student Labor-Math Lab	TV012	21-MAY-18
Lindsey Gast	NS9450 02	Notetaker HLTH 251N01 SP 2018	TV012	21-MAY-18
Lindsey Gast	NW8309 00	W/S Off Campus/Avera PT	TV012	04-MAY-18
Chelsie Gehrke	NW9323 01	Work Study-Alumni & Devel.	TV012	04-MAY-18
Brianna Geigle	NS9277 00	Writing Tutor	TV012	21-MAY-18
Ashley Geist	NG9283 02	GA-Career Services	TV012	21-MAY-18
Ashley Geist	NS9438 02	Stu Pub-Writer $1./column inch	TV012	11-MAY-18
Morgan George	NG9286 00	GA-Multicultural Affairs	TV012	21-MAY-18
Calista Giannonatti	NS9275 01	Reading Tutor	TV012	21-MAY-18
Shelby Glover	NS9450 00	Notetaker BIOL 101N02 SP 2018	TV012	21-MAY-18
Shelby Glover	NW8456 00	WS - Theater	TV012	04-MAY-18
Joseph Gorghuber	NW9408 02	Work Study-Intercoll Athl	TV012	04-MAY-18
Mariah Graff	NW8309 00	WS Off-campus SDSBVI	TV012	04-MAY-18
Haley Grandpre	NW8424 00	Work Study - Placement	TV012	04-MAY-18
Brita Greenawalt	NW9323 00	Work Study-Alumni & Devel.	TV012	04-MAY-18
Nora Groft	NE9809 07	Cohort Tchr/Course Author	TV013	21-MAY-18
Rebecca Gross	NS9450 00	Notetaker-ELED440/450 SP 2018	TV012	21-MAY-18
Pamela Gruba	NS9450 00	Notetaker SP2018 HIST 413 N01	TV012	21-MAY-18
Rose Habeger	NW8313 00	Res Life Work study	TV012	04-MAY-18
Alyson Hageman	NW9467 01	Work Study-Counseling	TV012	04-MAY-18
Justice Haggin	NW8456 00	WS - Theater	TV012	04-MAY-18
Janette Hall	NW9313 00	Work Study-Student Union	TV012	04-MAY-18
Brady Hamer	NS9438 00	Exponent Reporter $1./col inch	TV012	11-MAY-18
Morgan Hamman	NW9329 01	Work Study-Library	TV012	04-MAY-18
Brenton Hanisch	NS9307 00	Residential Mentor Pass	TV012	21-APR-18
Ketia Hanson	NS9374 00	Student Labor - Library	TV012	04-MAY-18
Ketia Hanson	NW9329 00	Work Study-Library	TV012	04-MAY-18
Olaf Hanson	NS9273 02	Math Tutor	TV012	21-MAY-18
Karlina Harney	NW9408 02	Work Study-Intercoll Athl	TV012	04-MAY-18
Kady Harris	NW9408 01	Work Study-Intercoll Athl	TV012	04-MAY-18
Tyler Harris	NW9471 01	Work Study-Univ Relations	TV012	31-MAR-18
Colin Hauck	NG9288 00	GA-Education	TV012	21-MAY-18
Parker Heger	NS9277 00	Writing Tutor	TV012	21-MAY-18
Kevin Heilman	NS9377 01	Student Technology Fellow	TV012	21-MAY-18
Seleucia Heintzman	NS9438 00	Stu Pub-Writer $1./col inch	TV012	11-MAY-18
Jocelyn Hellman	NW9455 00	Work Study-Art	TV012	04-MAY-18
Brooke Heppner	NW9408 02	Work Study-Intercoll Athl	TV012	04-MAY-18
Kyla Herman	NW9332 00	Work Study-Galleries	TV012	04-MAY-18
Lisandra Herrera Ferrer	NW8293 01	Work Study-International	TV012	04-MAY-18
Suzanne Higgins	NS9308 00	E-learning Student Labor	TV012	21-MAY-18
Suzanne Higgins	NS9308 01	Supportdesk Worker	TV012	04-MAY-18
Jordan Hillesheim	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Pe Pet Hlaing	NS9374 01	Student Labor - Library	TV012	04-MAY-18
Pe Pet Hlaing	NW9329 01	Work Study-Library	TV012	04-MAY-18
Isaac Hodge	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-18
Brendon Hoellein	NE9871 01	BB Scorebook 2018 $37.50/game	TV013	21-APR-18
Landon Hoellein	NW9408 02	Work Study-Intercoll Athl	TV012	04-MAY-18
Micah Hoellein	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Mitchell Holler	NS9390 00	Student Labor - Library	TV012	04-MAY-18
Mitchell Holler	NW9329 01	Work Study-Library	TV012	04-MAY-18
Pedram Homayounpour	NS9317 02	Student Labor-Math Lab	TV012	21-MAY-18
Justice Horn	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Zachary Horstman	NE9665 00	Men's BB Camp Coaches	TV013	21-MAY-18
Zachary Horstman	NG9282 01	GA-HPER	TV012	21-MAY-18
Katelyn Howard	NS9321 01	Rural Student Teacher	TV012	21-APR-18
Carly Hubert	NS9372 02	Student Labor-Admissions	TV012	04-MAY-18
Busrafhatima Hulmani	NS9438 01	Student Intern for Exponent	TV012	11-MAY-18
Kelsey Iverson	NW9324 01	Work Study-Accounting	TV012	04-MAY-18
Lindsey Jarvis	NS9450 01	Notetaker-MATH 101-N02 SP2018	TV012	21-MAY-18
Ashley Jenkins	NS9275 01	Reading Tutor	TV012	21-MAY-18
Ashley Jenkins	NS9305 00	Reading Tutor Pass	TV012	21-MAY-18
Ashley Jenkins	NS9438 00	Stu Pub Writer-$1./column inch	TV012	11-MAY-18
Mina Jeong	NS9411 01	Student Labor -Chemistry Pilot	TV012	21-MAY-18
Yaxuan Ji	NS9323 00	Confucius Institute-Stdt Labor	TV012	21-APR-18
Dallas Johnson	NS9374 00	Student Labor - Library	TV012	04-MAY-18
Dallas Johnson	NS9438 00	Stu Pub Writer-$1./column inch	TV012	11-MAY-18

Dallas Johnson	NW9329 01	Work Study-Library	TV012	04-MAY-18
Danielle Johnson	NG9302 00	Graduate Assistant - Speech	TV012	21-MAY-18
Mckenzie Johnson	NG9282 01	GA-HPER	TV012	21-MAY-18
Michael Johnson	NS9277 00	Writing Tutor	TV012	21-MAY-18
Sarah Johnson	NS9450 01	Notetaker-SOC320N01-SP2018	TV012	21-MAY-18
Sarah Johnson	NW9460 02	Work Study-University College	TV012	04-MAY-18
Hannah Jorgenson	NS9374 00	Student Labor - Library	TV012	04-MAY-18
Hannah Jorgenson	NS9450 00	Notetaker-HIST413N01 SP2018	TV012	21-MAY-18
Hannah Jorgenson	NW9329 01	Work Study-Library	TV012	04-MAY-18
Jazmin Jundt	NW9318 00	Work Study-Grad School	TV012	04-MAY-18
Faith Justice	NW9447 00	Work Study-Biology	TV012	04-MAY-18
Elizabeth Katz	NS9308 00	E-learning Student Labor	TV012	21-MAY-18
Shannon Katz	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Nicholas Kayl	NS9471 00	Student Labor-Men's Athletics	TV012	21-MAY-18
Nicholas Kayl	NW9408 01	Work Study-Intercoll Athl	TV012	04-MAY-18
Hannah Kearns	NS9450 00	Notetaker-PE355N01-SP2018	TV012	21-MAY-18
Hannah Kearns	NW8465 02	Workstudy-Admissions	TV012	04-MAY-18
Amanda Keller	NS9450 00	Notetaker SPCM 101N06 SP2018	TV012	21-MAY-18
Alysa Kelley	NS9272 00	Office Assistant	TV012	21-MAY-18
Chaka Kelly	NW9408 01	Work Study-Intercoll Athl	TV012	04-MAY-18
Alexander Kern	NS9471 00	Student Labor-Men's Athletics	TV012	21-MAY-18
Gabriel King	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-18
Tyler Kjenstad	NS9317 02	Student Labor-Math Lab	TV012	21-MAY-18
Sara Kjetland	NS9273 02	Math Tutor	TV012	21-MAY-18
Sara Kjetland	NW9460 01	Work Study-University College	TV012	04-MAY-18
Carleigh Klein	NS9311 00	Perform @ Honors Breakfast	TV012	21-MAY-18
Carleigh Klein	NS9414 00	Student Labor Alumni/Devl	TV012	18-MAY-18
Nicolette Kneeland	NW9324 00	Work Study-Accounting	TV012	04-MAY-18
Madison Knutson	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Katelyn Koehler	NS9295 00	Student Labor - Fin. Aid	TV012	04-MAY-18
Brelynn Komrosky	NS9450 00	Notetaker-PSYC101N01-SP2018	TV012	21-MAY-18
Brelynn Komrosky	NW8309 00	WS Off-Campus SDSBVI	TV012	04-MAY-18
Donovan Kopetsky	NS9377 03	Student Technology Fellow	TV012	21-MAY-18
Andrea Korvela	NS9301 02	SSS Office Assistant	TV012	05-MAY-18
Caitlyn Kovash	NS9450 00	Notetaker PSCY 373N01 SP2018	TV012	21-MAY-18
Hannah Kraemer	NS9450 00	Notetaker-PE456-N01 SP2018	TV012	21-MAY-18
Ethan Kranhold	NW9316 00	Work Study-Wellness	TV012	04-MAY-18
Brandi Krueger	NS9374 00	Student Labor - Library	TV012	04-MAY-18
Brandi Krueger	NW9329 00	Work Study-Library	TV012	04-MAY-18
Kirsten Krueger	NG9301 00	Graduate Assistant - Soc	TV012	21-MAY-18
Molly Kueter	NS9273 00	Math Tutor	TV012	21-MAY-18
Alicia Kuipers	NS9312 02	Peer Advisor	TV012	21-MAY-18
Brianna Kusler	NS9377 01	Student Technology Fellow	TV012	21-MAY-18
Gabrielle Lane	NE9646 00	Sports Info/Asst Soccer	TV013	21-MAY-18
Gabrielle Lane	NE9867 01	Adj Inst Teach PE355	TV013	21-MAY-18
Becca Langbehn	NS9438 00	Archivist for Stu Pub	TV012	11-MAY-18
Paige Larson	NS9399 00	St Lab-Art Hrs Worked Last Pay	TV012	21-MAY-18
Alazae LeFaive	NS9470 02	MASCOT	TV012	21-MAY-18
Adam Leach	NG9282 00	GA-HPER	TV012	21-MAY-18
Catherine Leber	NS9275 02	Reading Tutor	TV012	21-MAY-18
Catherine Leber	NW9401 00	Work Study-Student Association	TV012	04-MAY-18
Benjamin Leidholt	NS9377 00	Student Technology Fellow	TV012	21-MAY-18
Alissa Leier	NS9307 00	Residential Mentor Pass	TV012	21-APR-18
Toni Lemon	NW9467 00	Work Study-Counseling	TV012	04-MAY-18
Cassandra Lentz	NW9329 00	Work Study-Library	TV012	04-MAY-18
Kyra Liebig	NW9465 00	W/S - Financial Aid Office	TV012	04-MAY-18
Tyler Lien	NW9321 00	Work Study-Bookstore	TV012	04-MAY-18
Collin Lindhorst	NS9438 00	Stu Pub-Writer $1./col inch	TV012	11-MAY-18
Heather Lone	NW9321 00	Work Study-Bookstore	TV012	04-MAY-18
Allerie Loof	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Kaitlynn Loos	NW9323 02	Work Study-Alumni & Devel.	TV012	04-MAY-18
Hannah Lopes	NS9377 01	Student Technology Fellow	TV012	21-MAY-18
Lucas Lorenz	NS9471 02	Student Labor-Men's Athletics	TV012	04-MAY-18
Ashley Luce	NW8309 00	W/S OffCampus-Boys/Girls Club	TV012	04-MAY-18
Brooke Luitjens	NS9450 00	Notetaker-FA2017 HIST152-N03	TV012	21-MAY-18
Rachel Lynch	NS9275 01	Reading Tutor	TV012	21-MAY-18
Rachel Lynch	NS9305 00	Reading Tutor Pass	TV012	21-MAY-18
Rachel Lynch	NS9321 00	Rural Student Teacher	TV012	21-APR-18

Shannon Lynch	NS9438 00	Stu Pub - $5.00/COMIC	TV012	11-MAY-18
Gerardo Magana	NG9282 00	GA-HPER	TV012	21-MAY-18
Gerardo Magana	NS9471 00	Student Labor-Men's Athletics	TV012	21-MAY-18
Cassandra Maillet	NS9277 01	Writing Tutor	TV012	21-MAY-18
Natasha Mangialetti	NW8309 00	W/S Offcampus- Aramark	TV012	04-MAY-18
Logan Manhart	NS9398 00	Wolf Pack Pep Band	TV012	21-APR-18
Thalia Martin	NS9374 00	Student Labor - Library	TV012	04-MAY-18
Thalia Martin	NW9329 00	Work Study-Library	TV012	04-MAY-18
Alysha Martinez	NS9450 00	Notetaker-HIST 151N01 SP2018	TV012	21-MAY-18
Alysha Martinez	NW9329 01	Work Study-Library	TV012	04-MAY-18
Codi Martinez	NW9329 00	Work Study-Library	TV012	04-MAY-18
Breanna Marzahn	NW8309 01	W/S Off-Campus Abdn Parks/Rec	TV012	04-MAY-18
Matthew Mayfield	NS9377 00	Student Technology Fellow	TV012	21-MAY-18
Jessica McClain	NS9307 01	Residential Mentor Pass	TV012	21-APR-18
Patrick McCormack	NS9374 00	Student Labor - Library	TV012	04-MAY-18
Patrick McCormack	NW9329 01	Work Study-Library	TV012	04-MAY-18
Adam McFarland	NG9292 00	GA-Wellness Center	TV012	21-MAY-18
Amanda McIlravy	NS9277 00	Writing Tutor	TV012	21-MAY-18
Nolan McLaughlin	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-18
Emily Meidinger	NS9450 00	Notetaker-THEA 100-N02 SP2018	TV012	21-MAY-18
Jared Meiklejohn	NG9282 00	GA-HPER	TV012	21-MAY-18
Jared Meiklejohn	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-18
Toriana Mekash	NW9408 01	Work Study-Intercoll Athl	TV012	04-MAY-18
Sarah Meland	NS9438 00	Stu Pub Writer-$1./column inch	TV012	11-MAY-18
Eduardo Mendoza Reyes Ortiz	NS9398 00	Wolf Pack Pep Band	TV012	21-APR-18
Jordan Menken	NS9471 00	Student Labor-Men's Athletics	TV012	10-MAY-18
Jule Mercer	NW9455 01	Work Study-Art	TV012	04-MAY-18
Bernice Meristil	NW9326 03	Work Study-English	TV012	04-MAY-18
Jordan Metz	NW8456 00	WS - Theater	TV012	04-MAY-18
Morgan Mewes	NW8309 00	W/S Offcampus - ARAMARK	TV012	04-MAY-18
Paxton Mewes	NS9292 00	Student Labor-Wellness Cntr	TV012	05-MAY-18
Paxton Mewes	NW9316 00	Work Study-Wellness	TV012	04-MAY-18
Ashley Meyer	NS9372 00	Student Labor-Admissions	TV012	04-MAY-18
Steven Meyer	NW9421 00	Work Study-Custodial	TV012	04-MAY-18
Monte Meyerink	NE9801 01	Coordinator Math Lab	TV013	21-MAY-18
Monte Meyerink	NG9296 01	GA - University College	TV012	21-MAY-18
Donovan Miller	NS9471 00	Student Labor-Men's Athletics	TV012	01-MAY-18
Gracelynn Miller	NS9471 00	Student Labor-Men's Athletics	TV012	10-MAY-18
John Miller	NS9397 00	Student Labor - Biology	TV012	21-MAY-18
Patrick Minihan	NW8465 00	Workstudy-Admissions	TV012	04-MAY-18
Presley Mittelstadt	NW9434 03	Work Study-Intramurals	TV012	04-MAY-18
Kue Moo	NS9374 00	Student Labor - Library	TV012	04-MAY-18
Kue Moo	NW9329 01	Work Study-Library	TV012	04-MAY-18
Megan Mooberry	NS9275 00	Reading Tutor	TV012	21-MAY-18
Matthew Moran-Brewer	NS9411 00	Student Labor -Chemistry Pilot	TV012	21-MAY-18
Matthew Moran-Brewer	NW9447 02	Work Study-Biology	TV012	04-MAY-18
Andrea Morehouse	NW8309 02	W/S Off-Campus Boys/Girls Club	TV012	04-MAY-18
Sue Morrell	NE9809 04	Cohort Tchr/Course Author	TV013	21-MAY-18
Cheri Mortenson	NW8309 00	W/S Offcampus-Boys/Girls Club	TV012	04-MAY-18
Austin Moser	NS9471 00	Student Labor-Men's Athletics	TV012	01-MAY-18
Austin Moser	NW9327 00	Work Study-Student Affairs	TV012	04-MAY-18
Gentry Musgrove	NW9408 01	Work Study-Intercoll Athl	TV012	04-MAY-18
Zachary Neer	NG9282 01	GA-HPER	TV012	21-MAY-18
Bradley Nelson	NW9421 00	Work Study-Custodial	TV012	04-MAY-18
Braiden Nelson	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Nicholas Neville	NS9377 00	Student Technology Fellow	TV012	21-MAY-18
Vinh Nguyen	NS9273 00	Math Tutor	TV012	21-MAY-18
Andrew Nichols	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Anna Noeldner	NS9312 01	Peer Advisor	TV012	21-MAY-18
Dannale Norris	NW9323 02	Work Study-Alumni & Devel.	TV012	04-MAY-18
Zackery North	NW9329 05	Work Study-Library	TV012	04-MAY-18
Darian Ogunjemilusi	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Hazel Ohm	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Sierra Ohm	NW9408 02	Work Study-Intercoll Athl	TV012	04-MAY-18
Jacob Olson	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Mat Orr	NE9974 36	OCE-WEL 100L-N800T	TV013	21-MAY-18
Mat Orr	NG9298 00	Grad Teach Assist - Grading	TV012	21-MAY-18
Jessica Otto	NS9414 00	Student Labor Alumni/Devl	TV012	04-MAY-18

Jessica Otto	NS9471 00	Concessions Stand	TV012	11-MAY-18
Lauren Paatela	NS9277 01	Writing Tutor	TV012	21-MAY-18
Lauren Paatela	NS9438 00	Stu Pub Copy Editor Exponent	TV012	11-MAY-18
Nolan Parks	NG9282 01	GA-HPER	TV012	21-MAY-18
Nathan Patterson	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Abbigail Patton	NS9470 00	MASCOT	TV012	21-MAY-18
Mara Perkins	NW8465 02	Workstudy-Admissions	TV012	04-MAY-18
Skye Persons	NW9447 00	Work Study-Biology	TV012	04-MAY-18
Jordan Petersen	NG9282 01	GA-HPER	TV012	21-MAY-18
Hannah Peterson	NW9327 00	Work Study-Student Affairs	TV012	04-MAY-18
Vanisa Petriti	NS9273 00	Math Tutor	TV012	21-MAY-18
Timothy Prescott	NG9282 00	GA-HPER-Wrestling	TV012	21-MAY-18
Andrew Pugliano	NS9470 00	Mascot - $50./night	TV012	21-MAY-18
Brittany Quinn	NW9321 02	Work Study-Bookstore	TV012	04-MAY-18
Danielle Quinn	NW9329 03	Work Study-Library	TV012	04-MAY-18
Brock Ragatz	NS9471 01	Paid Intern/Athletic Mktg	TV012	21-MAY-18
Andrea Rausch	NS9326 00	Transcripts	TV012	04-MAY-18
Andrea Rausch	NW9325 01	Work Study-Transcripts	TV012	04-MAY-18
Briana Rice	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Erinn Rigg	NS9311 00	Perform @ Honors Breakfast	TV012	21-MAY-18
Erinn Rigg	NS9399 00	St Lab-Art Hrs.worked last pay	TV012	21-MAY-18
Erinn Rigg	NS9470 00	GraphDesignIntern-UnivRelatns	TV012	11-MAY-18
Cordell Ring	NS9317 01	Student Labor-Math Lab	TV012	21-MAY-18
Cordell Ring	NS9470 01	MASCOT	TV012	21-MAY-18
Raekwon Robinson	NW9408 02	Work Study-Intercoll Athl	TV012	04-MAY-18
Gillian Roda	NW9323 00	Work Study-Alumni & Devel.	TV012	04-MAY-18
Taylor Rolf	NG9282 00	GA-HPER	TV012	21-MAY-18
Molly Royals	NS9311 00	Perform @ Honors Breakfast	TV012	21-MAY-18
Molly Royals	NS9333 00	Student Labor-Fine Arts	TV012	21-MAY-18
Quincy Rudolph	NS9311 00	PerformChristmasDinner 11/2017	TV012	21-APR-18
Quincy Rudolph	NS9398 00	Wolf Pack - Pep Band	TV012	21-APR-18
Cameron Sannes	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-18
Lorena Sarabia	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Sara Scepaniak	NW9465 00	W/S Financial Aid Office	TV012	04-MAY-18
Cassidy Schaar	NS9471 00	Student Labor-Men's Athletics	TV012	01-MAY-18
Colton Schaefer	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Sarah Schafer	NS9277 00	Writing Tutor	TV012	21-MAY-18
Sarah Schafer	NW9321 00	Work Study-Bookstore	TV012	04-MAY-18
Crystal Scherr	NS9272 01	Office Assistant	TV012	21-MAY-18
Angela Schleich	NS9407 00	Student Labor-Music	TV012	11-MAY-18
Angela Schleich	NW9456 00	Work Study - Music	TV012	04-MAY-18
Joanna Schleich	NS9407 00	Student Labor-Music	TV012	21-MAY-18
Joanna Schleich	NW9456 00	Work Study - Music	TV012	04-MAY-18
Tabitha Schmidt	NS9407 00	Student Labor-Music	TV012	11-MAY-18
Tabitha Schmidt	NW9456 00	Work Study - Music	TV012	04-MAY-18
Ann Schmitt	NW9467 01	Work Study-Counseling	TV012	04-MAY-18
Zyandra Schroeder	NW9317 01	Work Study-Registrar	TV012	04-MAY-18
Adam Schultz	NW9329 00	Work Study-Library	TV012	21-APR-18
Kyla Schuster	NS9438 01	Stu Pub Writer $1./column inch	TV012	11-MAY-18
Kyla Schuster	NS9438 02	Stu Pub - Asst Editor Exponent	TV012	11-MAY-18
Kyla Schuster	NW9313 01	Work Study-Student Union	TV012	04-MAY-18
Ashley Schwarz	NS9438 00	Stu Pub -Reporter $1./col inch	TV012	11-MAY-18
Trevor Sejnoha	NW9332 00	Work Study-Galleries	TV012	04-MAY-18
Scott Senftner	NW8309 00	W/S Off-campus Boys/Girls Club	TV012	04-MAY-18
Daniel Severson	NG9285 00	GA-Intramurals	TV012	21-MAY-18
Mitchell Sharer	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Mitchell Sharer	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Camila Shinoka De Sousa	NS9475 05	Student Labor - student union	TV012	05-MAY-18
Sydney Shintaffer	NW9408 01	Work Study-Intercoll Athl	TV012	04-MAY-18
Steven Shumaker	NW9316 02	Work Study-Wellness	TV012	04-MAY-18
Chase Sievers	NS9277 02	Writing Tutor	TV012	21-MAY-18
Chase Sievers	NS9438 00	Stu Pub Reporter $1./col inch	TV012	11-MAY-18
Jacob Sigurdson	NW9324 02	Work Study-Accounting	TV012	04-MAY-18
Abberly Smith	NW9434 00	Work Study-Intramurals	TV012	04-MAY-18
Brooke Smith	NS9292 02	Student Labor-Wellness Cntr	TV012	05-MAY-18
Ian Smith	NS9294 02	Student Labor - Intramurals	TV012	05-MAY-18
Katrina Smith	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Rachel Smith	NW9323 01	Work Study-Alumni & Devel.	TV012	04-MAY-18

Katherine Springer	NS9312 01	Peer Advisor	TV012	21-MAY-18
ShyAnn Springer	NS9275 01	Reading Tutor	TV012	21-MAY-18
ShyAnn Springer	NS9277 01	Writing Tutor	TV012	21-MAY-18
Haley Stover	NS9321 00	Rural Student Teacher	TV012	21-APR-18
Adwoa Street	NG9287 01	GA - Disability Services	TV012	21-MAY-18
Brian Sumption	NW9319 05	Work Study-Computer Center	TV012	04-MAY-18
Elsa Swanson	NS9277 00	Writing Tutor	TV012	21-MAY-18
Elsa Swanson	NS9414 04	Student Labor Alumni/Devl	TV012	06-MAY-18
Justice Swift-Red Hawk	NS9365 00	Student Labor-Centrex	TV012	05-MAY-18
Justice Swift-Red Hawk	NS9440 00	UC-American Indian Cir Prog	TV012	05-MAY-18
Justice Swift-Red Hawk	NW9313 00	Work Study-Student Union	TV012	21-APR-18
Sithembiso Tamhla	NG9296 00	GA - University College	TV012	21-MAY-18
Deanne Taylor	NW9460 01	Work Study-University College	TV012	04-MAY-18
Margaret Thares	NS9317 00	Student Labor-Math Lab	TV012	21-MAY-18
Margaret Thares	NS9365 02	Student Labor-Centrex	TV012	21-MAY-18
Christopher Theroux	NW9329 02	Work Study-Library -Reactivate	TV012	04-MAY-18
Brooke Thielbar	NS9311 00	Perform @ Honors Breakfast	TV012	21-MAY-18
Brooke Thielbar	NS9346 00	Student Assn - President	TV012	21-MAY-18
Brooke Thielbar	NS9407 00	Student Labor-Music	TV012	11-MAY-18
Brooke Thielbar	NS9414 01	Student Labor Alumni/Devl	TV012	10-MAY-18
Brooke Thielbar	NW9456 01	Work Study - Music	TV012	04-MAY-18
Kennady Thompson	NS9294 00	Student Labor - Intramurals	TV012	05-MAY-18
Dakota Toedter	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Chance Torrence	NW8309 01	W/S Off Campus Boys/Girls Club	TV012	04-MAY-18
Kaitlyn Tracy-King	NS9294 01	Student Labor - Intramurals	TV012	05-MAY-18
Samuel Tucker	NS9438 00	Stu Pub-Exponent Archivist	TV012	11-MAY-18
Samuel Tucker	NW9307 00	Work Study Student Pub	TV012	04-MAY-18
Shay Tunnissen	NW9282 00	Work Study-Controller	TV012	04-MAY-18
Tyriq Turner-Dunlap	NS9471 00	Student Labor-Men's Athletics	TV012	21-MAY-18
Tyriq Turner-Dunlap	NW9408 00	Work Study-Intercoll Athl	TV012	04-MAY-18
Megan Unzen	NS9377 00	Student Technology Fellow	TV012	21-MAY-18
Darcy Usher	NS9390 00	Student Labor - Library	TV012	04-MAY-18
Annika Van Oosbree	NS9346 00	Student Assn -Vice President	TV012	21-MAY-18
Annika Van Oosbree	NS9438 03	Copy Editor for Exponent	TV012	11-MAY-18
Annika Van Oosbree	NS9438 04	Stu Pub Writer $1./column inch	TV012	11-MAY-18
Sara Van Regenmorter	NW9467 00	Work Study-Counseling	TV012	04-MAY-18
Katie Vetsch	NW8313 01	Res Life Work study	TV012	04-MAY-18
Noah Vreeman	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Asher Wahl	NS9273 01	Math Tutor	TV012	21-MAY-18
Asher Wahl	NS9397 00	Student Labor - Biology	TV012	21-MAY-18
Johanna Wahl	NS9275 02	Reading Tutor	TV012	21-MAY-18
Johanna Wahl	NS9397 00	Student Labor - Biology	TV012	21-MAY-18
Johanna Wahl	NS9471 00	Student Labor-Men's Athletics	TV012	11-MAY-18
Livia Wallace	NS9470 00	MASCOT	TV012	21-MAY-18
Annie Walsh	NS9374 00	Student Labor - Library	TV012	04-MAY-18
Annie Walsh	NS9450 01	Notetaker-SPAN 101N01 SP2018	TV012	21-MAY-18
Annie Walsh	NW9329 00	Work Study-Library	TV012	04-MAY-18
Maida Walters	NS9438 00	Stu Pub -Reporter $1./col inch	TV012	11-MAY-18
Xin Wang	NG9294 00	GA-Music	TV012	21-MAY-18
Benjamin Watkins	NG9282 00	GA-HPER	TV012	21-MAY-18
Benjamin Watkins	NS9470 00	Mascot - Flat Fee	TV012	21-MAY-18
Cory Weeks	NS9471 00	Student Labor-Men's Athletics	TV012	21-MAY-18
Cory Weeks	NW9327 00	Work Study-Student Affairs	TV012	04-MAY-18
Shelby Weig	NW9447 00	Work Study-Biology	TV012	04-MAY-18
Witnie Weinheimer	NW8309 00	WS Off-campus Boys/Girls Club	TV012	04-MAY-18
Cassidy Weiss	NG9282 00	GA-HPER	TV012	21-MAY-18
Cassidy Weiss	NS9471 00	Student Labor-Men's Athletics	TV012	04-MAY-18
Mckenzie Werner	NS9459 00	Student Labor - Extension	TV012	04-MAY-18
Mckenzie Werner	NW9468 02	Work Study-OCE	TV012	04-MAY-18
Kara Wetzel	NG9282 01	GA-HPER	TV012	21-MAY-18
Kira Whitmore	NS9450 01	Notetaker-INED 411N01-SP 2018	TV012	21-MAY-18
Sierra Wieseler	NS9438 00	Stu Pub-Writer $1./column inch	TV012	11-MAY-18
Luke Wietgrefe	NS9389 00	Student Labor- Accounting	TV012	05-MAY-18
Emily Wiley	NS9377 00	Student Technology Fellow	TV012	21-MAY-18
Emily Wiley	NS9471 00	Student Labor-Men's Athletics	TV012	21-MAY-18
Emily Wiley	NW9464 00	Work Study-Media Center	TV012	04-MAY-18
Amy Wockenfuss	NS9397 01	Student Labor - Biology	TV012	21-MAY-18
Catherine Woodmansey	NS9311 00	Perform @ Honors Breakfast	TV012	21-MAY-18

Grace Woodstead	NW9401	00	Work Study-Student Association	TV012	04-MAY-18
Jennem Woolever	NS9311	00	Perform @ Honors Breakfast	TV012	21-MAY-18
Jennem Woolever	NS9317	00	Student Labor-Math Lab	TV012	21-MAY-18
Chantell Wren	NW8309	00	W/S Off-campus Boys/Girls Club	TV012	04-MAY-18
Jessica Zempel	NS9273	01	Math Tutor	TV012	21-MAY-18
Jessica Zempel	NS9317	00	Student Labor-Math Lab	TV012	21-MAY-18
Hattie Zinter	NW9408	00	Work Study-Intercoll Athl	TV012	04-MAY-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Darci Bultema Skyles	NE9829	11	Perform Spring 2018 Commencemt	Supplemental Appointment	50.00	22-APR-18
Frederic Hemke	NE9829	06	Teach Manhart's Jazz Ensemble	Supplemental Appointment	163.00	22-APR-18
Alyssa Kiesow	NE9654	00	COMPLETE Online Teach Cert	Supplemental Appointment	1500.00	22-MAR-18
Andria Moon	NE9568	06	Grad Committee Chair 1 Stdt	Hire Temp Appointment	200.00	22-APR-18
Thomas Orr	NE9831	29	Supervise 1 PE 496 student	Appointment	150.00	22-APR-18
Thomas Orr	NE9831	30	Sprvs stdts 7PE 495/5 PE 496	Supplemental Appointment	1800.00	22-APR-18
William Trentham	NE9701	01	OL-Math125;315;102 - Chg Job #	Overload for Teaching	310.40	22-MAR-18

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Alyssa Anderson	NE9472	06	OCE-BIOL 492 NFL0T	TV013	21-MAY-18
Alyssa Anderson	NE9603	01	Science Fair Overload	TV013	21-APR-18
Allen Barclay	NE9472	22	BADM-492-NFL0T	TV013	21-MAY-18
Allen Barclay	NE9472	23	OCE-BADM 482-N800T	TV013	21-MAY-18
Allen Barclay	NE9685	04	Department Chair - Business	TV013	21-MAY-18
Terry Beckler	NE9714	03	Chair - School of Fine Arts	TV013	21-MAY-18
Lysbeth Benkert-Rasmussen	NE9540	00	OL -3cr - ENGL201	TV013	21-MAY-18
Gregory Blair	NE9840	14	One cr overload - Sculpture	TV013	21-MAY-18
Kristi Bockorny	NE9472	30	BADM-461-N800T	TV013	21-MAY-18
Gratia Brown	NE9840	00	One cr overload - Sr Seminar	TV013	21-MAY-18
Darci Bultema Skyles	NE9829	11	Perform Spring 2018 Commencemt	TV013	21-MAY-18
Sara Christensen-Blair	NE9645	04	Faculty Athletic Rep	TV013	21-MAY-18
Sara Christensen-Blair	NE9800	00	Department Chair-Fine Arts	TV013	21-MAY-18
Ric Dias	NE9815	04	Fac -Mentoring Overload	TV013	21-MAY-18
Guangwei Ding	NE9456	06	Overloads-Rising Scholar	TV013	21-MAY-18
Guangwei Ding	NE9845	07	2.9 Cr O/L - SP 2018	TV013	21-MAY-18
Kami Fischbach	NE9743	06	Adj Inst MATH 021 3 cr	TV013	21-MAY-18
Ross Flom	NE9472	02	OCE-PSYC 101-N800T	TV013	21-MAY-18
Ross Flom	NE9696	00	Department Chair	TV013	21-MAY-18
Erin Fouberg	NE9839	08	Overloads-History	TV013	21-MAY-18
Gregory Francom	NE9472	22	ELRN-750-N800T	TV013	21-MAY-18
Gregory Francom	NE9472	23	OCE-ELRN 750-N700T	TV013	21-MAY-18
Juan Gonzalez	NE9472	19	OCE-SPAN 469-N800T	TV013	21-MAY-18
Juan Gonzalez	NE9472	20	OCE-SPAN 353-N800T	TV013	21-MAY-18
Juan Gonzalez	NE9472	21	OCE-SPAN 202-N800T	TV013	21-MAY-18
Juan Gonzalez	NE9472	22	OCE-SPAN 312-N800T	TV013	21-MAY-18
Juan Gonzalez	NE9472	23	OCE-SPAN 102 N800T	TV013	21-MAY-18
Juan Gonzalez	NE9702	03	Department Chair	TV013	21-MAY-18
Steven Gough	NE9478	05	OL-Teach high number students	TV013	21-MAY-18
David Grettler	NE9456	17	Overloads-Rising Scholar	TV013	21-MAY-18
David Grettler	NE9472	22	HIST 483 N800T	TV013	21-MAY-18
Elizabeth Haller	NE9472	30	OCE-ENGL 230-N801T	TV013	21-MAY-18
Elizabeth Haller	NE9472	31	OCE-ENGL 230-N800T	TV013	21-MAY-18
Frederic Hemke	NE9829	06	Teach Manhart's Jazz Ensemble	TV013	21-MAY-18
Jeffrey Howard	NE9472	21	OCE-PSYC 221-N800T	TV013	21-MAY-18
Jeffrey Jay	NE9472	22	OCE-EDFN 752-N800T	TV013	21-MAY-18
Julie Johnson	NE9472	07	OCE-SPCM 101-N801T	TV013	21-MAY-18
Julie Johnson	NE9844	01	OL-1 sec SPCM 291	TV013	21-MAY-18
Sarah Jones	NE9565	00	Librarian/Archivist	TV009	04-MAY-18
Alyssa Kiesow	NE9472	27	OCE-BIOL 221/L-N800T	TV013	21-MAY-18
Alyssa Kiesow	NE9472	28	OCE-BIOL-211/L NHU01	TV013	21-MAY-18

Alyssa Kiesow	NE9622	07	Coordinator of UG Research	TV013	21-MAY-18
Alyssa Kiesow	NE9654	00	COMPLETE Online Teach Cert	TV013	21-APR-18
Peter Kilian	NE9826	00	OIS Coordinator	TV013	21-MAY-18
Keun Lee	NE9472	12	OCE-ECON 201-N800T	TV013	21-MAY-18
Michelle Lesnar	NE9472	05	ECON 330-N800T	TV013	21-MAY-18
Virginia Lewis	NE9827	00	Trnslt Germans frm Russia ltrs	TV013	21-APR-18
Anna Lohmeyer	NE9662	01	Writing Tutor - UC	TV013	21-MAY-18
Grant Manhart	NE9472	20	OCE-MUS 100-N801T	TV013	21-MAY-18
Grant Manhart	NE9472	21	OCE-MUS 100-N800T	TV013	21-MAY-18
Arthur Marmorstein	NE9456	11	Overloads-Rising Scholar	TV013	21-MAY-18
Amber Mathern	NE9472	06	OCE-BADM 474-N800T	TV013	21-MAY-18
Jon Mitchell	NE9846	02	BIOL 250	TV013	21-MAY-18
Andria Moon	NE9472	17	EDFN-737-N800T	TV013	21-MAY-18
Andria Moon	NE9568	06	Grad Committee Chair 1 Stdt	TV013	21-MAY-18
Alan Neville	NE9713	06	Chair - EESE	TV013	21-MAY-18
George Nora	NE9472	17	OCE-CHEM 108/L N800T	TV013	21-MAY-18
Candida Olson	NE9472	01	OCE-ACCT 211-N800T	TV013	21-MAY-18
Thomas Orr	NE9831	29	Supervise 1 PE 496 student	TV013	21-MAY-18
Thomas Orr	NE9831	30	Sprvs stdts 7PE 495/5 PE 496	TV013	21-MAY-18
Penni Pearson	NE9456	17	Rising Scholar ENGL 210	TV013	21-MAY-18
Lisa Peterson	NE9743	00	Adj Inst MATH 021 3 Cr	TV013	21-MAY-18
Scott Peterson	NE9472	09	OCE-MIS 325-N800T	TV013	21-MAY-18
Scott Peterson	NE9691	09	Director of Placement	TV013	21-MAY-18
David Pierson	NE9478	02	OL-MstTchrChem-24RoncalliStdts	TV013	21-MAY-18
Robert Preston	NE9660	08	Dacotah Bank Scholars Prog	TV013	21-MAY-18
Peter Ramey	NE9472	13	OCE-ENGL 201-N801T	TV013	21-MAY-18
Jodie Ramsay	NE9456	22	RS-NSUMentor 7sec BIO;1 BIO153	TV013	21-MAY-18
Jodie Ramsay	NE9456	23	Rising Scholar BIOL 153	TV013	21-MAY-18
Jodie Ramsay	NE9603	01	Science Fair Overload	TV013	21-APR-18
Jodie Ramsay	NE9712	07	Department Chair	TV013	21-MAY-18
Jodie Ramsay	NE9846	12	3 cr o/l -FA2017/SP2018	TV013	21-MAY-18
Ricardo Rojas	NE9456	05	Overloads-Rising Scholar	TV013	21-MAY-18
Ricardo Rojas	NE9472	06	OCE-MATH 101-N800T	TV013	21-MAY-18
Andrew Russell	NE9472	03	OCE-BIOL 285-N800T	TV013	21-MAY-18
Sara Schmidt	NE9472	33	ACCT 311 N800T	TV013	21-MAY-18
Sara Schmidt	NE9688	03	Chair, School of Business	TV013	21-MAY-18
Julie Schroer	NE9472	08	OCE-BIOL 101/L-N800T	TV013	21-MAY-18
Julie Schroer	NE9472	09	OCE-BIOL 101/L-N801T	TV013	21-MAY-18
Anna Schwan	NE9472	03	OCE-EDFN 4/540-N800T	TV013	21-MAY-18
Anna Schwan	NE9479	01	Sprvs 8 SEED 2 ELED	TV013	21-APR-18
Elizabeth Sills	NE9456	01	Rising Scholar SPCM 101	TV013	21-MAY-18
Danielle Thooft	NE9478	02	OL Teach SPANISH III	TV013	21-MAY-18
Stacy Trentham	NE9472	01	OCE-MATH 102-N800T	TV013	21-MAY-18
Stacy Trentham	NE9472	02	OCE-MATH 102 NHU01	TV013	21-MAY-18
William Trentham	NE9701	01	OL-Math125;315;102 - Chg job #	TV013	21-MAY-18
Steven Usitalo	NE9608	05	Department Chair	TV013	21-MAY-18
Wendy VanGent	NE9472	17	OCE-MUS 785-N800T	TV013	21-MAY-18
Robert Vodnoy	NE9514	00	Professor	TR001	21-MAY-18
Robert Vodnoy	NE9829	03	OL-1.32cr MUAP 351 N02	TV013	21-MAY-18
Courtney Waid-Lindberg	NE9472	09	OCE-SOC 100-N801T	TV013	21-MAY-18
Patrick Whiteley	NE9511	00	Professor	TR001	21-MAY-18
Cheryl Wold	NE9472	31	OCE-SPED 592 N800T	TV013	21-MAY-18
Cheryl Wold	NE9479	02	Student Teacher Sprvsr	TV013	21-APR-18
Timothy Woods	NE9829	17	Director MME	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Nancy Cutler	NE9479	11	Review video ELED396 $50./eval	Hire Temp Appointment	900.00	22-MAR-18
Nathan Roberts	NE9974	01	Adj Instr-Online/Cont Ed	Hire Temp Appointment	1421.64	22-MAR-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Daniel Albertsen	NE9479	03	Supervise 4 Tchr Ed Candidates	TV013	21-MAY-18
Amber Arlint	NE9974	06	OCE-EDFN 475-N801T	TV013	21-MAY-18
Amber Arlint	NE9974	07	OCE-EDFN -4/575 - N800T	TV013	21-MAY-18
Heidi Barclay	NE9974	33	OCE-BADM 457-N801T	TV013	21-MAY-18
Heidi Barclay	NE9974	34	OCE-BADM 360-N801T	TV013	21-MAY-18
Heidi Barclay	NE9974	35	OCE-BADM 457-N800T	TV013	21-MAY-18
Heidi Barclay	NE9974	36	OCE-BADM 360-N800T	TV013	21-MAY-18
Lauren Bittner	NE9974	05	OCE-BADM 284-N800T	TV013	21-MAY-18
Lauren Bittner	NE9974	06	OCE-BADM 244-800T	TV013	21-MAY-18
Michael Bockorny	NE9974	34	OCE-BADM 336-N800T	TV013	21-MAY-18
Michael Bockorny	NE9974	35	OCE-BADM 464-N800T	TV013	21-MAY-18
Michael Bockorny	NE9974	36	OCE-BADM 336-N801T	TV013	21-MAY-18
Michael Bockorny	NE9974	37	OCE- BADM 339-N800T	TV013	21-MAY-18
Lisa Brown	NE9841	03	Adj Inst-SOC 320	TV013	21-MAY-18
Matthew Christensen	NE9832	11	RS-4 Sec ENGL 210 -BV HS	TV013	21-MAY-18
Danielle Coulson	NE9974	00	OCE-FREN 102 N800T	TV013	21-MAY-18
Nancy Cutler	NE9479	09	Supervise 5 Tchr Ed Candidates	TV013	21-MAY-18
Nancy Cutler	NE9479	10	Sprvs 3ELED 496PSTE Candidates	TV013	21-APR-18
Nancy Cutler	NE9479	11	Review video ELED396 $50./eval	TV013	21-APR-18
Amy Dolan	NE9483	09	Adj Inst-BIOSurv;BIOL411	TV013	21-MAY-18
Amy Dolan	NE9974	08	OCE-BIOL 383N800T	TV013	21-MAY-18
Duane Dolejsi	NE9322	03	PHYS 113 Lect/LAB	TV013	21-MAY-18
Paul Dutt	NE9757	12	Adj Inst-MUAP 105 Class Guitar	TV013	21-MAY-18
Abderrahman Elkhader	NE9974	00	OCE-MATH 102-N801T	TV013	21-MAY-18
Jonathon Evenson	NE9543	01	Misc/Bus Driver	TV013	14-MAY-18
Jonathon Evenson	NE9867	06	Adj Inst PE 100/473/WEL100	TV013	21-MAY-18
Carol Fischer	NE9757	09	Adj Inst-4 Cont Hrs Appl Keybd	TV013	21-MAY-18
Samantha Foster	NE9461	01	Adj Inst-ECE 413	TV013	21-MAY-18
Dan Grewe	NE9479	02	Supervise 3 Tchr Ed Candidates	TV013	21-MAY-18
Becky Guffin	NE9461	15	Adj Inst ELED330K-8 Math Methd	TV013	21-MAY-18
Christine Hauck	NE9974	16	OCE-BADM 101-N800T	TV013	21-MAY-18
Allen Hogie	NE9832	06	RS- 2 Sec MATH -BV High School	TV013	21-MAY-18
Jennifer Hopkins	NE9465	01	Adj Inst-ARTH 100	TV013	21-MAY-18
Laura Jacobs	NE9832	16	RS-2secENGL210/1sec SPM Canton	TV013	21-MAY-18
Melanie Jacobson	NE9832	04	RS-4 Sec MATH 102 Mitchell	TV013	21-MAY-18
Jeanne James-Hansen	NE9832	03	RS-1sec ENGL 210 Abn Roncalli	TV013	21-MAY-18
Sharon Johnson	NE9479	02	Supervise 4 Tchr Ed Candidates	TV013	21-MAY-18
Janelle Klapperich	NE9479	10	Supervise 4 Tchr Ed Candidates	TV013	21-MAY-18
Daryl Kosiak	NE9974	07	CJUS-201-N800T	TV013	21-MAY-18
Daryl Kosiak	NE9974	08	CJUS/SOC-490-N800T	TV013	21-MAY-18
Tina Lamb	NE9974	20	OCE-BADM 370-N800T	TV013	21-MAY-18
Susan Landon-Arnold	NE9974	21	OCE-MICR 231/L-N801T	TV013	21-MAY-18
Susan Landon-Arnold	NE9974	22	OCE-MICR 231/L N800T	TV013	21-MAY-18
Jerome Letcher	NE9757	05	Adj Inst MUAP 131/331/431	TV013	21-MAY-18
Justin Lovrien	NE9832	01	RS-2 Sec BIOL 151 BV HS	TV013	21-MAY-18
Ramona Lundberg	NE9832	09	RS-1 Sec BIO 151/153 -Deuel HS	TV013	21-MAY-18
Breanne Mack	NE9908	02	Adj Inst PSYC 221	TV013	21-MAY-18
Mustafa Maqbool	NE9974	13	OCE-BADM 424-N800T	TV013	21-MAY-18
Mustafa Maqbool	NE9974	14	OCE-BADM 310-N800T	TV013	21-MAY-18
Mustafa Maqbool	NE9974	15	OCE-BADMN 418-N800T	TV013	21-MAY-18
Dennis McDermott	NE9757	20	Adj Inst-2ContHrs-MUS223 Jazz	TV013	21-MAY-18
Edward Mickelson	NE9832	08	Adjuncts-Rising Scholars	TV013	21-MAY-18
Rodney Mittelstedt	NE9974	09	OCE-POLS 210-NHU01	TV013	21-MAY-18
Stephen Morgan	NE9832	13	RS-1sec HIST 152-Mitchell HS	TV013	21-MAY-18
James Musil	NE9832	02	RS-1 Sec CHEM 106/L Huron HS	TV013	21-MAY-18
James Musil	NE9974	00	OCE-CHEM 106/L-NHU01	TV012	21-MAY-18
Gaye Nachreiner	NE9974	15	OCE-PSYC 101-N801T	TV013	21-MAY-18
Marne Neiger	NE9974	08	BADM-469-N800T	TV013	21-MAY-18
Travis Netzer	NE9757	01	Adj Inst-MUS100MUAP130/230/etc	TV013	21-MAY-18
Travis Netzer	NE9974	02	OCE-MUS 100-N802T	TV013	21-MAY-18
Hillar Neumann	NE9974	24	OCE-ECON 201 N801T	TV013	21-MAY-18
Hillar Neumann	NE9974	25	OCE-ECON 301-N800T	TV013	21-MAY-18
Julie Olson	NE9832	05	RS-2 sec BIO 151-Mitchell HS	TV013	21-MAY-18

Rebecca Palmer	NE9748 05	Adjunct Instructor - ESL	TV013	04-MAY-18
Boyd Perkins	NE9974 00	OCE-MUS 766-N800T	TV013	21-MAY-18
Sara Pillatzki Warzeha	NE9974 01	OCE-THEA 100-N800T	TV013	21-MAY-18
Christian Pirlet	NE9832 04	RS-1sec HIST152-Abdn Central	TV013	21-MAY-18
Julie Poeppel	NE9479 12	Supervise 4 TchrEd Candidates	TV013	21-MAY-18
Jayson Poppinga	NE9832 06	RS-2sec BIOL 153 SF O'Gorman	TV013	21-MAY-18
Kraig Presler	NE9832 06	RS 4 Sec MATH 102 BV HS	TV013	21-MAY-18
Jeremy Risty	NE9832 11	RS-3 sec HIST 152 BV HS	TV013	21-MAY-18
Nathan Roberts	NE9974 01	Adj Instr-Online/Cont Ed	TV013	21-MAY-18
Christy Schuett	NE9908 02	Adj Inst-CGPS 765	TV013	21-APR-18
Jay Schwartz	NE9832 00	RS-2 SecMATH102Pierre Riggs HS	TV013	21-MAY-18
Michael Smith	NE9974 29	OCE-ARTH 100-N800T	TV013	21-MAY-18
Julie Sriken	NE9974 00	OCE-EDER 761-N800T	TV013	21-MAY-18
Mark Steichen	NE9974 00	OCE-MICR 231/L-NHU01	TV013	21-MAY-18
Brandon Tetrault	NE0001 01	Volunteer	TV013	21-MAY-18
Brandon Tetrault	NE9867 04	Adj Inst.-PE354/354L	TV013	21-MAY-18
Phillip Wagner	NE9974 21	OCE-SPCM 101-N802T	TV013	21-MAY-18
Tetiana White	NE9481 02	Adj Inst-2Sec SPCM101+Office	TV013	21-MAY-18
Tetiana White	NE9852 05	Adj Inst-1sec SPAN 101+ Office	TV013	21-MAY-18
Tetiana White	NE9974 01	OCE-LING 436 N800T	TV013	21-MAY-18
Megan Wollman	NE9974 08	OCE-ENGL 033-N800T	TV013	21-MAY-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00213168	Katie Olson	Honors	NSU
A00075466	Mikaela Waiflein	Intercolleg Athletics	NSU
A00227829	Theresa Giannavola	School of Business	NSU

PZRNJOB South Dakota Board of Regents
BOR Routine 05/30/2018 14:54:40
Date Range : 22-MAR-18 thru 21-MAY-18
For :SDSMT

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Leslie Billings	ME9966	00	Admin Asst (Secretary)	Appointment	28911.44	26-MAR-18
Angela Davis	ME9559	00	Secretary	Appointment	29639.43	26-MAR-18
Gina Edwards	ME9915	01	Secretary	Hire Temp Appointment	208.05	01-MAY-18
Cleo Heenan	ME9902	01	Senior Secretary/CAMP Meals	Hire Temp Appointment	600.00	14-MAY-18
Taylor Moore	ME9698	00	Senior Secretary	Appointment	30159.42	22-MAR-18
Michael Norris	ME9215	00	Safety Officer (Security Ofcr)	Appointment	26831.48	22-MAR-18
Lisa Ryckman	ME9309	00	Cust Serv Rep (SrSec)	Appointment	20592.00	16-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
David Molash	ME9206	00	Dark Matter Lab Technician	End of Probation Adjust	37772.07	39664.84	1892.77	
Patrice Smith	ME9781	00	Program Assistant II	Reclassification	36752.89	38590.53	1837.64	

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Robert Connot	ME9886	00	Library Technician	TV000	04-MAY-18
Tyler Minchin	ME9261	00	Facility Worker	TV000	11-MAY-18
Patrice Smith	ME9781	00	Program Assistant II	TV000	20-APR-18
Hiram Wallace	ME9264	00	Facility Worker-Days	TI000	17-MAY-18
Kristyn Ward	ME9783	00	Library Technician	TV000	03-MAY-18
Lila Baskerville	ME9914	02	Senior Secretary/ECE	TV013	21-APR-18
Cathy Durkin	ME9258	00	Test Proctor	TV013	21-APR-18
Cathy Durkin	ME9258	00	Test Proctor	TV013	21-MAY-18
Gina Edwards	ME9915	01	Secretary	TV013	21-MAY-18
Susan Young	ME9309	00	Cust Serv Rep (Sr Secretary)	TR001	12-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Janet Berman Lalley	ME9608	00	Bkstr Rgstrtn Wrkr (Sales C)	Hire Temp Appointment	2000.00	22-APR-18
Arlene Lichtenecker	ME9608	00	Bkstr Rgstrtn Wrkr (Sales C)	Hire Temp Appointment	2000.00	22-APR-18
Patricia Rezin	ME9608	00	Temp Bookstore	Hire Temp Appointment	2000.00	22-APR-18
Marie Romano	ME9608	00	Temp Bookstore	Hire Temp Appointment	254.00	22-MAR-18
Marie Romano	ME9608	00	Temp Bookstore	Hire Temp Appointment	1000.00	22-APR-18
John Smith	ME9258	00	Test Proctor (Sr Secretary)	Hire Temp Appointment	500.00	22-MAR-18
John Smith	ME9258	00	Test Proctor (Sr Secretary)	Hire Temp Appointment	500.00	22-APR-18

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Marie Romano	ME9258	00	Test Proctor	TV013	21-APR-18
Marie Romano	ME9258	00	Test Proctor	TV013	21-MAY-18
Marie Romano	ME9608	00	Temp Bookstore	TV013	21-APR-18

Marie Romano	ME9608	00	Temp Bookstore	TV013	21-MAY-18
John Smith	ME9258	00	Test Proctor (Sr Secretary)	TV013	21-APR-18
John Smith	ME9258	00	Test Proctor (Sr Secretary)	TV013	21-MAY-18
Kathleen Williams	ME9295	00	Seasonal Grounds Keeper	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Derek Flom	ME9379	00	Vet Res Cntr Coord	Appointment	40000.00	16-APR-18
Bowan Montgomery	ME9794	00	Asst FB Coach-Defense	Appointment	33000.00	05-APR-18

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
Caitlin Beyer	ME9687	00	Area Coordinator	TV000	10-MAY-18
Chelsi Carter	ME9221	00	Asst VB Coach/Equip Manager	TV000	20-APR-18
Yu Luo	ME9214	00	Research Scientist I	TL001	30-MAR-18
Eric Miller	ME9241	00	Post-Doc Research Scientist	TV000	11-MAY-18
Seth Nichols	ME9226	00	Dir StdntWllnss Cntr/IntrmlSp	TV000	27-MAR-18
Justin Udy	ME9665	00	Off Coordinator/Assoc Hd Coach	SA011	26-MAR-18
Cabot-Ann Christofferson	ME9549	00	Instructor	TV013	21-MAY-18
Saurabh Dhiman	ME9251	01	Research Scientist III	TV013	21-MAY-18
Wyatt Engel	MS9918	00	eSports	TV012	06-MAY-18
Wyatt Engel	MS9918	02	eSports	TV012	21-MAY-18
Charles Kliche	ME9192	00	Instructor of SD MSHA Training	TV013	21-MAY-18
Nancy Sprynczynatyk	ME9554	00	Instructor	TV013	21-MAY-18
Andrea Surovek	ME9546	00	Senior Lecturer	TV013	21-MAY-18
Weisong Tian	ME9247	01	Research Engineer II	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Brandon Allwine	MS9913	00	CAPE Student Hourly	Hire Temp Appointment	3220.00	07-MAY-18
Wyatt Anderson	MS9974	00	Tech Fellow - LAN Crew	Hire Temp Appointment	3264.00	05-MAY-18
Stefan Aviles	MS9932	01	Physics Hourly - Schnee	Hire Temp Appointment	400.00	01-APR-18
Lucas Bartek	MS9953	00	UG Research Crawford	Hire Temp Appointment	3300.00	14-MAY-18
Neha Basotra	MS9970	00	CBE Hourly	Hire Temp Appointment	6000.00	22-MAR-18
Joseph Bauer	MS9953	00	MET Undergrad Hourly	Hire Temp Appointment	864.00	26-MAR-18
Kirk Blumenthal	MS9974	00	ITS LAN Crew	Hire Temp Appointment	2314.00	05-MAY-18
Justin Briese	MS9902	00	Facilities student worker	Hire Temp Appointment	3200.00	15-MAY-18
Daniel Cerfus	MS9970	00	CBE Student Hourly	Hire Temp Appointment	2520.00	07-MAY-18
Christopher Counce	MS9956	00	IE dept, UG-stdt hrly, A Piper	Hire Temp Appointment	1920.00	01-MAY-18
Samuel Crawford	MS9910	00	EHS Summer Intern	Hire Temp Appointment	3200.00	07-MAY-18
William Doering	MS9902	01	Student Facilities Worker	Hire Temp Appointment	3200.00	07-MAY-18
Matthew Dondelinger	MS9940	00	Grad Hourly--Smirnova	Hire Temp Appointment	2000.00	22-APR-18
Wyatt Engel	MS9918	00	eSports	Hire Temp Appointment	400.00	22-MAR-18
Wyatt Engel	MS9918	02	eSports	Hire Temp Appointment	700.00	07-MAY-18
Abbigail Elger	MS9932	01	Physcis Hourly - Schnee	Hire Temp Appointment	400.00	01-APR-18
Jessica Fabin	MS9959	00	STUDENT WORKER/GGE/Anderson	Hire Temp Appointment	2520.00	01-MAY-18
Lydia Ford	MS9908	00	Grad Ed Student employee	Hire Temp Appointment	400.00	02-APR-18
Yun Seok Gwon	MS9950	00	ME/Hourly/Fekrmandi	Hire Temp Appointment	560.00	14-MAY-18
Raymond Hale	MS9900	00	Student - Campus Safety	Hire Temp Appointment	708.00	30-APR-18
Rizbi Hassan	MS9902	01	Grounds Student Worker	Hire Temp Appointment	320.00	16-MAY-18
Rizbi Hassan	MS9902	02	Student Grounds Worker	Hire Temp Appointment	160.00	14-MAY-18
Thomas Hayes	MS9932	01	Physics Hourly - Reichenbacher	Hire Temp Appointment	110.00	11-APR-18
Kyle Hazelwood	MS9916	00	STUDENT HOURLY/GEOL/Uzunlar	Hire Temp Appointment	7200.00	10-MAY-18

Victor Hernandez Chinos	MS9976	01	ITS Tech Fellow	Hire Temp Appointment	3024.00	05-MAY-18
John Hillard	MS9950	00	ME/Hourly/Fekrmandi	Hire Temp Appointment	384.00	05-APR-18
John Hillard	MS9950	00	ME/Hourly/Fekrmand	Hire Temp Appointment	528.00	14-MAY-18
Carl Holloman	MS9974	01	Tech Fellow - LAN Crew	Hire Temp Appointment	2240.00	05-MAY-18
Jayvon Jackson	MS9976	00	ITS LAN Crew	Hire Temp Appointment	520.00	05-MAY-18
Sushma Priyanka Karanam	ME9166	00	Research Engr I	Hire Temp Appointment	6551.82	18-APR-18
Nihal Karanth	MS9992	00	Summer TLC/SSC Tutor	Hire Temp Appointment	1200.00	04-MAY-18
Andrew Karatepeyan	MW9960	00	Equipment Room	Hire Temp Appointment	480.00	27-MAR-18
Ian Kasten	MS9929	01	Summer Crew	Hire Temp Appointment	2800.00	07-MAY-18
Young Jae Kim	MS9926	02	Wellness Ctr Stdt Superviso	Hire Temp Appointment	1920.00	06-MAY-18
Divya Kota	MS9902	00	Grounds Student Worker	Hire Temp Appointment	1120.00	14-MAY-18
Jared Kovall-Scarlett	MS9902	01	Student Facilities Worker	Hire Temp Appointment	3200.00	07-MAY-18
Kaci Krebs	MS9980	00	Surbeck Front Desk - Summer	Hire Temp Appointment	1620.00	07-MAY-18
Brian Lauters	MS9959	00	STUDENT WORKER/GGE/Anderson	Hire Temp Appointment	2520.00	01-MAY-18
Franklin Lemmons	MS9932	01	Physics Hourly - Schnee	Hire Temp Appointment	400.00	01-APR-18
Kristin Lerdal	MS9950	00	Hourly/Surovek	Hire Temp Appointment	672.00	06-APR-18
Michael Lindsay	ME9154	00	Asst Men's BB Coach	Hire Temp Appointment	4160.16	11-APR-18
Enricko Mahardhika	MS9902	00	Facilities Grounds Worker	Hire Temp Appointment	1120.00	14-MAY-18
Isiah McGuire	MS9918	01	Equipment Room	Hire Temp Appointment	9.00	20-APR-18
Erela Meyer	MW9967	00	HRLY/CEE/Haffner	Hire Temp Appointment	2500.00	22-MAR-18
Elexious Musick	MS9929	01	Summer Crew	Hire Temp Appointment	2800.00	07-MAY-18
Abu Md Numan-Al-Mobin	ME9242	00	Research Scientist I	Hire Temp Appointment	3813.04	04-MAY-18
Abisola Ojoawo	MS9986	00	Museum Student Worker	Hire Temp Appointment	1444.00	07-MAY-18
Abigail Otten	MS9932	01	Physics Hourly - Schnee	Hire Temp Appointment	400.00	01-APR-18
Xavier Pasala	MS9902	00	Student Grounds Worker	Hire Temp Appointment	1120.00	14-MAY-18
Xavier Pasala	MS9986	00	Museum Student Worker	Hire Temp Appointment	1428.00	11-MAY-18
Emma Pearce	MS9944	01	Admissions Student Worker	Hire Temp Appointment	1650.00	07-MAY-18
Kenneth Petry	MS9936	00	UG Res Assist / McGough / MCS	Hire Temp Appointment	250.00	22-APR-18
Sage Preble	MS9932	01	Physics Hourly - Reichenbacher	Hire Temp Appointment	1980.00	20-APR-18
Jesse Punsal	MS9965	00	HRLY/CEE/Stone/RSCH	Hire Temp Appointment	2400.00	22-MAR-18
Farid Rousta	MS9900	00	Campus Safety Student	Hire Temp Appointment	354.00	06-APR-18
Tyler Ryther	MS9992	00	Summer SSC/TLC Tutor	Hire Temp Appointment	960.00	09-MAY-18
Jonah Sayre	MS9929	01	Summer Crew Supervisor	Hire Temp Appointment	3600.00	07-MAY-18
Savoy Schuler	MS9936	00	UG Res Assist / McGough / MCS	Hire Temp Appointment	250.00	22-APR-18
Jeremy Schumacher	MS9974	02	ITS Tech Fellow Lan Crew	Hire Temp Appointment	560.00	05-MAY-18
Saeed Shahmiri	MS9900	00	Campus Safety student	Hire Temp Appointment	354.00	06-APR-18
Saeed Shahmiri	MS9902	00	Student Grounds Worker	Hire Temp Appointment	1680.00	16-MAY-18
Saeed Shahmiri	MS9959	00	STUDENT WORKER/ERI/Soeder	Hire Temp Appointment	1500.00	14-MAY-18
Saeed Shahmiri	MS9962	00	Hourly ECE Student	Hire Temp Appointment	1600.00	07-MAY-18
William Staib	MS9950	00	ME/Hourly/Fekrmandi	Hire Temp Appointment	408.00	12-APR-18
William Stapert	MS9929	01	Rocker Square Facilities	Hire Temp Appointment	925.00	07-MAY-18
William Stapert	MS9980	01	Surbeck Front Desk Summer Crew	Hire Temp Appointment	1450.00	07-MAY-18
Layne Tieszen	MS9932	00	Physics Hourly - Reichenbacher	Hire Temp Appointment	880.00	07-MAY-18
Raul Vasquez	MG9988	01	GRA/CEE/Kenner/Grant	Hire Temp Appointment	962.00	22-MAR-18
Umit Yildiz	MS9916	01	Student Hourly/Ranch A/Uzunlar	Hire Temp Appointment	8000.00	01-MAY-18
Michael Yoon	MS9950	00	Larochelle/Hourly	Hire Temp Appointment	2992.00	07-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Ramtin Ababaf	MW9942	00	FWS Wellness Center	TV012	04-MAY-18
Joshua Adeniran	MG9990	01	GTA/CBE/Benjamin & Walker	TV012	21-MAY-18
Ajibola Adewole	MG9964	01	GRA/CAPE/Salem	TV012	21-MAY-18
Kayode Ajayi	MS9947	00	MEM Hourly Tukkaraja	TV012	21-MAY-18
Rotimi Akinnuoye	MS9947	02	MEM hourly Brickey	TV012	21-MAY-18
Presley Akkerman	MS9986	00	Museum Student Worker	TV012	21-MAY-18
Morotolaoluwa Alabi	MG9993	00	AMP GRA	TV012	21-MAY-18
Ayobami Alao	MS9965	00	HRLY/GR/CEE/Kenner	TV012	21-MAY-18
Daniel Albl	MS9992	00	TLC/SSC 2018SP Tutor	TV012	21-MAY-18
Tavis Allam	MW9976	00	Student Programmer	TV012	21-APR-18
Aimee Allcock	MS9927	00	WiSE Mentor	TV012	21-APR-18
Aaron Alphonsus	MS9936	01	UGResearchAssist/McGough-Riley	TV012	21-APR-18
Mahsa Amiri	MG9993	00	AMP GRA	TV012	21-MAY-18
Grace Andersen	MS9977	01	2018SP Peer Mentor	TV012	21-MAY-18
Brett Anderson	MW9977	00	Facilities student worker	TV012	04-MAY-18

Wyatt Anderson	MS9974 02	ITS Tech Fellow	TV012	04-MAY-18
Seth Arthur	MS9928 01	Resident Assistant	TV012	21-MAY-18
Stefan Aviles	MS9932 00	Physics Hourly - Schnee	TV012	31-MAR-18
Stefan Aviles	MS9932 01	Physics Hourly - Schnee	TV012	21-MAY-18
Mady Baker	MW9962 00	ME/Hourly/Moore	TV012	04-MAY-18
Hanna Bankers	MW9966 00	ECE Workstudy	TV012	04-MAY-18
Antonio Bano-Sanoguera	MS9980 00	Surbeck Event Manager	TV012	21-MAY-18
Michael Baranowski	MG9983 01	GTA/GEOL/Anderson	TV012	21-MAY-18
Broc Barthel	MS9928 01	Resident Assistant	TV012	21-MAY-18
Neha Basotra	MS9970 00	CBE Hourly	TV012	21-MAY-18
Joseph Bauer	MS9953 00	MET Undergrad Hourly	TV012	21-MAY-18
Andrew Bauman	MS9947 00	MEM Hourly Roberts	TV012	21-MAY-18
Jordan Baumeister	MS9927 00	WiSE Mentor	TV012	21-APR-18
Jordan Baumeister	MS9950 00	ME/Degen/Hourly	TV012	21-MAY-18
Jordan Baumeister	MS9992 01	2018 Spring Tutor	TV012	21-MAY-18
Luke Bauske	MW9942 01	FWS - Wellness Center	TV012	04-MAY-18
Christoper Beal	MS9970 00	ULA/CBE/Walker	TV012	21-MAY-18
Molly Becker	MS9914 00	Intramural Referee	TV012	05-MAY-18
Liam Bell	MS9976 01	ITS Student Worker	TV012	04-MAY-18
Leanna Bender	MS9981 00	boosktore employee	TV012	21-MAY-18
Jakob Berg	MS9944 00	UG Telecounselor/ADM/Smith	TV012	21-APR-18
Christina Bergevin	MS9927 00	WiSE Mentor	TV012	21-APR-18
Christina Bergevin	MS9992 02	2018 Spring Tutor	TV012	21-MAY-18
Zachary Berghorst	MS9986 00	Museum Student Employee	TV012	21-MAY-18
Jacob Bertagnole	MS9950 00	ME/Knudson/Hourly	TV012	21-MAY-18
Rahul Bhargava	MG9976 00	MEM GRA Tukkaraja	TV012	21-MAY-18
Eden Bhatta	MG9995 00	BioSNTR SDRIC GRA	TV012	21-MAY-18
Venkata Bhattiprolu	MG9999 00	MES/GRA/Crawford	TV012	21-MAY-18
Mohit Bibra	MG9964 00	GRA/CBE/Sani	TV012	21-MAY-18
Tanner Blank	MS9976 00	ITS Tech Fellow	TV012	04-MAY-18
Kirk Blumenthal	MS9974 00	ITS Tech Fellow Lan Crew	TV012	04-MAY-18
Daniel Boe	MS9923 00	ADA Tutor	TV012	04-MAY-18
Daniel Boe	MS9950 00	ME/Hourly/Knudson	TV012	21-MAY-18
Jared Boehmer	MS9926 01	Wellness Center Employee	TV012	06-MAY-18
Scyller Borglum	MG9983 01	GTA/GEOOL/Soeder	TV012	21-MAY-18
Tyler Borgwardt	MG9956 00	Physics GTA Strieder	TV012	21-MAY-18
Trevor Bormann	MS9992 00	TLC/SSC 2018SP Tutor	TV012	21-MAY-18
Brady Bos	MS9966 00	Regular student - Hourly	TV012	21-MAY-18
Jacob Boschee	MG9956 00	Physics GTA Oszwaldowski	TV012	21-MAY-18
Jacob Boschee	MG9957 00	Physics GRA Oszwaldowski	TV012	21-MAY-18
Aaron Bost	MS9950 00	ME/Hourly/Muci	TV012	21-MAY-18
Cooper Bowen	MG9987 00	GTA/CEE/Capehart	TV012	21-MAY-18
Hallie Bower	MS9959 01	STUDENT LABOR/GEOE/Sawyer	TV012	21-MAY-18
Hallie Bower	MS9986 00	Museum Student Worker	TV012	04-MAY-18
Michael Bowles	MG9957 00	Physics GRA Schnee	TV012	21-MAY-18
Taran Bradley	MG9983 00	GTA/GEOL/Anderson	TV012	21-MAY-18
Joseph Brett	MS9988 00	Nano Research Assistant	TV012	21-MAY-18
Michael Brock	MW9966 00	ECE Workstudy	TV012	04-MAY-18
Sophie Brogdon	MS9926 04	YOGA INSTRUCTOR	TV012	05-MAY-18
Alexandra Brown	MW9960 01	FWS Equipment Room (Athletics)	TV012	04-MAY-18
Triston Brown	MW9942 01	FWS Wellness Center	TV012	04-MAY-18
Marshall Brownfield	MS9914 01	Intramural Official	TV012	08-MAY-18
Marshall Brownfield	MW9942 00	FWS - Wellness Center	TV012	04-MAY-18
Noah Brubaker	MS9959 00	STUDENT LOABOR/GGE/Li	TV012	21-APR-18
Laura Brunmaier	MS9988 00	BioSNTR Undergrad	TV012	21-MAY-18
Natalie Buckley	MG9987 00	GTA/CEE/Geza	TV012	21-MAY-18
Reeha Jasmine Budatala	MS9953 00	MES/Hourly/Jasthi/Crawford	TV012	21-MAY-18
Remington Bullis	MS9962 01	Hourly TA-Mechatronics	TV012	21-MAY-18
Kimberlynn Cameron	MG9984 01	GRA/GEOL/Benning/Sawyer	TV012	21-MAY-18
Aaron Campbell	MS9917 00	Student Senate President	TV012	21-MAY-18
Marcus Cannon	MG9987 00	GTA/CEE/Shearer	TV012	21-MAY-18
Zhendan Cao	MG9984 00	GRA/GEOL/Li	TV012	21-MAY-18
Zhendan Cao	MS9959 00	STUDENT LABOR/GGE/Lisenbee	TV012	21-MAY-18
Connor Carey	MW9994 00	UG Telecounselor/ADM/Smith	TV012	04-MAY-18
Alana Carrier	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Peter Carvalho	MS9928 01	Residential Peer Mentor	TV012	21-MAY-18
James Carver	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Mindy Castle	MS9928 01	Resident Assistant	TV012	21-MAY-18

Josef Ceritelli	MS9919 00	Student Worker	TV012	04-MAY-18
Josef Ceritelli	MS9974 00	ITS Tech Fellow (UR)	TV012	04-MAY-18
Anurag Chakraborty	MG9977 00	ME/TA/Ash	TV012	21-MAY-18
Faith Chambers	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Hari Chapagain	MG9956 00	Physics GTA Oszwaldowski	TV012	21-MAY-18
Hari Chapagain	MG9957 00	Physics GRA Oszwaldowski	TV012	21-MAY-18
Clinton Chapman	MG9964 00	GRA/CBE/Groven	TV012	21-MAY-18
Nathaniel Chapman	MS9970 00	GTA/CBE/Gilcrease	TV012	21-MAY-18
Nathaniel Chapman	MS9970 01	GTA/CBE/Gilcrease	TV012	21-MAY-18
Nirajan Chhetri	MG9985 00	GTA/ECE/Rajan	TV012	21-MAY-18
Krishna Govinda Rajan Chilkoor	MG9987 00	GTA/CEE/Gadhamshetty	TV012	21-MAY-18
Krishna Govinda Rajan Chilkoor	MG9988 00	GRA/CEE/Gadhamshetty	TV012	21-MAY-18
Akshay Chowdu	MG9976 00	GRA MEM Brickey	TV012	21-MAY-18
Gregory Christensen	MS9990 00	AMP Grad Hourly--Hong	TV012	21-MAY-18
Jorge Cisneros Hernandez	MS9928 01	Resident Assistant	TV012	21-MAY-18
Jorge Cisneros Hernandez	MW9957 00	FWS Office-IT / MCS Riley	TV012	04-MAY-18
Blake Claus	MS9992 06	2018SP Tutor	TV012	21-MAY-18
Kyla Coan	MS9947 00	MEM Hourly Roberts	TV012	21-MAY-18
Shaina Colombe	MS9936 00	REU RA / MCS Garlick	TV012	21-MAY-18
Shaina Colombe	MW9942 00	FWS - Wellness Center	TV012	04-MAY-18
John Colton	MS9950 00	Surovek/Undergrad Researcher	TV012	21-MAY-18
Dustin Cook	MW9972 00	APEX Gallery FWS	TV012	04-MAY-18
Walter Coombe	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Juan Correal	MS9959 00	STUDENT LABOR/GGE/Lisenbee	TV012	21-MAY-18
John Costello IV	MG9988 00	GRA/CEE/Kenner	TV012	21-MAY-18
Cheldon Coughlen	MS9936 00	UG Research - McGough / MCS	TV012	21-APR-18
Brittany Coupe	MS9927 37	WiSE Mentor	TV012	21-APR-18
Brittany Coupe	MS9965 00	HRLY/UG/CEE/GEOE/Lingwall	TV012	21-MAY-18
Hannah Covey	MS9965 00	HRLY/CEE/Lingwall/Grant	TV012	21-MAY-18
Hannah Covey	MS9965 01	HRLY/CEE/RESPEC GRANT/Kenner	TV012	21-MAY-18
Zachery Crandall	MG9969 00	GTA CSC LL / MCS Riley	TV012	21-MAY-18
Zachery Crandall	MG9969 01	GTA Math Proctor/MCS/Riley	TV013	21-MAY-18
Samuel Crawford	MW9948 00	EHS Work-Study	TV012	04-MAY-18
Robert Crow	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Reid Cummins	MS9980 00	Surbeck Event Manager	TV012	21-MAY-18
Peter Daly	MS9959 00	STUDENT WORKER/GEOL/Anderson	TV012	30-APR-18
Battsengel Dashdorj	MG9988 00	GRA/AES/Kenner	TV012	21-MAY-18
Aditi David	MG9964 01	GRA/CBE/Sani	TV012	21-MAY-18
Jake Davidson	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Katrina Davidson	MW9960 01	FWS - Training Room	TV012	04-MAY-18
Justin Davis	MS9913 00	CAPE/UG/SALEM	TV012	21-MAY-18
Kaytie DeWitt	MS9923 00	ADA Proctor	TV012	15-MAY-18
Kaytie DeWitt	MS9950 00	ME/Hourly/Degen	TV012	07-MAY-18
Rahel Dean-Pelikan	MS9927 00	WiSE Mentor	TV012	21-APR-18
Caleb Dillinger	MS9921 01	AML Grad Hourly	TV012	21-MAY-18
Yichun Ding	MG9994 01	BME GRA - Zhu	TV012	21-MAY-18
Ashley Ditlev	MS9956 00	IE dept, GR stdt hrly, A Piper	TV012	21-MAY-18
William Doering	MS9900 00	Campus Safety - Student	TV012	21-MAY-18
Daniel Dolan	ME9546 00	Senior Lecturer	TV013	21-MAY-18
Matthew Dondelinger	MS9940 00	Grad Hourly--Smirnova	TV012	21-MAY-18
Theodore Donovan	ME9163 00	Research Scientist III	TV013	21-MAY-18
Hope Dosch	MS9927 00	WiSE Mentor	TV012	21-APR-18
Hope Dosch	MW9997 00	FWS-Music	TV012	04-MAY-18
Sierra Doyle	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Ayden Drabek	MS9974 00	ITS Tech Fellow	TV012	21-MAY-18
Sky Dragoo	MS9947 00	MEM Hourly McCormick	TV012	21-MAY-18
Julie Driebergen	MG9983 00	GTA/PALE/Anderson	TV012	21-MAY-18
Julie Driebergen	MS9986 00	Museum Student Worker	TV012	21-MAY-18
Garret Drum	MW9959 00	CABS/Lab assistant/Kunza	TV012	04-MAY-18
Hannah Dudak	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Joshua Duklet	MS9936 00	LL CSC 170 Corwin / MCS Riley	TV012	21-MAY-18
Colter Dunagan	MG9992 01	GRA/Christofferson	TV012	21-MAY-18
Hannah Duncan	MS9920 00	HR Student Employee	TV012	21-MAY-18
Mary Durkin	MS9979 00	FacStaff Lounge Baker/Johnson	TV012	21-MAY-18
Emily Dvorak	MG9957 00	Physics GRA Bai	TV012	21-MAY-18
Michael Eagan	MS9921 01	AML UG Hourly	TV012	21-MAY-18
Emma Eckel	MW9960 00	FWS - Equipment Room	TV012	04-MAY-18
Rishikesh Ederada	MG9990 00	GTA/CBE/Hadley & Shende	TV012	21-MAY-18

Rishikesh Ederada	MG9991 00	GRA/CBE/Shende	TV012	21-MAY-18
Abbigail Elger	MS9932 00	Physics Hourly - Schnee	TV012	31-MAR-18
Abbigail Elger	MS9932 01	Physcis Hourly - Schnee	TV012	21-MAY-18
Abbigail Elger	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Tochukwu Emeakaroha	MG9995 00	NANO GRA	TV012	21-MAY-18
Wyatt Engel	MS9918 00	eSports	TV012	06-MAY-18
Wyatt Engel	MS9918 02	eSports	TV012	21-MAY-18
Lauren Estridge-Zwanzig	MG9994 01	BME GRA - Piper	TV012	21-MAY-18
Clayton Evans	MW9992 00	FWS- AMP	TV012	04-MAY-18
Jessica Evans	MG9994 01	BME GRA - Sinden	TV012	21-MAY-18
Erica Everson	MG9994 01	BME GRA - Sinden	TV012	21-MAY-18
Jessica Fabin	MS9927 00	WiSE Mentor	TV012	21-APR-18
Jessica Fabin	MS9959 01	STUDENT WORKER/GGE/Anderson	TV012	30-APR-18
Jeremy Feist	MG9987 00	GTA/CEE/Shearer	TV012	21-MAY-18
Timothy Felker	MS9965 00	HRLY/CEE/Lingwall/Grant	TV012	21-MAY-18
Rachel Fenenga	MS9902 36	Facilities student worker	TV012	21-MAY-18
Andrew Ferguson	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Travis Fincher	MS9928 01	Resident Assistant	TV012	21-MAY-18
Brock Folkers	MS9956 00	IE dept, stdt hrly, A Piper	TV012	21-MAY-18
Lydia Ford	MS9908 00	Grad Ed Student employee	TV012	21-MAY-18
Lydia Ford	MS9982 04	Youth Programs Assistant	TV012	01-MAY-18
Jared Fox	MG9983 00	GTA/GEOL/Anderson	TV012	21-MAY-18
Elizabeth Friesen	MG9987 00	GTA/CEE/Arneson-Meyer	TV012	21-MAY-18
Caleb Furse	MS9936 00	SI Calc II / MCS Riley	TV012	21-MAY-18
Daniel Fusi	ME9664 00	Athltc Equip Mgr/Asst FB Cch	TV013	24-APR-18
Bridget Gasper	ME9347 00	Cheerleading Coach	TV013	21-MAY-18
Logan Gayton	MG9988 00	GRA/CEE/Benning	TV012	21-MAY-18
Logan Gayton	MS9926 03	Wellness Ctr Stdt Supervisor	TV012	10-MAY-18
Jack Genovesi	MG9956 00	Physics GTA Bai	TV012	21-MAY-18
Jack Genovesi	MG9957 00	Physics GRA Bai	TV012	21-MAY-18
Laramie Giles	MW9942 00	FWS - Wellness Center	TV012	04-MAY-18
Austin Gill	MS9936 00	UG SI Math 125 / Math / Riley	TV012	21-MAY-18
Kayla Gill	MS9927 00	WiSE Mentor	TV012	21-APR-18
Katherine Giorgio	MS9928 01	Resident Assistant	TV012	21-MAY-18
Sharla Glover	MS9970 00	CBE Student hourly	TV012	21-MAY-18
Chase Goddard	MS9928 01	Resident Assistant	TV012	21-MAY-18
Anthony Gordon	MW9989 00	FWS Museum Employee	TV012	04-MAY-18
Tanvi Govil	MG9964 00	GRA/CBE/Sani	TV012	21-MAY-18
Naomi Green	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Geoffrey Griepentrog	MW9962 00	ME/Work-Study/Lalley-Fekrmandi	TV012	04-MAY-18
Ashton Grissom	MS9977 00	2018SP Peer Mentor	TV012	21-MAY-18
Ezra Grothe	MS9917 00	Chief Financial Officer	TV012	21-MAY-18
Austin Gutknecht	MS9950 00	ME/Hourly/Lalley	TV012	04-MAY-18
Yun Seok Gwon	MG9977 00	ME/TA/Fekrmandi	TV012	21-MAY-18
Tessa Hacecky	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Barbara Hadrava	MG9991 00	GRA/CBE/Groven	TV012	21-MAY-18
Anahita Haghizadeh	MG9995 00	NANO GRA	TV012	21-MAY-18
Taylor Haire	MW9988 35	Federal Work Study	TV012	04-MAY-18
James Haiston	MG9956 00	Physics GTA Reichenbacher	TV012	21-MAY-18
Marcus Hall	MS9936 00	RA - Kliche Grant / MCS Riley	TV012	21-APR-18
Michaela Halvorson	MG9972 00	GRA Kunza	TV012	21-MAY-18
Mark Hanhardt	MG9957 01	Physics GRA Strieder	TV012	21-MAY-18
Shannon Harrel	MG9983 00	GTA/PALE/Anderson	TV012	21-MAY-18
Shannon Harrel	MS9986 00	Museum Student Worker	TV012	21-MAY-18
Colby Harris	MS9928 01	Resident Assistant	TV012	21-MAY-18
Colby Harris	MW9972 00	FWS APEX Gallery	TV012	04-MAY-18
MD Sazadul Hasan	MG9988 00	GRA/CEE/Geza	TV012	21-MAY-18
Md Raqibull Hasan	MS9959 00	Student Hourly/GEOL/Soeder	TV012	06-APR-18
Md Raqibull Hasan	MS9962 00	TA/ECE/Rajan	TV012	21-MAY-18
Asif Hassan	MS9962 00	TA/ECE/Rajan	TV012	21-MAY-18
Rizbi Hassan	MG9985 00	GTA/ECE/Rajan	TV012	21-MAY-18
Rizbi Hassan	MS9902 01	Grounds Student Worker	TV012	21-MAY-18
Rizbi Hassan	MS9902 02	Student Grounds Worker	TV012	15-MAY-18
Tania Hawes	MS9908 00	Grad Ed Student Employee	TV012	21-MAY-18
Tania Hawes	MS9933 00	RAS Student Employee	TV012	27-APR-18
Anna Haydock	MW9998 00	FWS Career Planning	TV012	04-MAY-18
Thomas Hayes	MS9932 00	Physics Hourly - Reichenbacher	TV012	31-MAR-18
Thomas Hayes	MS9932 01	Physics Hourly - Reichenbacher	TV012	21-APR-18

William Heasley	MS9947 00	MEM Hourly Brickey	TV012	21-MAY-18
Kathryn Heaton	MS9980 00	Surbeck Center Event Manager	TV012	21-MAY-18
Matthew Hedgespeth	MW9951 00	FWS Student Alumni Association	TV012	04-MAY-18
Kaleb Hedman	MS9965 00	HRLY/CEE/Kenner	TV012	21-MAY-18
Kaleb Hedman	MW9967 00	FWS/HRLY/CEE/Haffner	TV012	04-MAY-18
Spencer Heidbrink	MS9965 00	HRLY/UG/CEE/Haffner	TV012	04-MAY-18
Saige Herbert	MS9927 00	WiSE Mentor	TV012	21-APR-18
Rachel Hermanson	MS9928 01	Assistant Area Coordinator	TV012	21-MAY-18
Victor Hernandez Chinos	MS9956 00	IE UG, Studt hourly - Dr Piper	TV012	21-MAY-18
Victor Hernandez Chinos	MS9976 01	ITS Student Worker	TV012	04-MAY-18
Charles Heyer	MS9928 01	Resident Assistant	TV012	21-MAY-18
John Hillard	MS9950 00	ME/Hourly/Fekrmandi	TV012	04-MAY-18
Benjamin Hinricher	MS9940 01	CABS Storeroom Emmployee - UG	TV012	21-MAY-18
Ryan Hinrichs	MS9992 00	TLC/SSC 2018SP Tutor	TV012	21-MAY-18
Tasha Hodges	MG9988 00	GRA/CEE/Lingwall/9-month	TV012	21-MAY-18
Daniel Hodgin	MS9936 00	UG Research - McGough / MCS	TV012	21-APR-18
Breanna Hollinshead	MS9936 01	Research Assistant-Rebenitsch	TV012	21-MAY-18
Christa Hollister	MS9927 00	WiSE Mentor	TV012	21-APR-18
Carl Holloman	MS9974 00	ITS Tech Fellow	TV012	04-MAY-18
Carl Holloman	MS9974 01	Tech Fellow - LAN Crew	TV012	21-MAY-18
Austin Holmes	MW9963 00	MET FWS Hourly	TV012	04-MAY-18
Jordan Hoops	MG9964 00	GRA/CBE/Brenza	TV012	21-MAY-18
Josiah Horner	MS9928 01	Resident Assistant	TV012	21-MAY-18
Joseph Houck	MG9964 00	GRA/CBE/Shende	TV012	21-MAY-18
Robert Huber	MG9983 01	GTA/GEOE/Anderson	TV012	21-MAY-18
Stacie Hull	MS9914 02	Intramural Student Worker	TV012	05-MAY-18
Stacie Hull	MW9960 01	FWS - Equipment Room	TV012	04-MAY-18
Mollie Hunt	MS9928 01	Resident Assistant	TV012	21-MAY-18
Mollie Hunt	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Peter Hunter	MS9928 02	Assistant Area Coordinator	TV012	21-MAY-18
Samuel Huntington	MS9900 00	Campus Safety student	TV012	21-MAY-18
Nicholaus Hutchinson	MS9921 00	AML UG Hourly	TV012	21-MAY-18
Samuel Irwin	MW9945 00	FWS-OffCmps Am Reads/DscvryGB	TV012	04-MAY-18
Jayvon Jackson	MS9976 00	ITS Lan Crew	TV012	04-MAY-18
Jayvon Jackson	MS9976 00	ITS LAN Crew	TV012	11-MAY-18
Samuel Jacobs	MS9928 01	Resident Assistant	TV012	21-MAY-18
Samuel Jacobs	MS9953 00	Undergrad/Hourly/Crawford	TV012	21-MAY-18
Robert James	ME9891 00	Head Women's Golf Coach	TV013	07-MAY-18
Jayla Jarnagin	MW9942 00	Wellness Center Student Worker	TV012	04-MAY-18
Brianna Jaward	MG9994 00	BME GRA - Brenza	TV012	21-MAY-18
Eli Jeans	MW9964 35	IE UG, Stdt hr-Wk ST C Krein	TV012	04-MAY-18
Amber Jerke	MG9964 01	GRA/CBE/Brenza	TV012	21-MAY-18
Ankit Jha	MG9976 00	MEM GRA Tukkaraja	TV012	21-MAY-18
Chayse Jimenez	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Tait Johannsen	MS9970 00	GTA/CBE/Menkhaus	TV012	21-MAY-18
Kaycee Johnson	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Kayleigh Johnson	MG9984 00	GRA/PALE/Anderson	TV012	21-MAY-18
Marit Johnson	MG9994 01	BME GRA - Piper	TV012	21-MAY-18
Nayda Jones	MW9971 00	OMA Student Assistant	TV012	04-MAY-18
Rachel Jones	MW9972 00	FWS - APEX Art Gallery	TV012	04-MAY-18
Meerab Joseph	MS9927 00	WiSE Mentor	TV012	21-APR-18
Thomas Kadlecek	MG9956 00	Physics GTA Strieder	TV012	21-MAY-18
Thomas Kadlecek	MG9957 00	Physics GRA Strieder	TV012	21-MAY-18
Chinmaya Kaji	MG9985 00	GTA/ECE/Rajan	TV012	21-MAY-18
Eswar ArunKumar Kalaga	MG9964 01	GRA/CBE/Brenza	TV012	21-MAY-18
Lin Kang	MG9995 00	NANO GRA	TV012	21-MAY-18
Sushma Priyanka Karanam	ME9166 00	Research Engr I	TV013	06-APR-18
Andrew Karatepeyan	MW9960 00	Equipment Room	TV012	04-MAY-18
Gwyneth Kardelis	MW9968 00	FEDERAL WORK STUDY	TV012	04-MAY-18
Victoria Karnes	MW9997 00	FWS-Music	TV012	04-MAY-18
Rebekkah Kary	MS9900 00	Campus Safety student	TV012	21-MAY-18
Jason Kaufman	MS9929 01	Rocker Square Facilities	TV012	07-MAY-18
Austin Kaul	MS9936 01	UG Grader Math 373 / Riley	TV012	21-MAY-18
Austin Kaul	MS9950 00	ME/Hourly/Degen	TV012	21-MAY-18
Austin Kaul	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Divine Kavunga	MS9900 36	Student Campus Safety Officer	TV012	21-MAY-18
Vanessa Kee	MS9986 00	Museum Student Worker	TV012	21-MAY-18
Erica Keeble	MS9936 00	SI Trig Math 120 / MCS Riley	TV012	21-MAY-18

Rose Kelzenberg	MW9974 00	FWS BOOSKTORE STUDENT	TV012	04-MAY-18
Genevieve Kennedy	MS9936 00	RA - Kliche Grant / MCS Riley	TV012	21-APR-18
Jared Kennedy	MS9936 00	RA - Kliche Grant / MCS Riley	TV012	21-APR-18
Mackenzie Kenney	MG9988 00	GRA/CEE/Geza	TV012	21-MAY-18
Mackenzie Kenney	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Mitchell Kern	MG9974 00	GRA/AES/Capehart	TV012	21-MAY-18
Roy Kesterson	MS9953 02	UG Hourly Research Kellar	TV012	21-MAY-18
Charles Kieffer	MG9987 00	GTA/CEE/Lingwall	TV012	21-MAY-18
Young Jae Kim	MW9983 01	FWS - Intramurala	TV012	04-MAY-18
Averyonna Kimery	MS9927 00	WiSE Mentor	TV012	21-APR-18
Justin King	MG9977 00	ME/TA/Romkes	TV012	21-MAY-18
Nicolas Kirkvold	MS9928 01	Resident Assistant	TV012	21-MAY-18
Matthew Kirkwold	MS9965 00	HRLY/CEE/Kenner/Project	TV012	21-MAY-18
Tyler Kleinsasser	MS9928 01	Resident Assistant	TV012	21-MAY-18
Mitchell Kleven	MW9960 01	FWS - Equipment Room	TV012	04-MAY-18
Andrew Klingaman	MS9956 00	IE dept, UG-stdt hrly, A Piper	TV012	21-MAY-18
Andrew Klingaman	MW9966 00	ECE Workstudy	TV012	04-MAY-18
Kai Knipper	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Joshua Knock	MG9988 00	GRA/CEE/Kenner	TV012	21-MAY-18
Christina Koeck	MS9927 00	WiSE Mentor	TV012	21-APR-18
Broc Kokesh	MG9984 00	GRA/PALE/Anderson	TV012	21-MAY-18
Venkata Aneesh Kona	MG9975 00	TA MEM	TV012	21-MAY-18
Venkata Aneesh Kona	MS9900 00	Student Campus Safety	TV012	21-MAY-18
Kavitha Konduru	MG9985 00	GTA/ECE/Rajan	TV012	21-MAY-18
Kavitha Konduru	MG9986 00	STIPEN/ECE/SANI	TV012	21-MAY-18
Krystal Kossen	MG9973 00	GTA/AES/CEE/French/Capehart	TV012	21-MAY-18
Krystal Kossen	MG9974 00	GRA/AES/Capehart	TV012	21-MAY-18
Divya Kota	MG9995 00	NANO GRA	TV012	21-MAY-18
Lance Kotter	MG9991 00	GRA/CBE/Groven	TV012	21-MAY-18
Thanasis Kouris	MW9942 01	FWS - Wellness Center	TV012	04-MAY-18
Patrick Kozak	MG9984 00	GRA/GGE/Li	TV012	21-MAY-18
Dominic Krause	MS9965 00	HRLY/UG/CEE/Lingwall	TV012	21-MAY-18
Alex Kringen	MS9921 00	AML UG Employee	TV012	21-MAY-18
Carlton LaFrance	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Abigail Labahn	MG9976 00	MEM GRA Roberts	TV012	21-MAY-18
Kyle Lady	MS9977 00	Math Supplemental Instructor	TV012	21-MAY-18
Bhubnesh Lama	MG9956 00	Physics GTA Oszwaldowski	TV012	21-MAY-18
Elizabeth Larsen	MS9965 00	HRLY/UG/CEE/Gadhamshetty	TV012	21-MAY-18
Madison Larsen	MG9982 25	GRA-IE dept, Dr. Piper, MS std	TV012	21-MAY-18
Adrianna Larson	MW9950 00	FWS-WAVI-Off Campus	TV012	04-MAY-18
Anna Larson	MS9944 00	UG/Telecounselor/ADM/Smith	TV012	21-APR-18
Kane Larson	MG9977 00	ME/TA/Bruno	TV012	21-MAY-18
Nicholas Larson	MW9959 00	CABS - Lab asst - Sinden	TV012	04-MAY-18
Devin Last	MS9974 00	HR Tech Fellow	TV012	04-MAY-18
Devin Last	MW9969 00	FWS-HR Student Worker	TV012	04-MAY-18
Joseph Laubach	MG9994 00	BME GRA - Sani	TV012	21-MAY-18
Brian Lauters	MS9959 01	STUDENT WORKER/GGE/Anderson	TV012	30-APR-18
Hyoin Lee	MG9988 00	GRA/CEE/Lingwall	TV012	21-MAY-18
Shane Lee	MG9975 01	MEM GTA Roberts	TV012	21-MAY-18
Sunghee Lee	MS9928 01	Residential Peer Mentor	TV012	21-MAY-18
Sunghee Lee	MS9936 01	SI Trig Math 120 / MCS Riley	TV012	21-MAY-18
Clint Leeper	MG9974 00	GRA/AES/Capehart	TV012	21-MAY-18
Derek Lehmann	MS9962 00	UG/TA/ECE/Rajan	TV012	21-MAY-18
Franklin Lemmons	MS9932 00	Physics Hourly - Schnee	TV012	31-MAR-18
Franklin Lemmons	MS9932 01	Physics Hourly - Schnee	TV012	21-MAY-18
Adam Lenox	MW9960 01	FWS - Equipment Room	TV012	04-MAY-18
Hans Leonhardt	MW9949 00	FWS-Off Campus-Police Dept	TV012	04-MAY-18
Hannah Leppert	MS9940 02	CABS Storeroom Employee - UG	TV012	21-MAY-18
Hannah Leppert	MS9977 02	Chemistry Supplemental Instruc	TV012	21-MAY-18
Hannah Leppert	MS9977 03	2018SP Peer Mentor	TV012	21-MAY-18
Kristin Lerdal	MS9927 00	WiSE Mentor	TV012	21-APR-18
Kristin Lerdal	MS9950 00	Hourly/Surovek	TV012	21-MAY-18
Ryan Li	MS9974 00	ITS Tech Fellow - Help Desk	TV012	04-MAY-18
Zhipeng Liang	MG9994 00	BME Grad Research Asst/Fong	TV012	21-MAY-18
Tyler Liebsch	MG9956 00	Physics GTA Sobolev	TV012	21-MAY-18
Jordan Liske	MS9974 00	ITS Tech Fellow	TV012	04-MAY-18
Mingrui Liu	MG9998 00	GTA/MES/Kellar/West	TV012	21-MAY-18
Alexis Long	MG9988 00	GRA/CEE/Benning/Grant	TV012	21-MAY-18

Alexis Long	MS9914 02	Intramural Official	TV012	05-MAY-18
Alexis Long	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Brooke Long	MG9984 00	GRA/GGE/Anderson	TV012	21-MAY-18
Edensky Lormeus	MW9960 00	FWS - Equipment Room (football	TV012	04-MAY-18
Benjamin Love	MS9965 00	HRLY/CEE/Shearer	TV012	21-MAY-18
Rachel Lovelace	MS9928 01	Resident Assistant	TV012	21-MAY-18
Kelly Lubbers	MW9989 01	FWS PRL Employee	TV012	04-MAY-18
Karen Ly	MS9940 00	CABS Storeroom Employee - UG	TV012	21-MAY-18
Nathan Lynum	MG9974 00	GRA/AES/French/Capehart	TV012	21-MAY-18
Stephen MacLake	MS9902 00	Facilities Intern	TV012	21-MAY-18
Ryan Macy	MS9990 00	AMP Grad Hourly	TV012	21-MAY-18
Bharathkiran Maddipudi	MG9991 00	GRA/CBE/Hadley	TV012	21-MAY-18
Dale Malinzak	MG9984 00	GRA/GEOL/Sawyer	TV012	21-MAY-18
Keshav Manghat	MS9936 00	UG LL CSC 170 / MCS Riley	TV012	21-MAY-18
MD Manjur-A-Elahi	MG9988 00	GRA/CEE/Shearer	TV012	21-MAY-18
Bryce Mann	MS9914 00	Intramural Official	TV012	05-MAY-18
Michael Mansfield	MS9928 01	Assistant Area Coordinator	TV012	21-MAY-18
Naomi Manzer	MS9986 00	Museum Associate	TV012	21-MAY-18
Ethan Marcoux	MS9947 00	MEM Hourly Brickey	TV012	21-MAY-18
Ethan Marcoux	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Alvar Marin Quispe Quispe	MG9976 00	MEM GRA Brickey	TV012	21-MAY-18
Chad Marley	MS9970 00	ULA/CBE/Walker	TV012	21-MAY-18
Marc Mascarenhas	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Marc Mascarenhas	MS9992 05	2018 Spring Tutor	TV012	21-MAY-18
Jordan Mason	MS9965 00	HRLY/CEE/Kenner/Research	TV012	21-MAY-18
Cora Masterlark	MS9940 00	CABS Storeroom Employee - UG	TV012	21-MAY-18
Chanclor McAllister	MS9965 00	HRLY/UG/CEE/Kenner	TV012	21-MAY-18
Jordan McArthur	MS9940 00	CHEM/UG Grader/Filipova	TV012	21-MAY-18
Drew McDonald	MW9948 02	EHS Work-Study	TV012	04-MAY-18
Isiah McGuire	MS9918 01	Equipment Room	TV012	22-APR-18
Isiah McGuire	MW9942 00	FWS - Equipment Room	TV012	21-APR-18
Marcus McKinney	MS9928 01	Resident Assistant	TV012	21-MAY-18
Colton Medler	MG9983 00	GTA/GEOL/Anderson	TV012	21-MAY-18
Colton Medler	MG9984 00	GRA/GGE/Roggenthen	TV012	21-MAY-18
Estefany Mendivil Rodriguez	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Kurtis Mentele	MS9928 01	Resident Assistant	TV012	21-MAY-18
Jacey Merkle	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Erela Meyer	MW9967 00	HRLY/CEE/Haffner	TV012	04-MAY-18
Jevin Meyerink	MG9994 01	BME GRA - Crawford	TV012	21-MAY-18
Jerrod Miller	MW9947 35	FWS - Career Learning Center	TV012	04-MAY-18
Nicole Miller	MS9944 00	Hourly/Adm/Telecounselor	TV012	18-MAY-18
Robert Minick	MS9926 01	Wellness Ctr Stdt Employee	TV012	05-MAY-18
Andrew Mitchell	MW9989 00	Museum Student Employee	TV012	04-MAY-18
Cory Mohill-Smith	MS9950 00	ME/Lalley/Hourly	TV012	04-MAY-18
Michael Montalbano	MG9956 00	Physics GTA French	TV012	21-MAY-18
Cale Moore	MS9947 00	MEM Hourly Roberts	TV012	21-MAY-18
Jamir Moore	MW9942 00	FWS - Wellness Center	TV012	04-MAY-18
John Moore	MG9991 00	GRA/CBE/Gilcrease	TV012	21-MAY-18
James Moos	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Anthony Morast	MS9936 00	GRA MathPilot Data / MCS Riley	TV012	21-MAY-18
Eric Morrison	MG9957 00	Physics GRA Schnee	TV012	21-MAY-18
Shannon Morse	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Neyala Motlagh	MG9994 01	BME GRA - Piper	TV012	21-MAY-18
Trevor Mount	MS9959 00	STUDENT WORKER/GEOL/Anderson	TV012	30-APR-18
Jonathon Murray	MS9918 01	Student worker Athletics	TV012	10-MAY-18
Caleb Musick	MW9997 00	FWS-Music	TV012	04-MAY-18
Elexious Musick	MS9974 00	ITS Tech Fellow	TV012	21-MAY-18
Daniel Nagel	MS9953 00	MET UG Hourly	TV012	21-MAY-18
Soham Naik	MS9901 00	International Peer Mentor	TV012	21-MAY-18
Soham Naik	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Grant Nelson	MS9978 01	CAMP Office Worker	TV012	21-MAY-18
Sorel Nelson	MS9902 36	Facilities student worker	TV012	21-MAY-18
Nikita Nesterov	MS9900 00	Student - Campus Safety	TV012	21-MAY-18
Miles Neville	MS9913 00	CAPE/UG/CNAM	TV012	21-MAY-18
Joseph Newkirk	MS9950 00	ME/Hourly/Degen	TV012	21-MAY-18
Emily Newton	MS9927 00	WiSE Mentor	TV012	21-APR-18
Walelign Nikshi	MS9990 00	AMP Hrly Grad	TV012	21-MAY-18
Darren Nissen	MS9928 01	Resident Assistant	TV012	21-MAY-18

Megan Norr	MG9984 00	GRA/PALE/Anderson	TV012	21-MAY-18
Mariah Novak	MS9927 00	WiSE Mentor	TV012	21-APR-18
Abu Md Numan-Al-Mobin	ME9542 00	Lecturer	TV013	21-MAY-18
Abu Md Numan-Al-Mobin	ME9549 00	Lecturer	TV013	21-MAY-18
Angel Nunez	MS9985 00	Student Programmer	TV012	21-APR-18
Ni Putu Dewi Nurmalasari	MG9995 00	NANO GRA	TV012	21-MAY-18
Hunter O'Connor	MS9928 01	Resident Assistant	TV012	21-MAY-18
Jacob Oberpriller	MS9917 00	Student Senate Vice President	TV012	21-MAY-18
Catherine Oborski	MS9940 00	CHEM/UG Grader/Marshall	TV012	21-MAY-18
Crystal Ochoa	MS9978 00	CAMP Office Worker	TV012	21-MAY-18
Marie Ojeda	MG9975 00	GTA MEM McCormick	TV012	21-MAY-18
Mojolaoluwa Ojoawo	MS9962 00	ECE/Hourly/Tian	TV012	21-MAY-18
Oladimeji Oladepo	MS9990 00	AMP Hrly GRA	TV012	21-MAY-18
Alan Olderness	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Oliver Olele	MS9900 36	Student Campus Safety	TV012	21-MAY-18
Sanmi Omotilewa	MG9975 00	TA MEM	TV012	21-MAY-18
Christopher Oram	MS9928 01	Resident Assistant	TV012	21-MAY-18
Abigail Otten	MS9932 00	Physics Hourly - Schnee	TV012	31-MAR-18
Abigail Otten	MS9932 01	Physics Hourly - Schnee	TV012	21-MAY-18
Zachary Owen	MS9936 00	Research Assistant - JM / Rile	TV012	21-MAY-18
Mark Owens	MS9921 00	AML UG Hourly	TV012	21-MAY-18
Mark Owens	MS9953 01	MET/UG/Kellar	TV012	21-MAY-18
Mark Owens	MS9953 03	MET UG Kellar/Duke	TV012	21-MAY-18
Wasiu Oyetunji	MG9964 01	GRA/CBE/Hadley	TV012	21-MAY-18
Jacob Pallas	MS9992 02	2018 Spring Tutor	TV012	21-MAY-18
Yong Pan	MG9976 00	MEM GRA Tukkaraja	TV012	21-MAY-18
Virali Parekh	MG9994 01	BME GRA - Sinden	TV012	21-MAY-18
Emily Parks	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Victoria Parks	MS9927 00	WiSE Mentor	TV012	21-APR-18
Xavier Pasala	MG9995 00	NANO GRA	TV012	21-MAY-18
Marco Pascolo	MS9926 00	Wellness Center Stdt Employee	TV012	05-MAY-18
Manasi Paste	MS9936 00	UG Lab Leader CSC170 / Riley	TV012	21-MAY-18
Manasi Paste	MS9959 00	STUDENT LABOR/GGE/LI	TV012	21-APR-18
Kunj Patel	MS9900 00	Student Labor Campus Safety	TV012	21-MAY-18
Kailey Paulson	MW9972 00	FWS Apex Gallery	TV012	04-MAY-18
DeVaughn Pearson	MS9959 01	STUDENT LABOR/GEOE/Sawyer	TV012	21-MAY-18
Amanda Penning	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Keagan Peters	MS9962 00	Hoover UG Research	TV012	21-APR-18
Jacob Petersen	MG9999 00	GRA/MES/Kellar	TV012	21-MAY-18
Kenneth Petry	MS9936 00	UG Research - McGough / MCS	TV012	21-APR-18
Kenneth Petry	MS9936 00	UG Res Assist / McGough / MCS	TV012	21-MAY-18
Ryan Peyton	MW9990 00	FWS-EMES/ Duke	TV012	04-MAY-18
Jason Phillips	MG9987 00	GTA/CEE/Benning	TV012	21-MAY-18
Jason Phillips	MG9987 01	GTA/CEE/Benning/Provost	TV012	21-MAY-18
Jason Phillips	MG9988 00	GRA/CEE/Benning	TV012	21-MAY-18
Matthew Phillips	MS9913 00	CAPE/UG/CNAM	TV012	21-MAY-18
Nikhil Pokharel	MG9995 00	NANO GRA	TV012	21-MAY-18
Navaneethaa Pollachi Veluswamy	MG9960 00	GRA/CAPE/SAlem	TV012	21-MAY-18
Danika Pollreisz	MS9917 00	Student Senate Secretary	TV012	21-MAY-18
Danika Pollreisz	MS9927 00	WiSE Mentor	TV012	21-APR-18
Gabriela Ponce Molina	MS9992 02	2018 Spring Tutor	TV012	21-MAY-18
Taylor Popham	MW9967 00	FWS/HRLY/CEE/Cooper	TV012	04-MAY-18
Gabriel Poteet	MW9965 00	FWS Digital Mapping	TV012	04-MAY-18
Sahil Prabhudesai	MS9926 04	WC Student Supervisor	TV012	05-MAY-18
Kristin Pratscher	MS9959 00	STUDENT WORKER/GGE/Anderson	TV012	30-APR-18
Kristin Pratscher	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Vicki Prautzsch	ME9195 00	Research Assistant	TV013	21-MAY-18
Sage Preble	MS9932 00	Physics Hourly - Reichenbacher	TV012	31-MAR-18
Adam Price	MW9963 00	FWS/MET/West	TV012	04-MAY-18
Jesse Punsal	MS9965 00	HRLY/CEE/Stone/RSCH	TV012	21-APR-18
Carson Purtell	MW9942 00	FWS - Wellness Center	TV012	04-MAY-18
Ryan Puzel	MG9983 00	GTA/GEOL/Anderson	TV012	21-MAY-18
Ryan Puzel	MG9984 00	GRA/GGE/Li	TV012	21-MAY-18
Berit Quinn	MS9940 00	CABS - Grader - Coble	TV012	11-MAY-18
Deborah Rankin	MS9940 00	CABS Lab Assistant - Gilley	TV012	01-MAY-18
Katelyn Raposa	MS9928 01	Resident Assistant	TV012	21-MAY-18
John Rapp	MG9993 00	AML Grad	TV012	21-MAY-18
Sierra Rasmussen	MG9999 00	MES/GRA/Cross	TV012	21-MAY-18

Ishara Ratnayake	MG9995 00	NANO GRA	TV012	21-MAY-18
Shailabh Rauniyar	MG9964 00	GRA/CBE/Sani	TV012	21-MAY-18
Abhishek Ray	MS9900 00	Campus Safety student	TV012	21-MAY-18
Abhishek Ray	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Darien Raymond	MW9971 00	OMA Tutor	TV012	04-MAY-18
David Reinhardt	MS9926 02	WC Student Supervisor	TV012	08-MAY-18
Matthew Rens	MW9942 00	FWS - Wellness Center	TV012	04-MAY-18
Michael Retland	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Dallas Richter	ME9948 00	Assistant Women's BB Coach	TV013	21-APR-18
Nicole Ridgwell	MG9984 01	GRA/GGE/Anderson	TV012	21-MAY-18
Nicholas Ritchie	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Alexander Rogaski	MG9983 00	GTA/GEOL/Anderson	TV013	21-MAY-18
Heather Rogers	MS9914 02	Intramural Official	TV012	05-MAY-18
Heather Rogers	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
William Roggenthen	ME9543 00	Senior Lecturer	TV013	21-MAY-18
Dillon Roller	MS9936 00	UG LL CSC 170 Manes /MCS Riley	TV012	21-MAY-18
Christopher Romanjenko	MS9928 01	Resident Assistant	TV012	21-MAY-18
Tyler Ronken	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Scott Rosenthal	MS9947 00	MEM Hourly Brickey	TV012	21-MAY-18
Katharine Ross	MS9986 00	Museum Student Employee	TV012	21-MAY-18
Farid Rousta	MG9977 00	ME/TA/Lessani	TV012	21-MAY-18
Farid Rousta	MS9900 00	Campus Safety Student	TV012	21-MAY-18
Matthew Roy	ME9377 00	Head Men's Golf Coach	TV013	15-MAY-18
Mason Rud	MW9966 00	ECE Workstudy	TV012	04-MAY-18
Micah Runner	MS9928 01	Resident Assistant	TV012	21-MAY-18
Dakotah Rusley	MS9976 01	ITS Student Worker	TV012	21-MAY-18
Tyler Ryther	MG9995 00	NANO GRA	TV012	01-MAY-18
Mariya Sachek	MS9962 00	Hoover/UG Research	TV012	21-APR-18
Awat Safari	MS9900 00	Campus Safety - Student	TV012	21-MAY-18
Fabian Sanchez	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Marcus Sanchez	MW9960 01	FWS - Equipment Room	TV012	04-MAY-18
Joree Sandin	MS9927 00	WiSE Mentor	TV012	21-APR-18
Joree Sandin	MS9928 01	Resident Assistant	TV012	21-MAY-18
Genevieve Sandoval	MS9959 01	STUDENT LABOR/GEOE/Sawyer	TV012	21-MAY-18
Sambhu Sapkota	MG9988 00	GRA/CEE/Gadhamshetty	TV012	21-MAY-18
Ram Saraswat	MG9995 00	NANO GRA	TV013	21-MAY-18
Jonah Sayre	MS9928 01	Resident Assistant	TV012	21-MAY-18
Simon Schaefer	MS9928 01	Resident Assistant	TV012	21-MAY-18
Alexander Schimbeno	MS9928 01	Resident Assistant	TV012	21-MAY-18
Philip Schmeichel	MS9918 01	Athletics - Sports Information	TV012	04-MAY-18
Eric Schmid	MS9988 00	NANO GRA HOURLY	TV012	21-MAY-18
Paige Schnetter	MS9927 00	WiSE Mentor	TV012	21-APR-18
Robert Schrock	MW9942 01	FWS Wellness Center	TV012	04-MAY-18
Thomas Schroeder	MS9900 00	Student - Campus Safety	TV012	21-MAY-18
Savoy Schuler	MS9936 00	UG Research - McGough / MCS	TV012	21-APR-18
Savoy Schuler	MS9936 00	UG Res Assist / McGough / MCS	TV012	21-MAY-18
Jeremy Schumacher	MS9974 02	ITS Tech Fellow Lan Crew	TV012	04-MAY-18
Jeremy Schumacher	MS9974 02	ITS Tech Fellow Lan Crew	TV012	11-MAY-18
Rebecca Scott	MW9942 01	FWS - Wellness Center	TV012	04-MAY-18
Timothy Scott	MW9966 00	ECE Workstudy	TV012	04-MAY-18
Nathan Secosh	MW9942 00	FWS - Wellness Center	TV012	04-MAY-18
Enis Sefa	MW9960 00	FWS - Equipment Room	TV012	04-MAY-18
Randi Seiwald	MS9986 00	Museum Student Worker	TV012	21-MAY-18
Chamaka Senarath	MS9992 07	2018 Spring Tutor	TV012	21-MAY-18
Saeed Shahmiri	MG9985 00	GTA/ECE/Rajan	TV012	21-MAY-18
Saeed Shahmiri	MS9900 00	Campus Safety student	TV012	21-MAY-18
Malik Shakur	MS9914 01	Intramural official	TV012	05-MAY-18
Brandon Sharkey	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Madan Sharma Timalsina	MG9957 01	Physics GRA Reichembacher	TV012	21-MAY-18
Patrick Shaw	MS9926 00	Grad Assistant Wellness Center	TV012	05-MAY-18
Mitchell Shelton	MS9977 00	Chemistry Supplemental Instruc	TV012	21-MAY-18
Anthony Sherman	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Brady Shimp	MS9936 00	UG Research - McGough / MCS	TV012	21-APR-18
Ali Shojaei Zadeh	MG9988 00	GRA/CEE/Geza	TV012	21-MAY-18
Krista Showalter	MG9982 25	IE dept GRA, Dr. Woldstad	TV012	21-MAY-18
Shashwati Shradha	MS9901 00	International Peer Mentor	TV012	21-MAY-18
Shashwati Shradha	MS9936 00	UG CSC 170LL / Riley	TV012	21-MAY-18
Namita Shrestha	MG9987 00	GTA/CEE/Gadhamshetty	TV012	21-MAY-18

Namita Shrestha	MG9988 00	GRA/CEE/Gadhamshetty	TV012	21-MAY-18
Prashansa Shrestha	MG9988 00	GRA/CEE/Stone	TV012	21-MAY-18
Gavin Silveira	MS9992 07	2018 Spring Tutor	TV012	21-MAY-18
Pratik Sinai Kunkolienker	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Pratik Sinai Kunkolienker	MS9992 02	2018 Spring Tutor	TV012	21-MAY-18
Shelby Sires-Lemke	MS9927 00	WiSE Mentor	TV012	21-APR-18
Donald Skillings	MG9990 00	GTA/CBE/Gilcrease	TV012	21-MAY-18
Donald Skillings	MG9991 00	GRA/CBE/Gilcrease	TV012	21-MAY-18
Casey Skillingstad	MS9965 00	HRLY/CEE/Arneson-Meyer	TV012	04-MAY-18
Aaron Slattery	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Nathan Smaglik	MG9995 00	NANO GRA	TV012	21-MAY-18
Christopher Smith	MG9969 00	GTA CSC LL & Proctor/MCS Riley	TV012	21-MAY-18
Seth Snyder	MW9966 00	ECE Workstudy	TV012	04-MAY-18
Leila Sorkhi	MG9998 00	GTA/MES/Crawford	TV012	21-MAY-18
Leila Sorkhi	MG9999 00	GRA/MES/Crawford	TV012	21-MAY-18
Maxwell Southbloom	MS9965 00	HRLY/UG/CEE/Lingwall	TV012	21-MAY-18
Matthew Spandl	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Alex Spies	MS9928 01	Resident Assistant	TV012	21-MAY-18
Bradley Spurlock	MS9918 02	General Athletics Student Work	TV012	04-MAY-18
Bradley Spurlock	MS9928 01	Resident Assistant	TV012	21-MAY-18
Saiprasad Sreekumar Ajitha	MS9947 00	MEM Hourly Tukkaraja	TV012	21-MAY-18
Morgan Stadlman	MW9993 00	FWS / FacLounge Clnr / Johnson	TV012	04-MAY-18
William Staib	MS9929 02	Rocker Square Facilities	TV012	21-MAY-18
William Staib	MS9950 00	ME/Hourly/Fekrmandi	TV012	12-MAY-18
William Stapert	MS9928 01	Resident Assistant	TV012	21-MAY-18
Shane Star	MS9965 00	HRLY/UG/CEE/Gadhamshetty	TV012	21-MAY-18
Jacob Steffen	MS9950 00	ME/Lalley/Hourly	TV012	04-MAY-18
Hannah Stevenson	MS9992 00	2018 Spring Tutor	TV012	21-MAY-18
Emily Stickney	MG9972 00	GRA Kunza	TV012	21-MAY-18
Emily Stickney	MS9918 01	Athletics - Student Worker	TV012	04-MAY-18
Emily Stickney	MS9944 00	Admissions Student Assistant	TV012	21-MAY-18
Cody Stock	MG9984 01	GRA/GEOL/Baran	TV012	21-MAY-18
Jason Stock	MG9956 00	Physics GTA Reichenbacher	TV012	21-MAY-18
Lincoln Stoel	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Hannah Stork	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Bobbi Strange	MS9928 01	Resident Assistant	TV012	21-MAY-18
Bobbi Strange	MW9980 00	FWS Student Worker President	TV012	04-MAY-18
Joleena Strange	MW9979 00	UR Assistant	TV012	04-MAY-18
Joseph Street	MG9956 01	Physics GTA Schnee	TV012	21-MAY-18
Joseph Street	MG9957 00	Physics GRA Schnee	TV012	21-MAY-18
Jessy Stueven	MW9992 00	AMP WS	TV012	04-MAY-18
Nicholas Stullenburger	MS9980 00	Surbeck Center Event Mangager	TV012	21-MAY-18
Maxwell Sykora	MS9953 00	UG/IE Grader/Jensen	TV012	04-MAY-18
Suvarna Talluri	MS9970 00	CBE Student Hourly	TV012	21-MAY-18
Wyatt Tatge	MS9965 01	HRLY/CEE/Kenner	TV012	01-APR-18
Wyatt Tatge	MW9949 00	FWS - Police Dept Off Campus	TV012	04-MAY-18
Christina Taylor	MS9950 00	ME/Surovek/Grader	TV012	04-MAY-18
Christina Taylor	MW9957 00	FWS UG CSC 170LL / MCS Riley	TV012	04-MAY-18
Danielle Taylor	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Jessica Teeslink	MG9985 00	GTA/ECE/Rajan	TV012	21-MAY-18
Jessica Teeslink	MS9927 00	WiSE Mentor	TV012	21-APR-18
Tiati Thelen	MS9944 00	UG Telecounselor/ADM/Smith	TV012	21-APR-18
Tiati Thelen	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Joshua Thomas	MW9960 01	FWS - Equipment Room	TV012	04-MAY-18
Forest Thompson	MS9953 00	Grad/Hourly/Crawford	TV012	21-MAY-18
Jessica Thompson	MS9927 00	WiSE Mentor	TV012	21-APR-18
Douglas Tiedt	MG9957 00	Physics GRA Bai	TV012	21-MAY-18
Andrew Tillman	MW9972 00	FWS APEX Gallery	TV012	04-MAY-18
Ambrose Tingan	MG9990 00	GTA/CBE/Pinkelman	TV012	21-MAY-18
Ambrose Tingan	MS9918 01	Sports Information	TV012	04-MAY-18
Calvin Tohm	MW9967 00	FWS/CEE/Haffner	TV012	04-MAY-18
Michael Tomac	MG9964 00	GRA/CBE/Dixon	TV012	21-MAY-18
James Tomich	MS9921 00	AML Grad Hourly	TV012	21-MAY-18
Leif Torgersen	MS9936 00	UG CSC150 Lab Leader / Riley	TV012	21-MAY-18
Margaret Torness	MS9926 00	Yoga Instructor	TV012	10-MAY-18
Jalon Torres	MW9952 00	FWS-Club for Boys-Off Campus	TV012	04-MAY-18
Frank Torvik	MS9959 00	STUDENT/GEOL/Roggenthen	TV012	21-APR-18
Danielle Tourtillott	MW9967 00	FWS/HRLY/CEE/Haffner	TV012	04-MAY-18

Brandon Trainer	MW9977 00	Student Facility Worker	TV012	04-MAY-18
Nav Tran	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Cassidy Trapp	MS9977 04	2018SP Peer Mentor	TV012	21-MAY-18
Abhilash Kumar Tripathi	MG9964 00	GRA/CBE/Sani	TV012	21-MAY-18
Lynzie Trively	MS9940 00	CABS Lab Assistant - Gilley	TV012	01-MAY-18
Daniel Tronstad	MS9936 00	REU RA / MCS Garlick	TV012	21-MAY-18
Eirik Valseth	MG9969 00	MCS Test Proctor / Riley	TV012	21-MAY-18
Eirik Valseth	MG9977 00	ME/TA/Romkes	TV012	21-MAY-18
Drew Vance	MG9988 00	GRA/CEE/Kenner	TV012	21-MAY-18
Michael Vander Wal	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Gordon Vandine	MS9977 00	2018SP Peer Mentor	TV012	21-MAY-18
Andrea Vargas Castano	MS9944 01	Admissions Student Assistant	TV012	21-MAY-18
Raul Vasquez	MG9988 00	GRA/CEE/Geza	TV012	21-MAY-18
Raul Vasquez	MG9988 01	GRA/CEE/Kenner/Grant	TV012	21-MAY-18
Walter Vaughan	MS9962 00	Hourly TA-Mechatronics	TV012	21-MAY-18
Lyle Vaz	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Lyle Vaz	MS9992 07	2018 Spring Tutor	TV012	21-MAY-18
Fernando Vazquez	MS9921 00	AML UG Hourly	TV012	21-MAY-18
Bhuvan Vemuri	MG9988 00	GRA/CEEGadhamshetty	TV012	21-MAY-18
Cade Venhuizen	MS9950 00	ME/Hourly/Lalley	TV012	04-MAY-18
Marken Vilson	MW9960 00	FWS - Equipment Room	TV012	04-MAY-18
Hunter Vincent	MS9977 04	2018SP Peer Mentor	TV012	21-MAY-18
Sarah Vincent	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Mathew Volkmer	MS9953 01	MET/UG Grader/Kellar	TV012	04-MAY-18
Mathew Volkmer	MS9953 02	MET UG KEllar/Duke	TV012	21-MAY-18
Mathew Volkmer	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Samuel Vollmer	MW9960 00	FWS- Equipment Room	TV012	04-MAY-18
Adrian Vopnford	MS9927 00	WiSE Mentor	TV012	21-APR-18
Adrian Vopnford	MS9974 01	ITS Tech Fellow	TV012	21-MAY-18
Adrian Vopnford	MS9986 00	Museum Student Worker	TV012	21-MAY-18
Adrian Vopnford	MW9989 00	FWS Museum Employee	TV012	04-MAY-18
Jonathan Vottero	MS9936 00	UG Grader CSC 315 / MCS Riley	TV012	21-MAY-18
Jonathan Vottero	MS9974 00	ITS Tech Fellow	TV012	04-MAY-18
Jonathan Vottero	MS9977 01	2018SP Peer Mentor	TV012	21-MAY-18
Ryan Waggener	MS9908 00	Grad Ed student employee	TV012	21-MAY-18
Ryan Waggener	MS9977 00	Math Supplemental Instructor	TV012	21-MAY-18
Jia Wang	MG9960 00	GRA/CAPE/Salem	TV012	21-MAY-18
Kaelin Washington-Blair	MW9942 01	FWS - Wellness Center	TV012	04-MAY-18
Hannah Wegehaupt	MS9928 01	Resident Assistant	TV012	21-MAY-18
Regan Wess	MW9972 00	FWS APEX Gallery	TV012	04-MAY-18
Alexander Westerbuhr	MS9928 01	Facilities Coordinator	TV012	21-MAY-18
Michelle While	MG9956 00	Physics GTA Corwin	TV012	21-MAY-18
Michelle While	MG9957 00	Physics GRA Corwin	TV012	21-MAY-18
Matthew White	MW9985 00	FWS Library Assistant	TV012	04-MAY-18
Joseph Wilder	MG9987 00	GTA/CEE/Waterman	TV012	21-MAY-18
Joseph Wilder	MG9987 01	GTA2/CEE/Waterman	TV012	21-MAY-18
Joseph Wilder	MG9988 00	GRA/CEE/Waterman	TV012	21-MAY-18
Samuel Williams	MS9936 00	Grader & ResAssist-JM / Riley	TV012	21-MAY-18
Kaylee Wilson	MW9991 00	FWS - Financial Aid Student	TV012	04-MAY-18
Owen Winger	MW9942 01	FWS - Wellness Center	TV012	04-MAY-18
Ryan Wise	MS9962 00	TA/ECE/Rajan	TV012	21-MAY-18
Logan Wolbeck	MS9950 00	ME/Surovek/Hourly	TV012	02-APR-18
Samantha Wolfe	MW9957 00	FWS UG Office & IT / MCS Riley	TV012	04-MAY-18
Tao Xu	MS9903 00	BME/graduate research/Fong	TV012	21-MAY-18
Umit Yildiz	MS9916 00	STUDENT HOURLY/GEOL/Uzunlar	TV012	21-MAY-18
Michael Yoon	MW9985 35	FWS Library Assistant	TV012	04-MAY-18
Sarah Zabawa	MG9974 00	GRA/AES/Capehart	TV012	21-MAY-18
Fan Zheng	MG9995 00	NANO GRA	TV012	21-MAY-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Michael Dowding	ME9451	01	Virginia Simpson Award 2018	Supplemental Appointment	650.00	22-APR-18
Jonathan Gibson	ME9798	01	Assistant Professor	Supplemental Appointment	500.00	22-MAR-18
Kurt Katzenstein	ME9759	01	B A Ennenga Award 2018	Supplemental Appointment	750.00	22-APR-18
Scott Kenner	ME9839	02	Presidential Award 2018	Supplemental Appointment	2000.00	22-APR-18

Jeffrey McGough	ME9799	03	SD Mines Economic Dev Awd	Supplemental Appointment	2500.00	22-MAR-18
Rajesh Sani	ME9679	03	SD Mines Research Award	Supplemental Appointment	2500.00	22-MAR-18

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Haley Armstrong	ME9989	01	Asst Prof/Director of Bands	TV013	21-MAY-18
Robert Corey	ME9942	01	Associate Dept Head/Prof	TV013	21-MAY-18
Michael Dowding	ME9451	01	Virginia Simpson Award 2018	TV013	21-MAY-18
Jonathan Gibson	ME9798	01	Assistant Professor	TV013	21-APR-18
Kurt Katzenstein	ME9759	01	B A Ennenga Award 2018	TV013	21-MAY-18
Scott Kenner	ME9839	02	Presidential Award 2018	TV013	21-MAY-18
Jeffrey McGough	ME9799	03	SD Mines Economic Dev Awd	TV013	21-APR-18
Deborah Mitchell	ME9788	00	Director	TR001	21-MAY-18
Deborah Mitchell	ME9789	00	Associate Professor	TR001	21-MAY-18
Thomas Montoya	ME9787	01	Associate Professor	TV013	21-MAY-18
Marc Robinson	ME9832	01	Assoc Dept Hd/Addtl Duties	TV013	21-MAY-18
Rajesh Sani	ME9679	03	SD Mines Research Award	TV013	21-APR-18
Judy Sneller	ME9733	00	Professor	TR001	21-MAY-18
John Weiss	ME9709	00	Professor	TR001	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Richard Chancellor	ME9547	01	Instructor/CAT sessions	Supplemental Appointment	500.00	22-APR-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Steven Becker	ME9541	00	Instructor	TV013	21-MAY-18
Richard Chancellor	ME9547	00	Instructor	TV013	21-MAY-18
Richard Chancellor	ME9547	01	Instructor/CAT sessions	TV013	21-MAY-18
Kelly Corwin	ME9551	00	Instructor	TV013	21-MAY-18
Roger Hall	ME9541	00	Instructor	TV013	21-MAY-18
Erin Handberg	BE9619	00	Adj Inst Math 102	TV013	21-MAY-18
Erin Handberg	ME9551	00	Lecturer	TV013	21-MAY-18
Kathleen Hanley	ME9541	00	Instructor	TV013	21-MAY-18
Carlie Herrick	ME9624	00	Instructor	TV013	21-MAY-18
Justin Kepler	ME9541	00	Instructor	TV013	21-MAY-18
Lowell Kolb	ME9542	00	Instructor	TV013	21-MAY-18
Antonette Logar	ME9551	00	Senior Lecturer	TV013	21-MAY-18
Val Manes	ME9623	00	Instructor	TV013	21-MAY-18
Matthew Mueller	ME9541	00	Instructor	TV013	21-MAY-18
Kelsey Murray	ME9549	00	Lecturer	TV013	21-MAY-18
Natalie Neumann	ME9624	00	Instructor	TV013	21-MAY-18
Tyrone Phillips	ME9546	00	Lecturer	TV013	21-MAY-18
Daniel Rederth	ME9546	00	Lecturer	TV013	21-MAY-18
Tammy Schnittgrund	ME9550	00	Instructor	TV013	21-MAY-18
Shannon Thornburg	ME9632	00	Lecturer	TV013	21-MAY-18
Shannon Thornburg	ME9632	01	Liaison Corp Rel/Intshp Co Cor	TV013	21-MAY-18
Kelly Weischedel	ME9550	00	Instructor	TV013	21-MAY-18
Karen Westergaard	ME9624	00	Instructor	TV013	21-MAY-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00149922	Levi Stotz	Advanced Materials Processing	SDSMT
A00226739	Benjamin Millhouse	Cntr for Adv Manufacturing & Prod	SDSMT

A00212579	Roger Nielsen	Geology & Geological Engineering	SDSMT
A00227150	Maya Johnson	Intercollegiate Athletics	SDSMT
A00226765	Robert Reagan	Intercollegiate Athletics	SDSMT
A00175443	Ethan Sager	Intercollegiate Athletics	SDSMT
A00105490	Angela Schafer	Intercollegiate Athletics	SDSMT
A00167129	Alexander Wood	Intercollegiate Athletics	SDSMT
A00227601	Eric Meland	Materials & Metallurgical Eng	SDSMT
A00226750	Carl Mitchell	Mechanical Engineering	SDSMT
A00219116	Michael Nieland	Museum of Geology	SDSMT
A00227207	Chase Watley	Museum of Geology	SDSMT
A00226977	Diana Welsh	Museum of Geology	SDSMT
A00192913	Andrew Norman	Nanotechnology Science & Eng	SDSMT
A00227750	Luke Nehring	Research Affairs	SDSMT
A00210830	Todd Williams	Research Affairs	SDSMT

PZRNJOB

South Dakota Board of Regents
BOR Routine 05/30/2018 14:51:45
Date Range : 22-MAR-18 thru 21-MAY-18
For :SDSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jared Anderson	SE8538	00	Communications Specialist	Appointment	30305.02	26-MAR-18
Ashley DeZeeuw	SE6721	00	Program Assistant I	Appointment	33570.55	16-APR-18
Amanda Dixon	SE8709	10	Program Assistant II	Supplemental Appointment	1075.00	22-MAR-18
Barbara Geise	SE8889	01	Program Assistant I	Supplemental Appointment	873.00	22-APR-18
Shivali Gupta	SE6404	00	Programmer/Analyst	Appointment	36732.09	16-MAY-18
Rebecca Herman	SE8581	00	Assistant Admissions Officer	Appointment	33799.35	07-MAY-18
Keith Homann	SE8881	01	Budget Analyst	Supplemental Appointment	150.00	22-APR-18
Anupriya Jayasooriya	SE8416	00	Facility Worker	Appointment	24834.72	18-MAY-18
Jesahbeel Jimenez	SE8744	00	Senior Secretary	Appointment	31490.59	16-MAY-18
Meila Miller	SE8378	00	Laundry Supervisor	Appointment	33799.35	23-APR-18
Kelsey Monnier	SE8817	00	Senior Claims Clerk	Appointment	26394.69	16-APR-18
Kristopher Muhl	SE8873	00	Program Assistant I	Appointment	44240.75	16-APR-18
Jennifer Nordman	EE9711	00	Senior Secretary-Sx Falls	Appointment	28869.84	14-MAY-18
Tate Pope	SE6259	00	Building Maint Specialist	Appointment	47839.08	26-MAR-18
Brenda Pratt	SE8640	00	Program Assistant I	Appointment	34735.33	09-APR-18
Pamela Rieger	SE7570	01	Program Assistant I	Supplemental Appointment	500.00	22-APR-18
Erica Rindels	SE8391	00	Facility Worker	Appointment	24543.53	09-APR-18
Megan Rybinski	SE8815	00	Senior Claims Clerk	Appointment	26394.69	26-MAR-18
Kim Saak	SE6250	00	Grant Specialist I	Appointment	45500.00	03-APR-18
Miranda Schmidt	SE7642	00	Facility Worker	Appointment	25791.50	26-MAR-18
Levi Smith	SE8683	00	Communications Specialist	Appointment	30305.02	11-APR-18
Joshua Stuart	SE8319	00	Facility Worker	Appointment	25167.52	02-MAY-18
Nathaniel Sweebe	SE8393	00	Facility Worker	Appointment	25167.52	07-MAY-18
Blanca Warne	SE9914	00	BOR HR Generalist III	Appointment	51000.00	22-APR-18
Logan Wold	SE7365	00	Facility Worker	Appointment	26436.29	07-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Amanda Dixon	SE8709	00	Program Assistant II	Change Salary Rate/Pay Grade	35213.72	37855.27	2641.55	
Sarah Halsey	SE8753	00	Senior Secretary	Reclassification	28911.44	31802.59	2891.15	
Kyle Hoffman	SE8331	00	Building Maintenance Specialis	Reclassification	30970.60	37626.48	6655.88	
Mindy Luze	SE8667	00	Senior Secretary	End of Probation Adjust	31074.60	32634.57	1559.97	
Elizabeth Martinson	SE8886	00	Program Assistant II	End of Probation Adjust	35359.32	37127.29	1767.97	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Sheree Heyduk	SE8377	00	Facility Worker	Temporary Additional Duties	25167.52		1258.38	26425.90

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Lucinda Bloker	SE8492	00	Microbiologist	TV002	24-APR-18
Shawn Carter	SE7505	00	Facility Worker	TV001	02-MAY-18
Ashley DeZeeuw	SE6511	00	Secretary	SA011	15-APR-18
Theodore Eggebraaten	SE7415	00	Civil Engineering Technician	TV001	30-MAR-18
Dinkitu Gemeda	SE6649	00	Facility Worker	TV001	18-MAY-18

Amy Gerlach	SE6721 00	Program Assistant I	TV001	21-APR-18
Nancy Haggerty	SE8391 00	Facility Worker	TV001	20-APR-18
Caleb Johnson	SE8683 00	Communications Specialist	TV002	08-APR-18
Harriet Kandell	SE8854 00	Policy/Data Analyst	TV002	21-MAY-18
Darci Laurenz	EE9510 00	Nutrition Assistant	TV001	25-APR-18
Aaron Litwin	SE8416 00	Facility Worker	TV002	29-APR-18
Meila Miller	SE8367 00	Building Manager	SA011	22-APR-18
Alan Mousel	SE8466 00	Fabrication Technician	TL001	21-APR-18
Brenda Pratt	SE8714 00	Accounting Assistant	SA011	08-APR-18
Michael Swan	AE7997 00	Agricultural Research Tech	TV001	21-APR-18
Tanya Thomsen	SE7531 00	Family Planning Nurse Coord	TV001	18-MAY-18
Blanca Warne	SE6425 00	BOR HR Generalist II	SA011	21-APR-18
Jared Weston	SE8414 00	Facility Worker	TI000	16-MAY-18
Freda Lumby	SE8894 00	Program Assistant I	SA018	08-APR-18
Renae Becher	SE8655 00	Senior Secretary	TV009	19-APR-18
Joshua Brainard	SE8238 00	Facility Worker	TV009	04-MAY-18
Amanda Dixon	SE8709 10	Program Assistant II	TV013	21-APR-18
Vicki Hemmestad	SE8946 00	Program Assistant I	TR000	06-APR-18
Darren Hoffer	SE8583 00	Storekeeper	TV009	21-APR-18
Keith Homann	SE8881 00	Budget Analyst	TR000	21-MAY-18
Keith Homann	SE8881 01	Budget Analyst	TV013	21-MAY-18
Jesahbeel Jimenez	SE4434 00	Temp Senior Secretary	TV013	15-MAY-18
Harriet Kandell	SE8854 01	Policy/Data Analyst	TV013	21-MAY-18
Aaron Karl	SE4436 00	Temp Building Engineer Assist	TV013	21-MAY-18
Bonnie Luecke	SE8797 00	Secretary	TR001	21-MAY-18
Pamela Rieger	SE7570 01	Program Assistant I	TV013	21-MAY-18
Charlotte Roe	SE8484 00	Medical Laboratory Supervisor	TR001	21-MAY-18
Jeffrey VanGerpen	SE6928 00	Senior Secretary	SA018	06-APR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Donna Adrian	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Christopher Anderson	SE4498	01	Temp Event Parking	Hire Temp Appointment	195.00	22-APR-18
Jessica Anderson	SE4498	01	Temp Event Parking	Hire Temp Appointment	195.00	22-APR-18
Joella Anderson	SE4983	13	Temp Ticket Taker	Hire Temp Appointment	30.00	22-APR-18
Jenna Baltzer	SE4523	00	Temp Housing Summer Intern	Hire Temp Appointment	20799.60	14-MAY-18
Courtney Birkholtz	SE4532	01	Temp Gardener	Hire Temp Appointment	25479.51	22-MAR-18
Todd Bortnem	AE4652	03	Temp Ag Research Tech	Hire Temp Appointment	41599.20	07-MAY-18
Alaine Buysse	SE4426	00	Temp Research Assist	Hire Temp Appointment	29577.03	10-MAY-18
John Campbell	SE4478	01	Temp Special Events Tech	Hire Temp Appointment	24959.52	22-APR-18
Connie Colwill	SE4432	00	Temp Senior Secretary	Hire Temp Appointment	30991.40	30-APR-18
Marlin Dart	AE4671	01	Temp Research Tech	Hire Temp Appointment	18719.64	02-APR-18
Tanner Davis	SE4492	00	Temp Lead Technician	Hire Temp Appointment	24959.52	05-APR-18
Mina Doerner	SE4433	00	Temp Microbiologist	Hire Temp Appointment	33528.96	26-MAR-18
Tokala Estes	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
David Falco	SE4504	03	Temp Seasonal I	Hire Temp Appointment	18719.64	26-APR-18
Carly Folsom	AE4671	00	Temp Waterfowl Tech	Hire Temp Appointment	20799.60	06-APR-18
Austin Fournier	SE4427	00	Temp Lab Aide	Hire Temp Appointment	20799.60	07-MAY-18
Michael Frederiksen	SE4983	05	Temp Ticket Taker	Hire Temp Appointment	75.00	22-APR-18
Blanche Froelich	SE4439	00	Temp SDAM Intern	Hire Temp Appointment	22879.56	07-MAY-18
Amy Gerlach	SE4664	00	Temp Graduate School Assist	Hire Temp Appointment	36472.10	07-MAY-18
Bryan Gums	AE4989	15	Temp AES Farm Dept	Hire Temp Appointment	24959.52	23-APR-18
Steven Hall	SE4555	00	Temp Field Tech	Hire Temp Appointment	20799.60	02-APR-18
Carolyn Hendricks	EE4879	00	Temp Senior Secretary	Hire Temp Appointment	22879.56	18-MAY-18
Barbara Hillestad	SE4983	28	Temp Ticket Taker	Hire Temp Appointment	66.00	22-APR-18
Lydia Hite	AE4492	00	Temp Lab Worker	Hire Temp Appointment	20799.60	22-APR-18
Dianne Hoff	SE4983	21	Temp Ticket Taker	Hire Temp Appointment	172.00	22-APR-18
Jimena Ibagon Pardo	AE4658	00	Temp Lab Worker	Hire Temp Appointment	18407.65	22-MAR-18
Anupriya Jayasooriya	AE4644	00	Temp Farm Worker	Hire Temp Appointment	20799.60	01-MAY-18
Anupriya Jayasooriya	AE4644	01	Temp Holiday Farm Worker	Hire Temp Appointment	22879.56	01-MAY-18
Seongwan Jo	SE4431	00	Temp Lab Aide	Hire Temp Appointment	22879.56	07-MAY-18
Danny Johnson	SE4504	00	Temp Seasonal I	Hire Temp Appointment	18407.65	03-APR-18
Nicholas Kaup	AE4989	00	Temp AES Farm Dept	Hire Temp Appointment	24959.52	23-APR-18

Vine King	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	20799.60	10-APR-18
Betty Knutsen	SE4983	21	Temp Ticket Taker	Hire Temp Appointment	75.00	22-APR-18
Miranda Krogstad	SE4532	00	Temp Gardener	Hire Temp Appointment	21319.59	22-MAR-18
Joanne Kruse	SE4983	32	Temp Ticket Taker	Hire Temp Appointment	75.00	22-APR-18
Ashley Landmark	SE4539	00	Temp Summer Camp Counselor	Hire Temp Appointment	18407.65	17-MAY-18
John Landsiedel	AE4527	00	Temp Field Tech	Hire Temp Appointment	21839.58	16-APR-18
Allen Lee	AE4989	02	Temp AES Farm Dept	Hire Temp Appointment	24959.52	23-APR-18
Christopher Lee	AE4532	03	CSA Temp-Field & Lab Asst	Hire Temp Appointment	12479.04	22-MAR-18
Stacy Lindblom-Dreis	AE4510	00	Temp Field & Lab Assist	Hire Temp Appointment	28079.46	04-APR-18
Rachel MacDowell	AE4490	00	Temp Research Assist	Hire Temp Appointment	22879.56	01-MAY-18
Ryan Mann	AE4671	00	Temp Waterfowl Tech	Hire Temp Appointment	20799.60	06-APR-18
Catherine Miller	SE4532	00	Temp Gardener	Hire Temp Appointment	20799.60	22-MAR-18
Thumbiko Mkandawire	AE4512	03	Temp Field & Lab Assist	Hire Temp Appointment	31199.40	05-APR-18
Theodore Mohr	AE4661	00	Temp HPLC Tech	Hire Temp Appointment	24959.52	22-MAR-18
Jena Nierman	AE4671	00	Temp Research Tech	Hire Temp Appointment	18719.64	02-APR-18
Melanie Norris	EE4887	02	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Mary Jo Parker	EE4882	03	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Mark Parrott	SE4983	04	Temp Ticket Taker	Hire Temp Appointment	119.00	22-APR-18
Bryan Peterson	SE4532	00	Temp Gardener	Hire Temp Appointment	24959.52	14-MAY-18
Bryan Peterson	SE4532	02	Temp Gardener	Hire Temp Appointment	25479.51	22-APR-18
Lacey Quail	AE4537	00	Temp Farm Worker	Hire Temp Appointment	20799.60	18-MAY-18
John Reents	SE4470	00	Temp Grounds Keeper	Hire Temp Appointment	21319.59	01-MAY-18
Holiday Robley	AE4671	00	Temp Fisheries Rsrch Tech	Hire Temp Appointment	20799.60	01-MAY-18
Sara Rockwood	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Mark Sandquist	SE4492	00	Temp Fisheries Tech	Hire Temp Appointment	24959.52	02-APR-18
Mitchell Sangl	AE4491	00	Temp Field Assist	Hire Temp Appointment	24959.52	14-MAY-18
Ashley Schaeffer	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Cindy Schnabel	EE4883	03	Temp Horticulture Assist	Hire Temp Appointment	28079.46	07-MAY-18
Dylan Schneider	SE4492	00	Temp Fisheries Tech	Hire Temp Appointment	24959.52	02-APR-18
Jordan Schulte	SE4889	00	Temp Seasonal I	Hire Temp Appointment	18719.64	06-MAY-18
Danielle Schulz	SE4498	03	Temp Event Parking	Hire Temp Appointment	175.00	22-APR-18
Glenn Schumacher	SE4532	02	Temp Gardener	Hire Temp Appointment	20799.60	22-MAR-18
Cody Sleiter	EE4880	00	Temp 4-H Youth Develop. Intern	Hire Temp Appointment	23399.55	23-APR-18
Janet Smith	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Jane St John	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Kenneth St Pierre	EE4882	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	16-APR-18
Carl Steinlicht	SE4425	00	Temp Lab Assist	Hire Temp Appointment	25999.50	17-MAY-18
Jade Ternus	SE4430	00	Temp Phlebotomist	Hire Temp Appointment	29119.44	11-MAY-18
Ian Theisen	SE4584	00	Temp Seasonal I	Hire Temp Appointment	20799.60	11-MAY-18
Tami Toczek	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Todd Traut	SE4983	00	Temp Ticket Taker	Hire Temp Appointment	66.00	22-APR-18
Curt Tuttle	SE4429	00	Temp Grounds Crew	Hire Temp Appointment	37543.28	07-MAY-18
Diana Valle	SE4423	00	Temp Orientation Intern	Hire Temp Appointment	18407.65	21-MAY-18
Jeffrey VanGerpen	SE4512	02	Temp Law Enforcement Officer	Hire Temp Appointment	41204.01	04-MAY-18
James Vasquez	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Melinda Vaughn	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Alexa Walker	SE4573	00	Temp Student Health Nurse	Hire Temp Appointment	41599.20	22-APR-18
Evan Ward	AE4671	00	Temp Research Tech	Hire Temp Appointment	18719.64	16-APR-18
Sara Watkins	AE4671	00	Temp Research Tech	Hire Temp Appointment	18719.64	02-APR-18
Joanne Wilkinson	EE4887	00	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Amber Woitalla	EE4887	02	Temp Garden Coordinator	Hire Temp Appointment	31199.40	06-APR-18
Gabriel Wounded Head	SE4478	00	Temp Special Events Worker	Hire Temp Appointment	20799.60	14-MAY-18
Jinyu Yang	AE4495	00	Temp Computer Tech	Hire Temp Appointment	20799.60	09-APR-18
Kelsen Young	AE4671	01	Temp Fisheries Research Tech	Hire Temp Appointment	21007.60	01-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Rodrigo Grazziotin	AE4506	00	Temp Intern	Sal Adj-Unusual Circumstance	20716.40	28599.45	7883.05	
Linda Minor	SE4573	01	Temp Medical Tech Supervisor	Sal Adj-Unusual Circumstance	45093.53	56158.92	11065.39	
Lori Puetz	SE4497	00	Temp Staff Assistant	Sal Adj-Unusual Circumstance	20799.60	22380.37	1580.77	

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Amel Abdalla	AE4532	02	Temp Lab Aide	TV013	21-MAY-18
Christopher Anderson	SE4498	01	Temp Event Parking	TV013	21-MAY-18
Jessica Anderson	SE4498	01	Temp Event Parking	TV013	21-MAY-18
Joella Anderson	SE4983	13	Temp Ticket Taker	TV013	21-MAY-18
Beverly Austin	FE9957	02	OLLI Instructor	TV013	21-MAY-18
Beverly Austin	FE9974	03	OLLI Instructor	TV013	21-MAY-18
Beverly Austin	SE4449	00	Temp Lab Assist	TV013	18-MAY-18
Jonathan Bakken	SE4446	00	Temp String Project Lead	TV013	21-MAY-18
Amybeth Ballou	SE4509	01	Temp Substitute Pre-K Teacher	TV013	21-MAY-18
Kellsie Busho	SE4447	01	Temp Seasonal I	TV013	21-MAY-18
Alaine Buysse	SS7718	00	student hrly Necropsy Assist	TV012	09-MAY-18
Tanner Davis	SE4492	00	Temp Lead Technician	TV013	21-MAY-18
Mina Doerner	SE4433	00	Temp Microbiologist	TV013	21-MAY-18
Adam Eral	AE4498	00	Temp Farm Worker	TV013	21-MAY-18
David Falco	SE4504	03	Temp Seasonal I	TV013	18-MAY-18
Jesse Foss	SE4452	00	Temp Substitute Pre-k Teacher	TV013	21-MAY-18
Michael Frederiksen	SE4983	05	Temp Ticket Taker	TV013	21-MAY-18
Anlly Fresno Rueda	AE4658	01	Temp Lab Worker	TV013	31-MAR-18
Wendy Geidel	SE4498	01	Temp Event Parking	TV013	30-MAR-18
Deanna Gilkerson	SE4509	01	Temp Substitute Pre-K Teacher	TV013	21-MAY-18
Rodrigo Grazziotin	AE4506	00	Temp Intern	TV013	15-MAY-18
Ashlee Haselhorst	SE4509	01	Temp Substitute Pre-k Teacher	TV013	21-MAY-18
Daniel Higginbotham	SE4451	02	Temp Seasonal I	TV013	21-MAY-18
Barbara Hillestad	SE4983	28	Temp Ticket Taker	TV013	21-MAY-18
Dianne Hoff	SE4983	21	Temp Ticket Taker	TV013	21-MAY-18
Cole Holzer	SE4440	00	Temp Tutor & SI Leader	TV013	07-MAY-18
Meagan Irvine Miller	SG7004	00	Graduate Teaching Assistant	TV013	21-MAY-18
Seongwan Jo	SS7640	01	student hrly Research	TV012	05-MAY-18
Danny Johnson	SE4504	00	Temp Seasonal I	TV013	21-MAY-18
Danny Johnson	SS8486	00	student hrly Event Management	TV012	02-APR-18
Herve Kashongwe	SG7922	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Adam Kauth	SE4555	00	Temp Pheasant Tech	TV013	31-MAR-18
Betty Knutsen	SE4983	21	Temp Ticket Taker	TV013	21-MAY-18
Holly Krueger	SS7816	02	student hrly Horse Unit	TV012	21-MAY-18
Joanne Kruse	SE4983	32	Temp Ticket Taker	TV013	21-MAY-18
Stacy Lindblom-Dreis	AE4496	00	Temp Field & Lab Assist	TV013	03-APR-18
Zachary Lujan	SE4456	00	Temp Seasonal I	TV013	21-MAY-18
Marilen Nampijja	SG7715	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Tess Owens	AE4508	00	Temp Lab Assist	TV013	21-MAY-18
Sangwoo Park	AE4658	00	Temp Seasonal Ag Research Tech	TV013	28-APR-18
Mark Parrott	SE4983	04	Temp Ticket Taker	TV013	21-MAY-18
Bryan Peterson	SE4532	02	Temp Gardener	TV013	13-MAY-18
Laura Rice	SE4446	00	Temp String Project Leader	TV013	12-MAY-18
Robert Rowe II	SE4435	00	Temp Seasonal	TV013	21-MAY-18
Ashley Schaeffer	EE4887	00	Temp Garden Coordinator	TV013	13-APR-18
Danielle Schulz	SE4498	02	Temp Event Parking	TV013	30-MAR-18
Danielle Schulz	SE4498	03	Temp Event Parking	TV013	21-MAY-18
Ronade Similien	AE4652	02	Temp Ag Research Tech	TV013	21-APR-18
Diane Sorensen	SE4475	00	Temp Training Specialist	TV013	21-MAY-18
Ian Theisen	SE4584	00	Temp Seasonal I	TV013	13-MAY-18
Jared Thompson	AE4541	02	Temp Ag Research Tech	TV013	21-APR-18
Tami Toczek	EE4887	00	Temp Garden Coordinator	TV013	10-APR-18
Whitney Truax	SG7741	01	Graduate Admin Assistant	TV013	21-MAY-18
Kelsey Van Loh	SE4473	00	Temp Pep Band	TV013	21-MAY-18
Jeffrey VanGerpen	SE4512	01	Temp Law Enforcement Officer	TV013	21-APR-18
Carson Vanduch	SS7707	01	student hrly Pep Band	TV012	21-APR-18
Carson Vanduch	SS8749	05	student hrly PAC Worker	TV012	21-MAY-18
Geoffrey Vincent	AG8036	06	Graduate Research Assistant	TV013	21-MAY-18
Alexa Walker	SE4979	00	Temp Health Nurse	TV013	21-APR-18
Cody Ward	SE4468	01	Temp Lab Tech	TV013	21-MAY-18
Bret Werpy	SS7590	00	Station Manager	TV012	21-APR-18
Bret Werpy	SS8749	07	student hrly PAC Worker	TV012	21-MAY-18
Floyd Wiesner	AE4661	01	Temp Sr Ag Research Tech	TV013	21-MAY-18

Dalton Williams	SG7741	01	Graduate Admin Assistant	TV013	21-MAY-18
Craig Alberty	EE9032	00	Program Assistant I	TL001	21-MAY-18
Nicole Bono	SE6294	00	Senior Claims Clerk	TV009	15-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Debra Anderson	SE7463	00	Associate Dean/Associate Prof	Appointment	139000.00	01-MAY-18
Samuel Bjornestad	SE6283	00	Manager-Aviation Facilities	Appointment	65000.00	22-MAR-18
Christopher Bono	SE9814	10	Head Coach-Wrestling	Supplemental Appointment	8500.00	22-MAR-18
Jon Christenson	SE6133	00	Employee Relations Specialist	Appointment	58000.00	14-MAY-18
Travis Clement	SE8488	03	Research Associate III	Supplemental Appointment	5267.00	22-MAR-18
Caylee Costello	SE6321	04	Assistant Coach-Women's Soccer	Supplemental Appointment	1000.00	22-MAR-18
Jack Davis	EE9802	01	Extension Field Specialist II	Supplemental Appointment	5599.37	22-APR-18
Hayli De Jong	SE9778	00	Financial Aid Counselor	Appointment	32488.98	23-APR-18
Rodney DeHaven	SE9812	15	Head Coach-Track & Field	Supplemental Appointment	500.00	22-APR-18
Katie Falco	SE9615	25	Assistant Coach-Women's Bball	Supplemental Appointment	1000.00	22-MAR-18
Katie Falco	SE9615	26	Assistant Coach-Women's Bball	Supplemental Appointment	1000.00	22-APR-18
Nuria Garcia-Fernandez	SE8504	01	Research Associate II	Supplemental Appointment	211.00	22-MAR-18
Tyler Glidden	SE6626	02	Coordinator-Mens Bball Oper	Supplemental Appointment	2000.00	22-MAR-18
Tyler Glidden	SE6626	03	Coordinator-Mens Bball Oper	Supplemental Appointment	1000.00	22-MAR-18
Georgia Groeneweg	SE8118	00	Program Advisor (UPC)	Appointment	42000.00	25-APR-18
Brian Grunzke	SE7025	23	Assistant Coach-Baseball	Supplemental Appointment	200.00	22-APR-18
Xiangming Guan	SE7587	06	Asst Dean-Research/Professor	Supplemental Appointment	5931.00	22-APR-18
Damion Hahn	SE9814	00	Head Coach-Wrestling	Appointment	160000.00	16-APR-18
Eric Hanenberger	SE8176	02	Associate Coach-Track & Field	Supplemental Appointment	500.00	22-APR-18
David Hanson	SE6388	00	Employee Relations Specialist	Appointment	79711.00	14-MAY-18
Eric Henderson	SE7555	02	Asst Coach-Mens Basketball	Supplemental Appointment	2000.00	22-MAR-18
Eric Henderson	SE7555	03	Asst Coach-Mens Basketball	Supplemental Appointment	1000.00	22-MAR-18
Andrew Janssen	SE9797	04	Assistant Coach-Soccer	Supplemental Appointment	1000.00	22-MAR-18
Michael Jewett	SE9803	13	Assc Head Coach-Women's Bball	Supplemental Appointment	1000.00	22-MAR-18
Michael Jewett	SE9803	14	Assc Head Coach-Women's Bball	Supplemental Appointment	1000.00	22-APR-18
Aaron Johnston	SE9819	34	Head Coach-Women's Basketball	Supplemental Appointment	5000.00	22-MAR-18
Aaron Johnston	SE9819	35	Head Coach-Women's Basketball	Supplemental Appointment	1000.00	22-APR-18
John Killefer	SE9985	00	Dean-Ag & Bio Sciences	Appointment	240000.00	27-MAR-18
Charles Klinkefus	SE8104	16	Assistant Coach-Men's Basketba	Supplemental Appointment	2000.00	22-MAR-18
Charles Klinkefus	SE8104	17	Assistant Coach-Men's Basketba	Supplemental Appointment	1000.00	22-MAR-18
Rebecca Leddy	SE6269	00	Research Assistant	Appointment	37439.28	07-MAY-18
Haylie Linn	SE7556	05	Asst Coach-Womens Basketball	Supplemental Appointment	1000.00	22-MAR-18
Haylie Linn	SE7556	06	Asst Coach-Womens Basketball	Supplemental Appointment	1000.00	22-APR-18
Tyler Lippert	SE9806	01	Assistant Coach-Track & Field	Supplemental Appointment	500.00	22-APR-18
Aimee Maher	SE9975	00	Student Services Facilitator	Appointment	42900.00	30-APR-18
Craig McCuin	SE6905	00	Title IX Investigator	Appointment	50000.00	23-APR-18
Mitchell Mormann	SE6527	07	Assistant Coach-Baseball	Supplemental Appointment	200.00	22-APR-18
Amber Morseau	SE6280	00	Native American Recruit Coordi	Appointment	42023.00	23-APR-18
Jane Mort	SE9984	00	Dean-Pharmacy	Appointment	212500.00	22-APR-18
Abby Oakland	SE6654	02	Coordinator-Womens BBall Opera	Supplemental Appointment	1000.00	22-MAR-18
Abby Oakland	SE6654	03	Coordinator-Womens BBall Opera	Supplemental Appointment	1000.00	22-APR-18
Thomas Otzelberger	SE9820	02	Head Coach-Men's Basketball	Supplemental Appointment	15000.00	22-MAR-18
Thomas Otzelberger	SE9820	03	Head Coach-Men's Basketball	Supplemental Appointment	3500.00	22-MAR-18
Ismael Pallares	SE6756	00	Financial Aid Counselor	Appointment	32488.98	23-APR-18
Rajeshkumar Parmar	SE7202	03	Research Associate III	Supplemental Appointment	7963.00	22-MAR-18
Adam Parsons	SE6888	07	Asst Coach-Strength & Conditio	Supplemental Appointment	480.00	22-APR-18
Jianli Qi	SE6260	00	Research Assistant	Appointment	45759.12	06-APR-18
Erica Quam	SE6254	00	Professional Advisor	Appointment	45000.00	14-MAY-18
Laura Ruesch	SE8489	06	Research Associate II	Supplemental Appointment	9668.00	22-MAR-18
Kyle Schaefer	SE6573	00	Grant Proposal Specialist	Appointment	44650.00	14-MAY-18
Bonny Specker	SE9456	06	Director/Professor	Supplemental Appointment	44632.00	22-MAR-18
David St John	SE9793	04	Assc Head Coach-Track & Field	Supplemental Appointment	500.00	22-APR-18
John Stiegelmeier	SE9821	12	Head Coach-Football	Supplemental Appointment	5000.00	22-APR-18
Suzanne Stluka	EE9755	08	Program Director-Food & Family	Supplemental Appointment	19752.00	22-MAR-18
Suzanne Stluka	EE9755	09	Program Director-Food & Family	Supplemental Appointment	150.00	22-APR-18
Brock Thompson	SE9818	08	Head Coach-Women's Soccer	Supplemental Appointment	1000.00	22-MAR-18
Kristi Tornquist	SE9988	01	Chief University Librarian	Supplemental Appointment	2919.00	22-APR-18
Jill VanDamme	SE6519	01	Retention Advisor	Supplemental Appointment	3788.00	22-MAR-18
Benjamin Walker	SE9800	03	Asst Coach-Men's Basketball	Supplemental Appointment	2000.00	22-MAR-18

Benjamin Walker	SE9800 04	Asst Coach-Men's Basketball	Supplemental Appointment	1000.00	22-MAR-18	
Curtis Weathers	SE9800 00	Assist Coach-Men's Basketball	Appointment	80000.00	11-MAY-18	

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.
Stephanie Bebensee	SE7131	00	Assistant Director	Reclassification	46670.00	49000.00	2330.00	
Kathy Busch	SE8891	01	Financial Analyst	Change Salary Rate/Pay Grade	55073.00	60000.00	4927.00	
Sydney Chapman	SE6713	00	Financial Aid Counselor	Change Salary Rate/Pay Grade	32031.38	33903.35	1871.97	
Tammy Hintz	SE6763	00	Safety & Health Consultant	Change Salary Rate/Pay Grade	47150.00	48708.00	1558.00	
James Rogers	SE9804	00	Assistant Coach-Football	Change Salary Rate/Pay Grade	53055.00	63000.00	9945.00	
Chelsea Sorensen	SE6444	00	Professional Academic Advisor	Sal Adj-Unusual Circumstance	45500.00	46750.00	1250.00	
Ryan Vande Kieft	SE6709	00	Transfer Student Coordinator	Change Salary Rate/Pay Grade	49516.00	52982.00	3466.00	

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Leave of Absence(LA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Emily White	SE6242	00	Education Program Specialist	FY Contract Completion	26001.00	01-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Matthew Badura	SE6601	00	Academic Advisor	SA011	21-MAY-18
Christopher Bono	SE9814	00	Head Coach-Wrestling	TV008	21-APR-18
Kassandra Boyer	SE6756	00	Financial Aid Counselor	TV001	30-MAR-18
Tracey Buisker	SE8111	00	Financial Aid Coordinator	SA011	21-MAY-18
Hayli De Jong	SE8776	00	Senior Secretary	SA011	22-APR-18
Aimee Maher	SE6866	00	Coordinator-Grad Admn/Recruit	SA011	29-APR-18
Jane Mort	SE7584	00	Acting Dean-Pharmancy	SA011	21-APR-18
Peter Nielson	EE9750	00	Coordinator-Youth Dvlp Op	TV008	10-MAY-18
Megan Peterson	SE8565	00	Extension Associate	TV001	07-MAY-18
Erica Quam	SE9781	00	Admissions Counselor	SA011	13-MAY-18
Jonathan Reader	SE6752	00	Assistant Coach-Wrestling	TV001	21-APR-18
Tara Shafrath	EE9871	00	Hlth & Phys Actv Field Splst I	TV001	09-MAY-18
Benjamin Walker	SE9800	00	Asst Coach-Men's Basketball	TV001	21-MAY-18
Christopher Bono	SE9814	10	Head Coach-Wrestling	TV013	21-APR-18
Travis Clement	SE8488	03	Research Associate III	TV013	21-APR-18
Caylee Costello	SE6321	04	Assistant Coach-Women's Soccer	TV013	21-APR-18
Jack Davis	EE9802	01	Extension Field Specialist II	TV013	21-MAY-18
Rodney DeHaven	SE9812	15	Head Coach-Track & Field	TV013	21-MAY-18
Katie Falco	SE9615	25	Assistant Coach-Women's Bball	TV013	21-APR-18
Katie Falco	SE9615	26	Assistant Coach-Women's Bball	TV013	21-MAY-18
Nuria Garcia-Fernandez	SE8504	01	Research Associate II	TV013	21-APR-18
Tyler Glidden	SE6626	02	Coordinator-Mens Bball Oper	TV013	21-APR-18
Tyler Glidden	SE6626	03	Coordinator-Mens Bball Oper	TV013	21-APR-18
Kimberlie Goodfellow	SE9960	01	Temporary Instructor	TV013	21-MAY-18
Brian Grunzke	SE7025	23	Assistant Coach-Baseball	TV013	21-MAY-18
Xiangming Guan	SE7587	06	Asst Dean-Research/Professor	TV013	21-MAY-18
Eric Hanenberger	SE8176	02	Associate Coach-Track & Field	TV013	21-MAY-18
David Hanson	SE6133	00	Employee Relations Specialist	TV013	13-MAY-18
Eric Henderson	SE7555	02	Asst Coach-Mens Basketball	TV013	21-APR-18
Eric Henderson	SE7555	03	Asst Coach-Mens Basketball	TV013	21-APR-18
Andrew Janssen	SE9797	04	Assistant Coach-Soccer	TV013	21-APR-18
Michael Jewett	SE9803	13	Assc Head Coach-Women's Bball	TV013	21-APR-18
Michael Jewett	SE9803	14	Assc Head Coach-Women's Bball	TV013	21-MAY-18
Aaron Johnston	SE9819	34	Head Coach-Women's Basketball	TV013	21-APR-18
Aaron Johnston	SE9819	35	Head Coach-Women's Basketball	TV013	21-MAY-18
Andrew Kandell	SE9652	00	Academic Advisor	TV009	21-MAY-18
Charles Klinkefus	SE8104	16	Assistant Coach-Men's Basketba	TV013	21-APR-18
Charles Klinkefus	SE8104	17	Assistant Coach-Men's Basketba	TV013	21-APR-18
Rebecca Leddy	SS7664	03	student hrly Research	TV012	04-MAY-18

Haylie Linn	SE7556	05	Asst Coach-Womens Basketball	TV013	21-APR-18
Haylie Linn	SE7556	06	Asst Coach-Womens Basketball	TV013	21-MAY-18
Tyler Lippert	SE9806	01	Assistant Coach-Track & Field	TV013	21-MAY-18
Nicole Lounsbery	SE6870	08	Assistant Dean	TV013	21-MAY-18
Mitchell Mormann	SE6527	07	Assistant Coach-Baseball	TV013	21-MAY-18
Abby Oakland	SE6654	02	Coordinator-Womens BBall Opera	TV013	21-APR-18
Abby Oakland	SE6654	03	Coordinator-Womens BBall Opera	TV013	21-MAY-18
Thomas Otzelberger	SE9820	02	Head Coach-Men's Basketball	TV013	21-APR-18
Thomas Otzelberger	SE9820	03	Head Coach-Men's Basketball	TV013	21-APR-18
Rajeshkumar Parmar	SE7202	03	Research Associate III	TV013	21-APR-18
Adam Parsons	SE6888	07	Asst Coach-Strength & Conditio	TV013	21-MAY-18
Susan Rosen	SE9662	00	RN Upward Mobility Coordinator	TR001	21-MAY-18
Laura Ruesch	SE8489	06	Research Associate II	TV013	21-APR-18
Bonny Specker	SE9456	06	Director/Professor	TV013	21-APR-18
David St John	SE9793	04	Assc Head Coach-Track & Field	TV013	21-MAY-18
John Stiegelmeier	SE9821	12	Head Coach-Football	TV013	21-MAY-18
Suzanne Stluka	EE9755	08	Program Director-Food & Family	TV013	21-APR-18
Suzanne Stluka	EE9755	09	Program Director-Food & Family	TV013	21-MAY-18
Brock Thompson	SE9818	08	Head Coach-Women's Soccer	TV013	21-APR-18
Jill VanDamme	SE6519	01	Retention Advisor	TV013	21-MAY-18
Benjamin Walker	SE9800	03	Asst Coach-Men's Basketball	TV013	21-APR-18
Benjamin Walker	SE9800	04	Asst Coach-Men's Basketball	TV013	21-APR-18
Kelley Yseth	SE9874	00	Admissions Counselor	TV009	02-APR-18
Zhiling Zhang	SE6289	01	Temp Instructor	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Megan Aadland	SS7586	00	student hrly Data Analysis	Hire Temp Appointment	4752.00	22-MAR-18
Samuel Aas	SS7584	00	student hrly SDAM Intern	Hire Temp Appointment	5280.00	07-MAY-18
Semere Abay	SS7834	00	student hrly Safe Ride Monitor	Hire Temp Appointment	4800.00	23-MAR-18
Semere Abay	SS7845	00	student hrly IM Official	Hire Temp Appointment	4248.00	23-MAR-18
Logan Ackerman	SS7878	00	student hrly Facility Attend.	Hire Temp Appointment	4248.00	18-APR-18
Morgan Ackerman	ES9805	02	student hrly 4-H Intern	Hire Temp Appointment	4800.00	07-MAY-18
Chase Adams	SS7878	00	student hrly Facility Attend.	Hire Temp Appointment	4248.00	22-MAR-18
Junaid Ahmed	AS9217	00	student hrly Biological Tech	Hire Temp Appointment	5304.00	14-MAY-18
Farhana Akhter	AG9876	00	Graduate Research Assistant	Hire Temp Appointment	14369.00	14-MAY-18
Noelle Allerdings	SS7756	00	student hrly Member Services	Hire Temp Appointment	4248.00	22-APR-18
Troy Alley	SE6796	01	Temporary Clinical Assistant	Hire Temp Appointment	4000.00	22-APR-18
Ibin Amatya	SG8568	00	Graduate Research Assistant	Hire Temp Appointment	7397.00	16-MAY-18
Cynthia Anchor	AG8004	00	Graduate Research Assistant	Hire Temp Appointment	19369.00	07-MAY-18
Joshua Anderson	SS7937	00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Taylor Anderson	SS7778	00	student hrly Gardener	Hire Temp Appointment	4800.00	07-MAY-18
Ayodeji Awoyemi	SS8037	00	student hrly Facility Worker	Hire Temp Appointment	4248.00	07-MAY-18
Nihal Badam	AS9188	00	student hrly Lab Assist	Hire Temp Appointment	4800.00	22-APR-18
Nihal Badam	SS7787	00	student hrly Farm Crew	Hire Temp Appointment	4800.00	22-APR-18
Nihal Badam	SS7787	01	student hrly Holiday Farm Crew	Hire Temp Appointment	5280.00	22-APR-18
Enoch Banza	SS7849	00	student hrly Maintenance	Hire Temp Appointment	4800.00	07-MAY-18
Palak Barmaiya	SS7825	00	student hrly Web Support	Hire Temp Appointment	5760.00	22-MAR-18
Kirsten Barott	SS8007	00	student hrly Info Exch Attd.	Hire Temp Appointment	5208.00	07-MAY-18
Anna Barr	SS7576	00	student hryl Gardener	Hire Temp Appointment	4800.00	07-MAY-18
Sara Bartlett	SE6708	11	Temporary Clinical Assistant	Hire Temp Appointment	2434.00	22-MAR-18
Thomas Bates	SS8093	03	student hrly BluePrint Design	Hire Temp Appointment	5328.00	07-MAY-18
Laxmi Bayalkoti Roka	SS7871	00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Princess Baygboe	SW9503	01	WS Museum Aid	Hire Temp Appointment	4800.00	05-MAY-18
Molly Becker	SS7585	00	student hrly Clinic Promotor	Hire Temp Appointment	4800.00	22-MAR-18
Kaitlynn Beighley	SS8688	02	student hrly Union Set-Up Crew	Hire Temp Appointment	5208.00	07-MAY-18
Austin Beninga	SS7669	00	student hrly Shop Worker	Hire Temp Appointment	5760.00	07-MAY-18
Andrew Berg	AS9123	00	student hrly Farm Worker	Hire Temp Appointment	4248.00	22-MAR-18
Jarek Berg	SS7878	00	student hrly Facility Attend.	Hire Temp Appointment	4248.00	24-APR-18
Kelli Berger	AS9166	01	student hrly Lab Assist	Hire Temp Appointment	4800.00	22-MAR-18
Kelli Berger	AS9166	02	student hrly Lab Assist	Hire Temp Appointment	5760.00	07-MAY-18
Kelsey Bergman	AG9875	00	Graduate Research Assistant	Hire Temp Appointment	19600.00	14-MAY-18
Cali Bergmann	SS8688	02	student hrly Union Set-Up Crew	Hire Temp Appointment	5208.00	07-MAY-18
Nolan Berhiem	SS7845	00	student hrly IM Official	Hire Temp Appointment	4248.00	29-MAR-18
Katelyn Berndt	SS7888	00	student hrly Marketing Assist	Hire Temp Appointment	5520.00	14-MAY-18

Sydney Berry	SS8093 02	student hrly BluePrint OA	Hire Temp Appointment	5208.00	07-MAY-18
Manoj Bhandari	SS7867 00	student hrly Custodial	Hire Temp Appointment	4800.00	07-MAY-18
Joris Blanken	SS7808 00	student hrly Programmer	Hire Temp Appointment	4320.00	07-MAY-18
Alexander Boerema	SS7669 01	student hrly Shop Worker	Hire Temp Appointment	5760.00	07-MAY-18
Jessica Boesch	SS8474 00	student hrly Equestrian Barn	Hire Temp Appointment	4320.00	04-MAY-18
Cienna Boss	SS7816 00	student hrly Farm Worker	Hire Temp Appointment	4560.00	22-APR-18
Britney Bradwisch	SS7810 00	student hrly DTS Tech	Hire Temp Appointment	4320.00	02-MAY-18
Britney Bradwisch	SS7810 01	student hrly DTS Tech	Hire Temp Appointment	4320.00	02-MAY-18
Brady Braegelmann	SS7878 00	student hrly Facility Attend.	Hire Temp Appointment	4248.00	23-APR-18
Allison Braun	AS9196 00	student hrly Field & Lab Asst.	Hire Temp Appointment	5760.00	04-MAY-18
Michael Bredeson	AS9221 00	student hrly Research Tech	Hire Temp Appointment	6720.00	23-APR-18
Wyatt Brown	SS7576 00	student hrly Local Foods	Hire Temp Appointment	4800.00	07-MAY-18
Wyatt Brown	SS7778 00	student hrly Gardener	Hire Temp Appointment	5400.00	22-APR-18
Holden Buchert	SW9509 01	WS Scene Shop Assist	Hire Temp Appointment	4248.00	05-MAY-18
Tyler Bult	SS7937 02	student hrly Senior CCA	Hire Temp Appointment	4440.00	07-MAY-18
McKenzie Bursch	SS7878 00	student hrly Facility Attend.	Hire Temp Appointment	4248.00	26-MAR-18
McKenzie Bursch	SS7878 01	student hrly Special Events	Hire Temp Appointment	5688.00	22-APR-18
Eli Campbell	SS7778 00	student hrly Gardener	Hire Temp Appointment	4800.00	16-APR-18
Kathrine Cannedy	SS8007 00	student hrly Info Exch Attd.	Hire Temp Appointment	5208.00	07-MAY-18
Danielle Capp	AS9123 00	student hrly Sheep Unit	Hire Temp Appointment	4800.00	22-APR-18
Kathleen Cardwell	SS7756 00	student hrly Member Services	Hire Temp Appointment	4248.00	22-APR-18
Adil Chekayev	SS7937 02	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Sharath Chandra Sai Chikka	SS7867 02	student hrly Custodian	Hire Temp Appointment	4248.00	22-MAR-18
Colten Christensen	SS7778 00	student hrly Arborist/Gardner	Hire Temp Appointment	4800.00	07-MAY-18
Renae Christensen	SE6609 00	Temporary Clinical Assistant	Hire Temp Appointment	4660.00	22-MAR-18
Ryan Christie	AS9206 01	student hrly Plant Worker	Hire Temp Appointment	4368.00	07-MAY-18
Nathanael Clapp	SS7651 03	student hrly DTS Tech	Hire Temp Appointment	4800.00	14-MAY-18
Cody Coulter	SS8673 01	student hrly Equipment Assist	Hire Temp Appointment	4248.00	02-APR-18
Willow Cowherd	SW9509 02	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Amanda Crawford	SS8328 02	student hrly Research Assist	Hire Temp Appointment	5040.00	07-MAY-18
Nicholas Cronin	SS7640 02	stdnt hrly BioSNTR Fellowship	Hire Temp Appointment	6000.00	07-MAY-18
Erin Cutts	AS9176 00	student hrly Research Assist	Hire Temp Appointment	4248.00	01-APR-18
Jennifer Dailey	AS9147 00	student hrly Lab Tech	Hire Temp Appointment	5280.00	07-MAY-18
Jennifer Dailey	SS7810 00	student hrly DTS Tech	Hire Temp Appointment	4320.00	03-MAY-18
Suresh Damodaran	AS9195 00	student hrly Lab Assist	Hire Temp Appointment	5760.00	01-APR-18
Abhinay Kumar Das	SS7849 00	student hrly Maintenance Work	Hire Temp Appointment	4800.00	23-APR-18
Drew Davie	AS9136 00	student hrly Research Assist	Hire Temp Appointment	4800.00	12-MAY-18
Kendal Davis	AG9765 00	Graduate Research Assistant	Hire Temp Appointment	16904.00	22-APR-18
Benjamin Demuth	SW9466 00	WS Dispatcher	Hire Temp Appointment	4320.00	10-MAY-18
Thomas Deressa	SS8037 00	student hrly Facility Worker	Hire Temp Appointment	4248.00	07-MAY-18
Jamie Derickson	SW9509 00	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Joel Derickson	SS7856 00	student hrly Shop Tech	Hire Temp Appointment	5280.00	23-APR-18
Kennedy Deuschle	SS7816 00	student hrly Horse Unit	Hire Temp Appointment	4248.00	22-APR-18
Justin Dierks	AS9179 00	student hrly Field & Lab Asst.	Hire Temp Appointment	5856.00	07-MAY-18
Caleb Dinse	SS7787 02	student hrly Summer Farm Crew	Hire Temp Appointment	5520.00	06-MAY-18
Caleb Dinse	SS7787 03	student hrly Summer Holiday	Hire Temp Appointment	6000.00	06-MAY-18
Tite Divava	SS7690 00	student hrly Custodial	Hire Temp Appointment	4800.00	15-MAY-18
Trevor Doffin	SW9467 00	WS IM Official	Hire Temp Appointment	4248.00	26-MAR-18
Jennifer Domanski	SS7777 00	student hrly Plant Worker	Hire Temp Appointment	4248.00	09-APR-18
Juan Duque Aristizabal	SS8147 00	student hrly Shop Assist	Hire Temp Appointment	6000.00	14-MAY-18
Renae Dykstra	SS7658 00	student hrly Event Tech	Hire Temp Appointment	4800.00	22-APR-18
Gabriel Dzisa	SS7871 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Garrett Ellis	SS7755 00	student hrly Office Assist	Hire Temp Appointment	4800.00	21-MAY-18
Andrew Engel	AS9191 00	student hrly Field & Lab Asst.	Hire Temp Appointment	5520.00	07-MAY-18
Molly Engeseth	SE6761 01	Temporary Clinical Assistant	Hire Temp Appointment	4660.00	22-APR-18
Kyle Engesser	SS7860 00	student hrly Museum Assist	Hire Temp Appointment	4800.00	05-MAY-18
Cassidy Entwisle	SS8007 02	student hrly Info Exch Attd.	Hire Temp Appointment	5208.00	07-MAY-18
Jason Eral	SS7787 02	student hrly Summer Farm Crew	Hire Temp Appointment	5280.00	06-MAY-18
Jason Eral	SS7787 03	student hrly Summer Holiday	Hire Temp Appointment	5760.00	06-MAY-18
Merrick Erickson	SS7792 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	22-APR-18
Robert Escamilla	SW9509 00	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Jayden Even	SS8548 02	student hrly State Tech	Hire Temp Appointment	5208.00	07-MAY-18
Sophie Felicia	SS7836 01	student hrly Library Assist	Hire Temp Appointment	4320.00	07-MAY-18
Emma Finkenbiner	SS7878 00	student hrly Operations Mngr	Hire Temp Appointment	4800.00	22-APR-18
Tiffaney Flaata	SS7845 00	student hrly IM Official	Hire Temp Appointment	4248.00	23-MAR-18
Abby Flanery	SS8007 02	student hrly Info Exch Attd.	Hire Temp Appointment	5208.00	07-MAY-18
Chase Flickema	SS7803 00	student hrly Video Assist	Hire Temp Appointment	4800.00	04-APR-18
Jordan Fliehs	SE6609 00	Temporary Clinical Assistant	Hire Temp Appointment	2660.00	22-MAR-18

Shedrick Flournoy	SS7897 00	student hrly Cashier	Hire Temp Appointment	4320.00	09-APR-18
Caleb Freeman	SS7587 01	student hrly Tanaka Fellowship	Hire Temp Appointment	6000.00	07-MAY-18
Katelin Frerichs	AS9151 00	student hrly Tech	Hire Temp Appointment	4800.00	24-MAR-18
Monica Frias Chavez	SS7669 00	student hrly Lead Project Asst	Hire Temp Appointment	5280.00	22-MAR-18
Monica Frias Chavez	SS8023 00	student hrly Custodial	Hire Temp Appointment	4248.00	14-MAY-18
Tyler Frideres	AS9217 00	student hrly Biological Tech	Hire Temp Appointment	5304.00	07-MAY-18
Alexandra Fugate	AS9217 00	student hrly Biological Tech	Hire Temp Appointment	5304.00	16-MAY-18
Kaylee Gakin	SS7845 00	student hrly IM Official	Hire Temp Appointment	4248.00	23-MAR-18
Hewan Gashaw	SS8037 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Jordan Gates	SS7583 00	student hrly ACE Camp	Hire Temp Appointment	4800.00	07-MAY-18
Alexander Gawarecki	SS7841 01	student hrly Data Collection	Hire Temp Appointment	7200.00	22-APR-18
Rachel Geary	AS9131 00	student hrly Lab Assist	Hire Temp Appointment	4320.00	07-MAY-18
Abigail Gebro	SS7584 00	student hrly SDAM Intern	Hire Temp Appointment	5280.00	07-MAY-18
Timothy Gleason	SS8548 04	student hrly Summer Crew	Hire Temp Appointment	5208.00	07-MAY-18
Timothy Gleason	SS8548 05	student hrly Union Manager	Hire Temp Appointment	5328.00	07-MAY-18
Christopher Glodt	SS8548 05	student hrly Summer Crew	Hire Temp Appointment	5208.00	07-MAY-18
Christopher Glodt	SS8548 06	student hrly Union Manager	Hire Temp Appointment	5328.00	07-MAY-18
Kathryn Goebel	AS9221 00	student hrly Office Assist	Hire Temp Appointment	5040.00	18-APR-18
Shayna Goens	AS9144 00	student hrly Farm Worker	Hire Temp Appointment	4320.00	17-APR-18
Janet Gritzner	SE6248 00	Tempoprary Research Assistant	Hire Temp Appointment	5656.92	22-MAR-18
Loren Gros	SS7845 00	student hrly Camp Counselor	Hire Temp Appointment	4248.00	17-MAY-18
Shaopeng Gu	SS7646 00	student hrly Research Project	Hire Temp Appointment	4800.00	07-MAY-18
Ajay Gupta	AG9766 00	Graduate Research Assistant	Hire Temp Appointment	16543.00	07-MAY-18
Haide Gutierrez	SW9509 01	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Eleanor Haeska	SS7580 00	student hrly East Fellowship	Hire Temp Appointment	6000.00	07-MAY-18
Brady Hale	SS7845 00	student hrly Camp Counselor	Hire Temp Appointment	4248.00	17-MAY-18
Connor Hall	SS7937 02	student hrly Senior CCA	Hire Temp Appointment	4440.00	07-MAY-18
Shaylee Hanning	SS7879 00	student hrly Group Fitness NC	Hire Temp Appointment	4248.00	03-APR-18
Collin Hansen	SS8548 02	student hrly State Tech	Hire Temp Appointment	5208.00	07-MAY-18
Lacey Hansen	SS8548 04	student hrly Union Manager	Hire Temp Appointment	5328.00	07-MAY-18
Lauryn Hansen	SS8548 01	student hrly Union Manager	Hire Temp Appointment	5328.00	07-MAY-18
Audrey Hanson	SS7937 00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Rachel Harmon	SS8093 02	student hrly BluePrint OA	Hire Temp Appointment	5208.00	07-MAY-18
Isaac Harris	SS8548 03	student hrly State Tech Coord.	Hire Temp Appointment	5448.00	07-MAY-18
Ashlee Harrowa	SW9494 00	WS Front Desk Work	Hire Temp Appointment	4248.00	30-MAR-18
Ashlee Harrowa	SW9494 01	WS Front Desk	Hire Temp Appointment	4248.00	14-MAY-18
Ashlee Harrowa	SW9494 02	WS Front Desk Worker	Hire Temp Appointment	4248.00	05-MAY-18
Jade Heilman	SW9509 01	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Mackenzie Hickey	SS8688 01	student hrly Union Set-Up Crew	Hire Temp Appointment	5208.00	07-MAY-18
Mariah Hodne	SS7836 03	student hrly Library Assist	Hire Temp Appointment	4560.00	07-MAY-18
Anastasia Hoffer	AS9165 00	student hrly Research Assist	Hire Temp Appointment	4800.00	02-APR-18
Jacquelyn Hokeness	SS7879 00	student hrly Group Fitness NC	Hire Temp Appointment	4248.00	23-APR-18
Nathan Holmes	SW9690 01	WS Tech Assist	Hire Temp Appointment	4248.00	05-MAY-18
Samantha Hoppe	SS7824 00	student hrly Admin Ambassador	Hire Temp Appointment	4272.00	05-MAY-18
Mosharraf Hossain	SS7650 00	student hrly Food Safety Asst.	Hire Temp Appointment	4800.00	07-MAY-18
Braedon Houdek	SS7611 00	student hrly Research Assist	Hire Temp Appointment	5280.00	22-MAR-18
Jacey Hupp	SS9802 00	student hrly News Writer	Hire Temp Appointment	4248.00	07-MAY-18
Maick Ikiemi	SS7849 01	student hrly Maintenance Work	Hire Temp Appointment	4800.00	07-MAY-18
Youjeong Jang	SS7808 00	student hrly Porgrammer	Hire Temp Appointment	4320.00	07-MAY-18
Fatima Javid	AS9194 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	22-APR-18
Kaveen Jayamanna	SS7579 00	student hrly Research Project	Hire Temp Appointment	5760.00	07-MAY-18
Logan Johnson	AS9118 00	student hrly Lab Worker	Hire Temp Appointment	4800.00	22-APR-18
Ryan Johnson	SS7793 01	stdnt hrly Bennett Fellowship	Hire Temp Appointment	5760.00	07-MAY-18
Ryan Johnson	SS8548 04	student hrly Operations Mngr	Hire Temp Appointment	5808.00	07-MAY-18
Kaitlin Johnston	SE6761 01	Temporary Clinical Assistant	Hire Temp Appointment	2000.00	22-MAR-18
Josiah Jorenby	AS9133 01	student hrly Research Assist	Hire Temp Appointment	4800.00	22-MAR-18
Levi Kabella	SS7805 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	14-MAY-18
Kassidy Kann	SS8375 00	student hrly Marketing Assist	Hire Temp Appointment	4320.00	23-APR-18
Peniel Kassa	SS7686 00	student hrly Carpentry Assist	Hire Temp Appointment	4800.00	07-MAY-18
Prabeen Kattel	SS7689 00	student hrly Services Shop	Hire Temp Appointment	4800.00	01-MAY-18
Ankit Kaushik	SS7871 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Grace Kavunga	SS7867 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Autumn Kayl	SS7669 01	student hrly Shop Worker	Hire Temp Appointment	5760.00	07-MAY-18
Ellen Keena	SS8093 04	student hrly Summer Crew	Hire Temp Appointment	5208.00	07-MAY-18
Ellen Keena	SS8093 05	student hrly BluePrint Mngr	Hire Temp Appointment	5808.00	07-MAY-18
Megan Kellen	SS7718 00	student hrly Necropsy Assist	Hire Temp Appointment	4248.00	09-APR-18
Jessica Kerfeld	AS9206 00	student hrly Plant Worker	Hire Temp Appointment	4152.00	22-MAR-18
Caleb Kervin	SS8548 03	student hrly Union Manager	Hire Temp Appointment	5328.00	07-MAY-18

Sanil Narendra Khamkar	SS8023 00	student hrly Custodial	Hire Temp Appointment	4248.00	14-MAY-18
Brian Kidd	SS7826 00	student hrly Research Assist	Hire Temp Appointment	4800.00	24-APR-18
Dongyoun Kim	SG9010 00	Graduate Research Assistant	Hire Temp Appointment	2516.00	22-MAR-18
Kristopher Kindl	SS8673 03	student hrly Equipment Assist	Hire Temp Appointment	4248.00	02-APR-18
Ryan Kirsch	SS7639 02	student hrly Mens BB Assist	Hire Temp Appointment	4800.00	01-MAY-18
Jeanette Klein	ES9805 00	student hrly 4-H Intern	Hire Temp Appointment	4800.00	07-MAY-18
Lynsey Klunder	SS7836 00	student hrly Library Assist	Hire Temp Appointment	4152.00	08-MAY-18
Matthew Knecht	SS7810 01	student hrly DTS Tech	Hire Temp Appointment	4320.00	04-MAY-18
Kanbi Knippling	SS7836 01	student hrly Reference Assist	Hire Temp Appointment	5760.00	07-MAY-18
Alison Knutson	AS9130 00	student hrly Field & Lab Asst.	Hire Temp Appointment	4440.00	02-APR-18
Mammen Korah	AS9204 00	student hrly Field & Lab Asst.	Hire Temp Appointment	5280.00	17-MAY-18
Mammen Korah	SS7849 00	student hrly Maintenance Work	Hire Temp Appointment	4800.00	07-MAY-18
Mammen Korah	SS8548 07	student hrly Summer Crew	Hire Temp Appointment	5208.00	07-MAY-18
Mammen Korah	SS8548 08	student hrly State Tech Coord.	Hire Temp Appointment	5448.00	07-MAY-18
Maggie Kringen	SS7756 01	student hrly Member Services	Hire Temp Appointment	4248.00	23-APR-18
Silas Krueger	SS7613 00	student hrly Studio Assist	Hire Temp Appointment	4320.00	07-MAY-18
Anah Lamb	SS7937 00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Mackenzie Lane	SS7669 00	student hrly Project Assist	Hire Temp Appointment	7200.00	22-APR-18
Alex Lange	SS7799 00	student hrly Climbing Wall	Hire Temp Appointment	4248.00	23-APR-18
Anna Lange	SS7836 00	student hrly Library Assist	Hire Temp Appointment	4152.00	08-MAY-18
Austin Lange	SS7718 00	student hrly Necropsy Assist	Hire Temp Appointment	4248.00	27-APR-18
Kassidy Larsen	SS7720 01	student hrly Event Parking	Hire Temp Appointment	175.00	22-APR-18
Megan LeMaster	SS7937 00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Nicolette Lecy	SW9503 02	WS Museum Aid	Hire Temp Appointment	4800.00	07-MAY-18
Corey Lee	AS9184 00	student hrly Animal Tech	Hire Temp Appointment	4248.00	14-MAY-18
Jeffrey Lehman	AS9178 00	student hrly Field & Lab Asst.	Hire Temp Appointment	5760.00	10-MAY-18
Alicia Levesque	SS7841 01	student hrly Data Collection	Hire Temp Appointment	7200.00	22-APR-18
Kyle Lifferth	SS7598 00	student hrly Office Assistant	Hire Temp Appointment	9600.00	22-MAR-18
Jared Lindgren	SS8548 02	student hrly State Tech	Hire Temp Appointment	5208.00	07-MAY-18
Brigit Lozinski	AS9155 00	student hrly Research Assist	Hire Temp Appointment	4560.00	18-APR-18
Ketsia Lubiba	SS7690 01	student hrly Custodial	Hire Temp Appointment	4920.00	09-MAY-18
Katherine Lucas	SS7756 00	student hrly Member Services	Hire Temp Appointment	4248.00	22-APR-18
Hannah Lunden	SS7645 00	student hrly FA Admin Assist	Hire Temp Appointment	4272.00	07-MAY-18
Courtney Lusk	SS8007 04	student hrly Info Exch Attd.	Hire Temp Appointment	5208.00	07-MAY-18
Kendra Mack	SS8703 00	stdnt hrly Orientation Intern	Hire Temp Appointment	4248.00	07-MAY-18
Lilianna Mallak	SW9527 02	WS Office Assist	Hire Temp Appointment	5760.00	05-MAY-18
Sindhu Manchenahalli Lakshmi	SS7871 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Adam Manderfeld	SS7787 08	student hrly Summer Farm Crew	Hire Temp Appointment	6240.00	06-MAY-18
Adam Manderfeld	SS7787 09	student hrly Summer Holiday	Hire Temp Appointment	6720.00	06-MAY-18
Sarah Manderfeld	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	4800.00	22-APR-18
Sarah Manderfeld	SS7787 01	student hrly Farm Crew Holiday	Hire Temp Appointment	5280.00	22-APR-18
Dustin Manzey	SW9468 00	WS Financial Aid Admin Assist	Hire Temp Appointment	4248.00	05-MAY-18
Justin Marsland	SS8548 02	student hrly State Tech	Hire Temp Appointment	5208.00	07-MAY-18
Georgee Mathew	SS8548 06	stdnt hrly Summer Crew Leader	Hire Temp Appointment	5592.00	07-MAY-18
Georgee Mathew	SS8548 07	student hrly State Tech Mngr	Hire Temp Appointment	5928.00	07-MAY-18
Anne Mayrose	SS7937 00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Sarah McClure	SS7576 00	student hrly Gardener	Hire Temp Appointment	4800.00	07-MAY-18
Miranda McMullen	SS8007 07	student hrly Info Exch Attd.	Hire Temp Appointment	5712.00	07-MAY-18
Miranda McMullen	SS8548 00	student hrly Summer Crew	Hire Temp Appointment	5208.00	07-MAY-18
Torri McVey	SW9503 01	WS Museum Aide	Hire Temp Appointment	4800.00	10-MAY-18
Logan Megard	SS7678 00	student hrly GIS Intern	Hire Temp Appointment	5280.00	07-MAY-18
Charmil Meishery	SS8548 04	student hrly Union Manager	Hire Temp Appointment	5328.00	07-MAY-18
Haley Mendel	SS7988 00	student hrly Office Assist	Hire Temp Appointment	4248.00	22-MAR-18
McKenzie Mertens	SS7845 03	student hrly Camp Counselor	Hire Temp Appointment	4248.00	17-MAY-18
Emily Metzger	SS8093 02	student hrly BluePrint OA	Hire Temp Appointment	5208.00	07-MAY-18
Gloria Meyer	SE6708 06	Temporary Clinical Assistant	Hire Temp Appointment	187.28	22-APR-18
Karla Meza	SS7845 00	student hrly IM Official	Hire Temp Appointment	4248.00	04-APR-18
Anna Milbauer	SS7879 00	student hrly Lifeguard	Hire Temp Appointment	4320.00	25-APR-18
Uday Mishra	SS7777 00	student hrly Plant Worker	Hire Temp Appointment	4248.00	02-APR-18
Seyedeh Zahra Moazzami	SS7650 00	student hrly Food Study Assist	Hire Temp Appointment	4800.00	07-MAY-18
Muhammad Naqiuddin Mohamad Fua	SS8486 05	student hrly Grounds Crew	Hire Temp Appointment	4248.00	09-MAY-18
Joshua Mohs	SS7836 01	student hrly Circulation Asst.	Hire Temp Appointment	4320.00	07-MAY-18
Kevin Moody	SS8548 01	student hrly State Tech	Hire Temp Appointment	5208.00	07-MAY-18
Danielle Moran	SW9465 00	WS Admin Assist	Hire Temp Appointment	4800.00	14-MAY-18
Brenna Morgan	SS7878 01	student hrly Operations Mngr	Hire Temp Appointment	4800.00	22-APR-18
Kahlen Morris	SS7664 01	student hrly Fink Summer Rsrch	Hire Temp Appointment	5760.00	07-MAY-18
Paiton Mueller	SS7756 00	student hrly Member Services	Hire Temp Appointment	4248.00	22-APR-18
Paiton Mueller	SS7799 00	student hrly Climbing Wall	Hire Temp Appointment	4248.00	23-APR-18

Paiton Mueller	SS7845 00	student hrly Camp Counselor	Hire Temp Appointment	4248.00	17-MAY-18
Dalton Mullen	SS8093 02	student hrly BluePrint Design	Hire Temp Appointment	5328.00	07-MAY-18
Ashley Muller	AS9192 00	student hrly Field & Lab Asst.	Hire Temp Appointment	4800.00	22-APR-18
Laura Munger	SS7728 00	student hrly Research Assist	Hire Temp Appointment	4248.00	14-MAY-18
Ashley Mutziger	SS8011 00	student hrly Office Assist	Hire Temp Appointment	4320.00	11-MAY-18
Morgan Myrvik	SE6796 00	Temporary Clinical Assistant	Hire Temp Appointment	4660.00	22-APR-18
Ngole Ndaku	SS8023 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Logan Negus	SS8548 08	student hrly Tech Equip. Mngr	Hire Temp Appointment	5952.00	07-MAY-18
Adam Nelson	SS8688 02	student hrly Union Set-Up Crew	Hire Temp Appointment	5208.00	07-MAY-18
Zebadiah Nelson	SS7848 00	student hrly Research Assist	Hire Temp Appointment	5280.00	10-MAY-18
Morea Nichols	SW9509 00	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Ashlee Nilson	AS9147 00	student hrly Lab/Field Tech	Hire Temp Appointment	5280.00	02-APR-18
Mary Nold	SS7576 00	student hrly Gardener	Hire Temp Appointment	4800.00	07-MAY-18
Amblessed Nwaeme	SS8037 00	student hrly Custodial	Hire Temp Appointment	4248.00	08-MAY-18
Justine Vincent Obaniana	SS8474 00	student hrly Equestrian Barn	Hire Temp Appointment	4320.00	07-MAY-18
Justine Vincent Obaniana	SW9466 00	WS Dispatcher	Hire Temp Appointment	4320.00	10-MAY-18
Lena Ouandaogo	SS7871 03	student hrly Custodial	Hire Temp Appointment	4800.00	14-MAY-18
Cherryl Ouma	SS7686 02	student hrly Project Assist	Hire Temp Appointment	4920.00	07-MAY-18
Agnes Owusu-Gyakari	SS8037 02	student hrly Facility Worker	Hire Temp Appointment	4800.00	07-MAY-18
Madilyn Oye	SS7878 01	student hrly Facility Attend.	Hire Temp Appointment	4248.00	15-MAY-18
Chukwuebuka Ozueigbo	SS7690 00	student hrly Custodial	Hire Temp Appointment	4800.00	21-MAY-18
Gourav Padol	AS9135 00	student hrly Field Work	Hire Temp Appointment	6840.00	01-MAY-18
Nikhil Karthik Pamidimukkala	SS7630 00	student hrly Web Developer	Hire Temp Appointment	4800.00	07-MAY-18
Josie Parry	SS7601 01	student hrly Assistant Teacher	Hire Temp Appointment	5280.00	30-APR-18
Josie Parry	SS7869 03	student hrly HR Assist	Hire Temp Appointment	4368.00	07-MAY-18
Vasundhara Pattanaik	SS7937 00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Priti Paudyal	SG9650 03	Graduate Research Assistant	Hire Temp Appointment	2516.00	22-APR-18
Braden Paulsen	SW9509 01	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Rebecca Peick	SS7658 00	student hrly Event Tech	Hire Temp Appointment	4800.00	09-MAY-18
Jessica Pepperman	SS8727 00	student hrly Office Assist	Hire Temp Appointment	4800.00	07-MAY-18
Marco Paulo Pereira Castro	SS7578 00	student hrly Research Assist	Hire Temp Appointment	5280.00	17-MAY-18
Chase Petersen	SS7664 01	student hrly Fink Summer Rsrch	Hire Temp Appointment	5760.00	07-MAY-18
Nicholas Petersen	AS9137 02	student hrly Lab Assist	Hire Temp Appointment	5280.00	17-MAY-18
Sidhanth Pillai	SS8548 00	student hrly State Tech	Hire Temp Appointment	5208.00	02-APR-18
Sidhanth Pillai	SS8548 01	student hrly State Tech	Hire Temp Appointment	5208.00	07-MAY-18
Thiwanka Pitiwila Liyanage	SS8037 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Franchesca Poppinga	SS7819 01	student hrly Suvo Summer Rsrch	Hire Temp Appointment	4800.00	07-MAY-18
Bayli Possin	AS9136 00	student hrly Research Assist	Hire Temp Appointment	4800.00	12-MAY-18
Eric Puetz	AS9131 00	student hrly Lab Assist	Hire Temp Appointment	4320.00	16-MAY-18
Kennedy Raap	SS8548 03	student hrly Union Manager	Hire Temp Appointment	5328.00	07-MAY-18
Mohamed Radoui	SS7856 00	student hrly Ag Technician	Hire Temp Appointment	5280.00	23-APR-18
Sydney Randall	SS9793 01	student hrly PhoneJack	Hire Temp Appointment	4800.00	07-MAY-18
Lavish Ransbeeharry	SS7867 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Alexandra Rausch	SS7778 03	student hrly Gardener	Hire Temp Appointment	5400.00	07-MAY-18
Bipin Raut	SG8960 00	Graduate Research Assistant	Hire Temp Appointment	7705.00	07-MAY-18
Robert Reifenrath	AS9131 00	student hrly Lab Assist	Hire Temp Appointment	5160.00	07-MAY-18
Taylor Reis	SW9468 00	WS FA Admin Assist	Hire Temp Appointment	4320.00	07-MAY-18
Joshua Reitsma	SW9509 02	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Thijs Reuvekamp	AS9206 00	student hrly Plant Worker	Hire Temp Appointment	4248.00	02-APR-18
Thijs Reuvekamp	AS9206 01	student hrly Plant Worker	Hire Temp Appointment	4368.00	07-MAY-18
Weston Ricard	SS7787 02	student hrly Summer Farm Crew	Hire Temp Appointment	5280.00	06-MAY-18
Weston Ricard	SS7787 03	student hrly Summer Holiday	Hire Temp Appointment	5760.00	06-MAY-18
Kristina Rice	SS7879 00	student hrly Group Fitness NC	Hire Temp Appointment	4248.00	23-APR-18
Takrim Rimon	SS7867 00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Nathan Robar	SS7844 00	student hrly Aviation Trainer	Hire Temp Appointment	8280.00	22-APR-18
Rebecca Roberson	AS9206 00	student hrly Plant Worker	Hire Temp Appointment	4248.00	22-APR-18
Emily Rogers	SS7787 02	student hrly Summer Farm Crew	Hire Temp Appointment	5280.00	06-MAY-18
Emily Rogers	SS7787 03	student hrly Summer Holiday	Hire Temp Appointment	5760.00	06-MAY-18
Jacy Rook	SW9509 00	WS Prairie Rep	Hire Temp Appointment	4248.00	05-MAY-18
Kacey Rosenthal	SS7781 00	student hrly East Fellowship	Hire Temp Appointment	6000.00	07-MAY-18
Rebekah Ross	SS7658 02	student hrly Event Tech	Hire Temp Appointment	4800.00	09-MAY-18
Sarah Rossbach	AS9206 00	student hrlyn Plant Worker	Hire Temp Appointment	4248.00	22-MAR-18
Brooke Ruhd	SW9503 02	WS Museum Aid	Hire Temp Appointment	4920.00	05-MAY-18
Julius Sachs	AS9206 01	student hrly Plant Worker	Hire Temp Appointment	4368.00	07-MAY-18
Mahmoud Sadek	SS7669 03	student hrly Summer Worker	Hire Temp Appointment	5760.00	07-MAY-18
Dheeman Saha	AS9239 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	14-MAY-18
Ryan Sailors	SS7878 00	student hrly Operations Mngr	Hire Temp Appointment	4800.00	22-APR-18
Destinie Sargent	SW9499 01	WS Store & Office Assist	Hire Temp Appointment	4800.00	10-MAY-18

Hafidh Satyanto	SS7937 00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Austin Schlagel	SS7810 00	student hrly DTS Tech	Hire Temp Appointment	4440.00	14-MAY-18
Hannah Schmid	AS9155 00	student hrly Research Assist	Hire Temp Appointment	4560.00	18-APR-18
Jessica Schmidt	SS7799 00	student hrly Climbing Wall	Hire Temp Appointment	4248.00	02-MAY-18
Laura Schmit	SS7632 00	student hrly Data Entry	Hire Temp Appointment	8136.00	22-APR-18
Olivia Scholle	SS8474 00	student hrly Equestrian Barn	Hire Temp Appointment	4248.00	26-MAR-18
Cody Schroeder	SS7787 06	student hrly Summer Holiday	Hire Temp Appointment	6720.00	06-MAY-18
Madalyne Schuldt	SS7810 01	student hrly DTS Tech	Hire Temp Appointment	4560.00	14-MAY-18
Madalyne Schuldt	SS7824 00	student hrly Admin Ambassador	Hire Temp Appointment	4248.00	05-MAY-18
Jessica Schultz	SS8636 00	student hrly Museum Aide	Hire Temp Appointment	4800.00	07-MAY-18
Sara Scofield	SW9494 01	WS Front Desk Worker	Hire Temp Appointment	4248.00	14-MAY-18
Laura Selman	SS7845 00	student hrly IM Official	Hire Temp Appointment	4248.00	26-MAR-18
Amanda Shea	SS7790 00	student hrly Scholary Research	Hire Temp Appointment	7680.00	07-MAY-18
Maggie Shilvock	SS7937 00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Md Rakibul Islam Shogib	AS9204 00	student hrly Field & Lab Asst.	Hire Temp Appointment	5280.00	07-MAY-18
Michaela Simcoe	SS7888 00	student hrly Marketing Assist	Hire Temp Appointment	5520.00	14-MAY-18
Jacob Simondet	SS7810 00	student hrly DTS Tech	Hire Temp Appointment	4800.00	07-MAY-18
Kushagra Singh	SS7937 02	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Sushil Singh	SE6566 00	Research Assistant	Hire Temp Appointment	22464.00	11-APR-18
Dinithi Siriwardana Pathiranag	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	4800.00	14-MAY-18
Dinithi Siriwardana Pathiranag	SS7787 01	student hrly Farm Crew Holiday	Hire Temp Appointment	5280.00	14-MAY-18
Dinithi Siriwardana Pathiranag	SS8037 01	student hrly Custodial	Hire Temp Appointment	4248.00	08-MAY-18
Jay Skaar	SS8688 02	stdnt hrly Event Services Mngr	Hire Temp Appointment	5688.00	07-MAY-18
Rochelle Smith	SS8474 00	student hrly Equestrian Barn	Hire Temp Appointment	4248.00	12-APR-18
Cole Sonne	AS9199 00	student hrly Farm Worker	Hire Temp Appointment	6000.00	26-MAR-18
Jesse Spear	SS8093 02	student hrly BluePrint OA	Hire Temp Appointment	5208.00	07-MAY-18
Bala Krishna Sravanam	SS7867 00	student hrly Custodial	Hire Temp Appointment	4248.00	08-MAY-18
Mckayla Stark	SS7877 00	student hrly Office Assist	Hire Temp Appointment	5760.00	15-MAY-18
Norman Statz	SS7922 00	student hrly Wastewater Plant	Hire Temp Appointment	5760.00	04-MAY-18
Michael Steele	SE6274 01	Temporary Director	Hire Temp Appointment	500.00	22-MAR-18
Tori Stepp	SS7910 00	student hrly Publication Asst.	Hire Temp Appointment	4800.00	22-MAR-18
Kristi Steptoe	SS7879 00	student hrly Group Fitness NC	Hire Temp Appointment	4248.00	03-APR-18
Chynna Stevens	SS7845 00	student hrly IM Official	Hire Temp Appointment	4248.00	23-MAR-18
Rachel Storvick	SS7937 00	student hrly Summer CCA	Hire Temp Appointment	4248.00	07-MAY-18
Joslyn Strating	SE6708 13	Temporary Clinical Assistant	Hire Temp Appointment	4869.00	22-APR-18
Cecilia Streff	SS7678 00	student hrly Project Assist	Hire Temp Appointment	5760.00	21-MAY-18
Ethan Stubson	SS7687 00	student hrly Grounds Assist	Hire Temp Appointment	4800.00	09-MAY-18
Ethan Stubson	SS8688 01	student hrly Union Set-Up Crew	Hire Temp Appointment	5208.00	07-MAY-18
Julia Stueven	AS9147 00	stdnt hrly Groundskeeper Asst.	Hire Temp Appointment	5280.00	07-MAY-18
Mason Sundvold	SS8548 05	student hrly Summer Crew	Hire Temp Appointment	5208.00	07-MAY-18
Mason Sundvold	SS8548 06	student hrly State Tech Coord.	Hire Temp Appointment	5448.00	07-MAY-18
Muhammad Ali Suria	SS7687 00	student hrly Grounds Shop	Hire Temp Appointment	4800.00	17-MAY-18
Muhammad Ali Suria	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	4800.00	22-APR-18
Muhammad Ali Suria	SS7787 01	student hrly Farm Crew Holiday	Hire Temp Appointment	5280.00	22-APR-18
Akash Suryavanshi	AS9135 00	student hrly Ag Research Tech	Hire Temp Appointment	6840.00	01-MAY-18
Gabriela Swamy	AS9128 00	student hrly Research Assist	Hire Temp Appointment	7200.00	10-MAY-18
Makayla Swancutt	SS7988 00	student hrly Office Assist	Hire Temp Appointment	4248.00	22-MAR-18
Natalie Swanson	SS7879 00	student hrly Group Fitness NC	Hire Temp Appointment	4248.00	23-APR-18
Laura Szabo	SS8474 00	student hrly Equestrian Barn	Hire Temp Appointment	4248.00	10-APR-18
Damiel Leger Tamba Zokou	SS7849 00	student hrly Maintenance Work	Hire Temp Appointment	4800.00	14-MAY-18
Haileselassie Tefera	AS9215 00	student hrly Lab Assist	Hire Temp Appointment	5352.00	16-MAY-18
Reed Tellinghuisen	SS7752 05	student hrly Men's BB Assist	Hire Temp Appointment	5280.00	15-MAY-18
Micayla Ter Wee	SS7824 01	student hrly Admin Ambassador	Hire Temp Appointment	4248.00	05-MAY-18
Kyle Tews	SS7787 04	student hrly Summer Holiday	Hire Temp Appointment	6720.00	06-MAY-18
Imal Thammitage	AS9239 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	07-MAY-18
Imal Thammitage	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	4800.00	22-APR-18
Imal Thammitage	SS7787 01	student hrly Farm Crew Holiday	Hire Temp Appointment	5280.00	22-APR-18
Reshma Thapa	AS9202 00	student hrly Field & Lab Asst.	Hire Temp Appointment	5760.00	03-MAY-18
Carter Thompson	SS7810 00	student hrly DTS Tech	Hire Temp Appointment	4320.00	02-MAY-18
Alex Toupal	SS7638 00	student hrly FFA Intern	Hire Temp Appointment	4152.00	09-MAY-18
Courtney Trapp	SS7879 02	student hrly Group Fitness NC	Hire Temp Appointment	4248.00	16-MAY-18
Courtney Trapp	SS7879 03	student hrly Personal Trainer	Hire Temp Appointment	4320.00	16-MAY-18
Sharon Tritz	SS7888 00	student hrly Ag Bio Intern	Hire Temp Appointment	5280.00	16-APR-18
Thad Tschetter	SS8548 07	student hrly Summer Crew	Hire Temp Appointment	5208.00	07-MAY-18
Thad Tschetter	SS8548 08	student hrly State Tech Coord.	Hire Temp Appointment	5472.00	07-MAY-18
Bryn Tvedt	SS7869 00	student hrly Office Assist	Hire Temp Appointment	4320.00	10-MAY-18
Megan Tweet	AS9176 00	student hrly Research Assist	Hire Temp Appointment	4248.00	22-MAR-18
Alexander Tysdal	SS7878 00	student hrly Facility Attend.	Hire Temp Appointment	4248.00	08-MAY-18

Jacob VanderHeiden	SS7716	00	student hrly Photography	Hire Temp Appointment	4320.00	07-MAY-18
Samuel Vanorman	AS9176	00	student hrly Research Assist	Hire Temp Appointment	4248.00	22-APR-18
Maria Velazco Fasce	AS9206	01	student hrly Plant Worker	Hire Temp Appointment	4368.00	07-MAY-18
Ashwani Verma	SS7867	00	student hrly Custodial	Hire Temp Appointment	4248.00	08-MAY-18
Nathan Voegele	SS7787	02	student hrly Summer Farm Crew	Hire Temp Appointment	5280.00	06-MAY-18
Nathan Voegele	SS7787	03	student hrly Summer Holiday	Hire Temp Appointment	5760.00	06-MAY-18
Breanna Vogel	SS7638	00	student hrly FFA Intern	Hire Temp Appointment	4320.00	22-MAR-18
Kristina Wagner	SS7584	00	student hrly SDAM Intern	Hire Temp Appointment	5280.00	07-MAY-18
Shenggang Wang	SG7112	07	Graduate Research Assistant	Hire Temp Appointment	23532.00	22-MAR-18
Shenggang Wang	SG9849	03	Grad Teach Assist-Instructor	Hire Temp Appointment	23532.00	01-MAY-18
Elliot Ward	SS7849	00	student hrly Maintenance Work	Hire Temp Appointment	4800.00	07-MAY-18
Rebecca Watkins	AS9150	00	student hrly Lab Assist	Hire Temp Appointment	5520.00	23-MAR-18
Rebecca Watkins	AS9221	00	student hrly Waterfowl Tech	Hire Temp Appointment	4800.00	06-APR-18
Rebecca Watkins	AS9221	01	student hrly Lab Tech	Hire Temp Appointment	5760.00	11-APR-18
Taylor Weber	SW9509	02	WS Costume Shop Assist	Hire Temp Appointment	4248.00	05-MAY-18
Adrian Weerakkody	AS9188	00	student hrly Lab Assist	Hire Temp Appointment	4800.00	07-MAY-18
Adrian Weerakkody	SS8688	01	student hrly Union Set-Up Crew	Hire Temp Appointment	5208.00	07-MAY-18
Brindley Weerasekara	SS8023	00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Sydnie Weiss-Anderson	SS7601	00	student hrly Assistant Teacher	Hire Temp Appointment	5280.00	30-APR-18
Taylor Wilhite	SS8548	02	student hrly Union Manager	Hire Temp Appointment	5328.00	07-MAY-18
Aden Wilner Homard	SS8548	01	student hrly Summer Crew	Hire Temp Appointment	5208.00	07-MAY-18
Aden Wilner Homard	SS8548	02	student hrly State Tech	Hire Temp Appointment	5208.00	07-MAY-18
Aden Wilner Homard	SS8606	00	student hrly Archives Assist	Hire Temp Appointment	4320.00	16-MAY-18
Lindsey Wolles	SS7788	00	student hrly CCU Farm Worker	Hire Temp Appointment	4680.00	22-APR-18
Melissa Wollman	SS7664	01	student hrly Fink Summer Rsrch	Hire Temp Appointment	5760.00	07-MAY-18
Blake Wolters	AS9172	00	student hrly Lab Assist	Hire Temp Appointment	5040.00	14-MAY-18
Rebecca Woytassek	SS8007	04	student hrly Info Exch Attd.	Hire Temp Appointment	5208.00	07-MAY-18
Nicole Wyffels	SS8093	02	student hrly BluePrint Design	Hire Temp Appointment	5328.00	07-MAY-18
Mackenzie Yordy	SS8093	03	student hrly BluePrint Design	Hire Temp Appointment	5328.00	07-MAY-18
Marielle Yumba	SS7871	00	student hrly Custodial	Hire Temp Appointment	4248.00	07-MAY-18
Jordan Zemlicka	AS9206	00	student hrly Plant Worker	Hire Temp Appointment	4248.00	22-APR-18
Jordan Zemlicka	AS9206	01	student hrly Plant Worker	Hire Temp Appointment	4368.00	07-MAY-18
Emily Ziemer	SS7576	00	student hrly Gardener	Hire Temp Appointment	4800.00	07-MAY-18
Sofiya Zybaylova	SG7115	00	Graduate Admin Assistant	Hire Temp Appointment	11210.76	07-MAY-18
Teresa Binkley	SE6232	00	Research Associate III	Hire Temp Appointment	62400.00	07-MAY-18
Alexander Bonnema	SE8116	00	Aviation Trainer	Hire Temp Appointment	19422.00	07-MAY-18
Caitlin Bute	SE8116	00	Aviation Trainer	Hire Temp Appointment	16146.00	07-MAY-18
Shouyun Cheng	AE9091	00	Post Doc Research Associate	Hire Temp Appointment	43000.00	09-APR-18
Francis Dwomoh	SE6712	00	Post Doc Research Associate	Hire Temp Appointment	52000.00	22-MAR-18
Ashim Gurung	SE6631	00	Temp Post Doc Research Assc	Hire Temp Appointment	18935.28	05-APR-18
Cody Hall	SE6094	00	Research Assistant	Hire Temp Appointment	35359.32	22-MAR-18
Wade Hall	SE8116	00	Aviation Trainer	Hire Temp Appointment	16146.00	07-MAY-18
Charles Lamb	SE8116	00	Aviation Trainer	Hire Temp Appointment	16146.00	07-MAY-18
Justin LeClaire	AE4493	00	Temp Farm Worker	Hire Temp Appointment	31199.40	07-MAY-18
Justin LeClaire	SE8116	00	Aviation Trainer	Hire Temp Appointment	16146.00	07-MAY-18
Louise Loban	SE6205	00	Special Assistant-HR Operation	Hire Temp Appointment	28080.00	09-APR-18
Abhijit Maji	AE8124	00	Post Doc Research Associate	Hire Temp Appointment	42840.00	20-APR-18
Keegan Mertens	SE8116	00	Aviation Trainer	Hire Temp Appointment	18252.00	07-MAY-18
Angel Munoz	SE8116	00	Aviation Trainer	Hire Temp Appointment	16146.00	07-MAY-18
Roberta Olson	SE6241	00	Interim Dean-Nursing	Hire Temp Appointment	206000.00	01-MAY-18
Bo Patterson	SE8116	00	Aviation Trainer	Hire Temp Appointment	16146.00	07-MAY-18
Chayan Roy	AE9054	00	Post Doc Research Associate	Hire Temp Appointment	42840.00	11-APR-18
Huma Saleem	SE6074	00	Post Doc Research Associate	Hire Temp Appointment	42023.00	01-MAY-18
Nanfang Wang	AE9053	00	Research Assistant	Hire Temp Appointment	15285.50	22-APR-18
Madison Yueill	SE8116	00	Aviation Trainer	Hire Temp Appointment	16146.00	07-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Jack Buysse	AS9217	03	student hrly Biological Tech	Sal Adj-Unusual Circumstance	4824.00	5064.00	240.00	
Nathan Byers	AS9131	00	student hrly Lab Assist	Sal Adj-Unusual Circumstance	4680.00	4800.00	120.00	
Sharath Chandra Sai Chikka	SS7867	02	student hrly Custodian	Sal Adj-Unusual Circumstance	4248.00	4800.00	552.00	
Daniel Domenichini	SS7777	01	student hrly Plant Worker	Sal Adj-Unusual Circumstance	4272.00	5760.00	1488.00	
Samantha Fino	AG8004	00	Graduate Research Assistant	Change Salary Rate/Pay Grade	21329.00	23829.00	2500.00	
Aaron Hargens	AS9217	03	student hrly Biological Tech	Sal Adj-Unusual Circumstance	4824.00	5064.00	240.00	
Rohit Jain	AS9188	02	Student Hrly-Lab Assistant	Sal Adj-Unusual Circumstance	5280.00	6240.00	960.00	

Johnna Jorgensen	AS9131	00	student hrly Lab Assist	Minimum Wage Increase	4248.00	4320.00	72.00
Alyssa Kauffman	SS7650	01	Student Hrly Food Study Asst	Sal Adj-Unusual Circumstance	6720.00	7680.00	960.00
Ellen Keena	SS8093	03	student hrly BluePrint Manager	Sal Adj-Unusual Circumstance	5304.00	5808.00	504.00
Md Riaz Ahmed Khan	SG7909	01	Grad Teach Assist-Instructor	Permanent Change in FTE	16800.00	8571.00	-8229.00
Nicholas Kludt	AG9105	03	Graduate Research Assistant	Sal Adj-Unusual Circumstance	34000.00	24085.00	-9915.00
Jennifer LaVoy	AS9131	00	student hrly Lab Assist	Sal Adj-Unusual Circumstance	4656.00	4848.00	192.00
Laura Pelzel	SS7718	00	student hrly Necropsy Assist	Sal Adj-Unusual Circumstance	4968.00	5088.00	120.00
Robert Reifenrath	AW9741	01	WS Lab Assist	Sal Adj-Unusual Circumstance	5016.00	5160.00	144.00
Aaron Ruhaak	SS8724	02	student hrly Transportation	Sal Adj-Unusual Circumstance	4560.00	4800.00	240.00
Md Saifur Rahman Saikot	AS9217	03	student hrly Biological Tech	Sal Adj-Unusual Circumstance	4824.00	5064.00	240.00
Justine Sauter	SE6708	05	Temporary Clinical Assistant	Change Salary Rate/Pay Grade	2000.00	2153.84	153.84
Kyle Schnabel	AS9131	00	student hrly Lab Assist	Sal Adj-Unusual Circumstance	4656.00	4776.00	120.00
Cody Schroeder	SS7787	02	student hrly Farm Feeder	Sal Adj-Unusual Circumstance	5760.00	6240.00	480.00
Madeline St. Claire	AS9217	03	student hrly Biological Tech	Sal Adj-Unusual Circumstance	4824.00	5064.00	240.00
Kyle Tews	SS7787	01	student hrly Farm Feeder	Sal Adj-Unusual Circumstance	5760.00	6240.00	480.00
Chaitanya Valiveti	SG9849	00	Grad Teach Assist-Instructor	Change Salary Rate/Pay Grade	17532.00	21532.00	4000.00
Collin Vander Wal	AS9216	01	student hrly Farm Worker	Sal Adj-Unusual Circumstance	4320.00	4800.00	480.00
Roberto Villegas-Diaz	SS7651	00	student hrly DTS Tech	Sal Adj-Unusual Circumstance	5760.00	7680.00	1920.00
Jarod Weber	AS9505	01	Student Hrly AES Farm Dept	Sal Adj-Unusual Circumstance	5520.00	5760.00	240.00
Mckayla White	AS9184	00	student hrly Animal Tech	Sal Adj-Unusual Circumstance	4248.00	4368.00	120.00
Taylor Wold	SG7752	00	Grad Teach Assist-Instructor	Change Salary Rate/Pay Grade	6468.00	1218.67	-5249.33
Praveena Kanchupati	SE6365	00	Research Associate I	Title Change	42023.00	42023.00	0.00
Gitanjali Nanda Kafle	SE7226	00	Research Associate	Title Change	47484.00	47484.00	0.00
Yeyan Qiu	SE6121	00	Research Associate	Title Change	42023.00	42023.00	0.00

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
David Francis	AE9052	00	Researcher IV	FY Contract Completion	6148.52	31-MAR-18
Nanfang Wang	AE9053	00	Research Assistant	FY Contract Completion	11026.87	03-APR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Megan Aadland	SS7586	00	student hrly Data Analysis	TV012	21-APR-18
Megan Aadland	SS7749	00	student hrly Tutor	TV012	21-MAY-18
Megan Aadland	SS7944	00	student hrly Office Assistant	TV012	21-MAY-18
Megan Aadland	SW9485	00	WS Tutor	TV012	04-MAY-18
Madison Aasen	SW9562	00	WS IM Official	TV012	04-MAY-18
Semere Abay	SS7834	00	student hrly Safe Ride Monitor	TV012	21-MAY-18
Bashir Abd Al Kreem	SS8085	00	Community Assistant	TV012	21-MAY-18
Bashir Abd Al Kreem	SW9537	00	WS Admis. Ambassador	TV012	04-MAY-18
Abdelbaset Abdalla	SG7909	02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Karim Abdelazim Soliman	SG7860	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Gbolahan Abioye	SS7691	02	student hrly Custodial	TV012	21-MAY-18
Kaitlyn Abrahamson	SG7922	01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Trenton Abrego	SS7590	00	Production Assist	TV012	21-APR-18
Abdelrahim Abulbasher	SG7998	03	Graduate Research Assistant	TV013	21-MAY-18
Felix Acheampong	SG7799	02	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Morgan Ackerman	SS7929	01	Community Assistant	TV012	21-MAY-18
Philip Adalikwu	SG7912	02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Chase Adams	SS7878	00	student hrly Facility Attend.	TV012	16-APR-18
Rose Adamski	SS7922	01	student hrly Lab Assist	TV012	04-MAY-18
Rose Adamski	SW9557	01	WS Lab Assist	TV012	04-MAY-18
Rakesh Roshan Ade	SS7849	01	student hrly Maintenance Work	TV012	04-MAY-18
Sefa Adekpui	SG7922	04	Grad Teach Assist-Instructor	TV013	21-MAY-18
Olawale Adewale	SS7691	02	student hrly Custodial	TV012	21-MAY-18
Ezaldeen Adhamash	SG7912	02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Samuel Adjei	SG7965	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Robyn Adler	SE6708	07	Temporary Clinical Assistant	TV013	21-MAY-18
Mercy Adoma Fosu	SG7965	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Madison Agey	SS7845	02	student hrly IM Official	TV012	05-APR-18
Maria Aguirre	SG7566	00	Grad Teach Assist-Instructor	TV013	21-MAY-18

Pius Agyemang	SG7965 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Heather Ahlgrim	SS7782 01	student hrly Lab Assist	TV012	21-MAY-18
A K M Ahsan Ahmed	SG7799 03	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
David Ahrens	AS9119 00	student hrly Field Assist	TV012	21-MAY-18
Seuly Akter	SG7965 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Suraiya Akter	SS7894 00	student hrly Grading Assist	TV012	21-MAY-18
Ali Al Inizi	SS7661 00	student hrly Research Assist	TV012	21-MAY-18
Nicole Albert	SE6793 03	Temporary Clinical Assistant	TV013	21-APR-18
Talal Alharbi	SS7750 00	student hrly Peer Mentor	TV012	07-MAY-18
Noelle Allerdings	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Troy Alley	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-18
Rakan Alotaibi	SS8375 00	student hrly IM Official	TV012	05-APR-18
Ali Alsubeai	SG7766 00	Graduate Research Assistant	TV013	21-MAY-18
Abdullah Alzaydani	SS8688 00	student hrly Union Set-Up Crew	TV012	26-MAR-18
Ibin Amatya	SS7871 00	student hrly Custodial	TV013	15-MAY-18
Jenessa Amdahl	SS9793 03	student hrly PhoneJack	TV012	21-MAY-18
Jenessa Amdahl	SW9612 02	WS Advising Center Assist	TV012	04-MAY-18
Garrett Ammesmaki	SS7590 00	News Editor	TV012	21-APR-18
Lauretta Amon Otopah	SG7916 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jonah Amponsah	SG7909 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Megan Amundson	SS7845 00	student hrly IM Official	TV012	26-MAR-18
Bright Amuzu	SS7982 01	student hrly Office Assist	TV012	21-MAY-18
Ethan Andersen	SG7742 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Alex Anderson	SS7845 00	student hrly IM Official	TV012	05-APR-18
Alex Anderson	SS7845 01	student hrly IM Supervisor	TV012	05-APR-18
Alyssa Anderson	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Cassie Anderson	SG7990 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Dawson Anderson	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Jared Anderson	SS7629 00	student hrly Patrol Officer	TV012	25-MAR-18
Joshua Anderson	SS8082 01	Community Assistant	TV012	21-MAY-18
Kathryn Anderson	SS8328 02	student hrly Research Assist	TV012	21-MAY-18
Katie Anderson	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Keely Anderson	SW9562 00	WS IM Official	TV012	04-MAY-18
Lucas Anderson	SS8765 00	student hrly Driver	TV012	21-MAY-18
Molly Anderson	SW9493 00	WS Assistant Teacher	TV012	04-MAY-18
Natalie Anderson	SE6761 02	Temporary Clinical Assistant	TV013	21-MAY-18
Pauline Anderson	SS8765 00	student hrly Student Driver	TV012	21-MAY-18
Samantha Anderson	SS8765 01	student hrly Driver	TV012	21-MAY-18
Taylor Anderson	SS8084 01	Community Assistant	TV012	21-MAY-18
Chelsea Anderson Patton	SS7735 01	student hrly Tutor	TV012	21-MAY-18
Maria Antony	AG7035 00	Graduate Research Assistant	TV013	21-MAY-18
John Apraku	SG7799 04	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Fernando Arechiga	SS7669 00	student hrly Assistant	TV012	21-MAY-18
Emma Arends	SS7705 00	student hrly Theatre Assist	TV012	21-MAY-18
Nicholas Arens	SG6029 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Reed Arneson	SS7902 01	student hrly Residence Exec.	TV012	21-APR-18
Francis Arpan	SG7990 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Akeah Aschmeller	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Sierra Ash	AG9749 00	Graduate Research Assistant	TV013	03-MAY-18
Brianna Ashauer	SS7879 02	student hrly Physical Trainer	TV012	05-MAY-18
Brianna Ashauer	SS8375 00	stdnt hrly Facility Attendant	TV012	21-MAY-18
Yasitha Aththanayaka	SS8084 00	Community Assistant	TV012	21-MAY-18
Yasitha Aththanayaka	SS8696 00	student hrly CA Break Coverage	TV012	06-MAY-18
Maria Aune	SS8765 02	student hrly Driver	TV012	21-MAY-18
Josephine Ausdemore	SS7614 00	student hrly Tutor	TV012	21-MAY-18
Josephine Ausdemore	SS7751 01	student hrly SI Leader	TV012	21-MAY-18
Josephine Ausdemore	SS7887 00	student hrly Note Taker	TV012	07-MAY-18
Madeline Ausdemore	SG7909 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Max Ausdemore	SS7929 00	Community Assistant	TV012	21-MAY-18
Cassandra Auxt	AS9119 00	student hrly Field Assist	TV012	21-MAY-18
Cassandra Auxt	AS9151 00	student hrly Tech	TV012	04-MAY-18
Cassandra Auxt	AW9738 01	WS Tech	TV012	04-MAY-18
Matthew Avenson	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Matthew Avenson	SS8749 02	student hrly PAC Worker	TV012	21-MAY-18
Prameela Awale	SG7726 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Aveen Aware	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Mohamed Ayoub	SS8749 00	student hrly PAC Worker	TV012	21-MAY-18
Nujhat Azad	SS7944 01	student hrly CA Break Coverage	TV012	06-MAY-18

Nujhat Azad	SS8090 00	Community Assistant	TV012	21-MAY-18
Holli Baan Hofman	SE6708 01	Temporary Clinical Assistant	TV013	21-APR-18
Eric Bae	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Elizabeth Bailey	SG7798 06	Graduate Research Assistant	TV013	21-MAY-18
Abhilasha Bajracharya	SG8012 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Trina Baker	SS7910 01	student hrly Office Assist	TV012	21-MAY-18
Chelsie Bakken	SG9834 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Oluwatosin Balogun	SS7600 00	stdnt hrly Orientation Driver	TV012	21-MAY-18
Oluwatosin Balogun	SS7691 01	student hrly Custodial	TV012	21-MAY-18
Surendra Bam	AG7999 04	Graduate Research Assistant	TV013	21-MAY-18
Abiral Baniya	SG8012 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Katie Banks	SS7721 01	student hrly Writing Tutor	TV012	04-MAY-18
Conner Barbagallo	SS7845 00	student hrly IM Official	TV012	05-APR-18
Reid Barker	AW9724 00	WS Biological Aide	TV012	04-MAY-18
Anna Barr	AW9731 00	WS Research Assist	TV012	04-MAY-18
Anna Barr	SS8084 01	Community Assistant	TV012	21-MAY-18
Anna Barr	SW9515 01	WS FRUVED Research Asst.	TV012	04-MAY-18
Anna Barr	SW9530 00	WS Tutor	TV012	04-MAY-18
Olivia Bartel	AW9747 00	WS Farm Feeder	TV012	04-MAY-18
Olivia Bartel	AW9747 01	WS Farm Feeder Holiday	TV012	04-MAY-18
Alex Barthel	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Alex Barthel	SS8749 00	student hrly PAC worker	TV012	21-MAY-18
Paige Barthel	SW9531 00	WS Museum Aide	TV012	05-MAY-18
Jordan Bartholf	SS7879 04	student hrly Group Fitness NC	TV012	05-MAY-18
Jordan Bartholf	SS7879 05	student hrly Physical Trainer	TV012	05-MAY-18
Sara Bartlett	SE6708 11	Temporary Clinical Assistant	TV013	21-MAY-18
Lindsie Bartley	SG7990 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Aaron Bartz	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Shraddha Basu	SG7793 00	Graduate Research Assistant	TV013	21-MAY-18
Shraddha Basu	SG7799 00	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Brody Bates	SW9542 00	WS Dispatcher	TV012	04-MAY-18
Thomas Bates	SS7895 00	student hrly Graphic Design	TV012	04-MAY-18
Jacob Baustian	AG9772 01	Graduate Research Assistant	TV013	21-MAY-18
Joseph Baustian	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Laxmi Bayalkoti Roka	AS9196 00	student hrly Lab & Field Asst.	TV012	21-MAY-18
Princess Baygboe	SW9503 00	WS Museum Aide	TV012	04-MAY-18
Bailey Beauchamp	SS8037 00	student hrly Facility Worker	TV012	30-MAR-18
Brianna Becher	AS9221 01	student hrly Fisheries Tech	TV012	21-APR-18
Maggie Becher	AW9736 00	WS Plant Worker	TV012	04-MAY-18
Deryn Beck	SG8028 01	Grad Teach Assist-Instructor	TV013	27-APR-18
Cassie Beckett	SS9793 01	student hrly Admin Support	TV012	21-MAY-18
Kaitlynn Beighley	SS8688 01	student hrly Union Set-Up Crew	TV012	05-MAY-18
Kaitlynn Beighley	SW9554 00	WS Union Set-up Crew	TV012	04-MAY-18
Jayma Benda	SS8082 01	Community Assistant	TV012	21-MAY-18
Brianna Bendinelli	SW9697 01	WS EHS	TV012	04-MAY-18
Shelby Benson	SS8375 00	student hrly Marketing Special	TV012	21-MAY-18
Breanne Benstead	SS7613 00	student hrly Graphic Designer	TV012	21-MAY-18
Andrew Berg	AW9743 00	WS Sheep Unit	TV012	04-MAY-18
Janelle Berg	SG8017 02	Graduate Research Assistant	TV013	21-MAY-18
Sterling Berg	SS8749 05	student hrly PAC Worker	TV012	21-MAY-18
Kelli Berger	AS9166 01	student hrly Lab Assist	TV012	06-MAY-18
Tiffany Bergeson	SE6708 00	Temporary Clinical Assistant	TV013	21-APR-18
Cali Bergmann	SS8688 01	student hrly Union Set-Up Crew	TV012	05-MAY-18
Cole Berkley	AS9159 00	student hrly Tech	TV012	21-MAY-18
Cade Berry	SS8765 01	student hrly Driver	TV012	21-MAY-18
Sydney Berry	SS7775 00	stdnt hrly Social Media Coord.	TV012	21-MAY-18
Sydney Berry	SS8093 01	student hrly BluePrint Design	TV012	05-MAY-18
Sydney Berry	SW9520 00	WS BluePrint Office Assist	TV012	04-MAY-18
Micaela Besser	SS8765 00	Student Hourly Nursing Driver	TV012	21-MAY-18
Natasha Bettin	SS7984 00	student hrly Office Assistant	TV012	18-MAY-18
Wyatt Beyer	SS9793 03	student hrly PhoneJack	TV012	21-MAY-18
Subrata Bhadra	SG7797 01	Graduate Research Assistant	TV013	21-MAY-18
Manoj Bhandari	SS7749 01	student hrly Tutor	TV012	21-MAY-18
Somshuvra Bhattacharya	SG9849 06	Grad Teach Assist-Instructor	TV013	21-MAY-18
Shaurav Bhattarai	SG7718 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Keelan Bialas	SS7902 01	stdnt hrly Assoc Exec Board	TV012	21-APR-18
Vibhansh Bidua	SS8023 00	student hrly Custodian	TV012	04-MAY-18
Joshua Bierschbach	SS7792 00	student hrly Lab Assist	TV012	21-MAY-18

Brooke Bigge	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Abigayle Blanchette	SS7982 00	student hrly Office Assist	TV012	21-MAY-18
Abigayle Blanchette	SW9555 00	WS Office Assist	TV012	04-MAY-18
Brenna Blasius	SS7902 01	stdnt hrly Assoc. Exec. Board	TV012	21-APR-18
Josie Blasius	SS7902 01	stdnt hrly Assoc Exec Board	TV012	21-APR-18
Ashley Bloemendaal	SW9493 00	WS Teacher Assist	TV012	04-MAY-18
Dylan Blomme	SS7751 00	student hrly Tutor	TV012	07-MAY-18
Jenni Blue	SS7922 00	student hrly Lab Assist	TV012	04-MAY-18
Jenni Blue	SW9557 00	WS Lab Assist	TV012	04-MAY-18
Tayt Boeckholt	SS7614 00	student hrly Tutor	TV012	21-MAY-18
Tayt Boeckholt	SW9488 00	WS Tutor	TV012	04-MAY-18
Alexander Boehmer	SS8082 00	Community Assistant	TV012	21-MAY-18
Kayla Boer	SW9495 01	WS Photographer	TV012	04-MAY-18
Alexander Boerema	SS7669 00	student hrly Shop Worker	TV012	06-MAY-18
Jessica Boesch	SS7751 00	student hrly Tutor	TV012	12-MAY-18
Jessica Boesch	SS7811 00	student hrly Trading Lab Asst.	TV012	21-MAY-18
Brian Boese	SS7848 01	student hrly Research Assist	TV012	21-MAY-18
Andrea Boglic	SG7864 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Emily Bohle	SS7873 01	student hrly Basketball Assist	TV012	04-MAY-18
Emily Bohle	SS8765 02	student hrly Driver	TV012	21-MAY-18
Olena Boiko	SG7922 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Hope Bollin	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Megan Bolton	SS8084 00	Community Assistant	TV012	21-MAY-18
Gavin Borstad	SS7988 00	student hrly Office Assist	TV012	21-MAY-18
Gavin Borstad	SS8091 00	Community Assistant	TV012	21-MAY-18
Gavin Borstad	SS8233 00	student hrly Orientation Lead	TV012	22-APR-18
Cienna Boss	AS9164 01	student hrly Lab Worker	TV012	21-APR-18
Melinda Bouma	SE6793 00	Temporary Clinical Assistant	TV013	21-MAY-18
Matthew Bowen	SG7750 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Britney Bradwisch	SS7810 00	student hrly DTS Tech	TV012	21-MAY-18
Britney Bradwisch	SS7810 01	student hrly DTS Tech	TV012	21-MAY-18
Michael Braga-Henebry	SG7750 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Spencer Brandsrud	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Kurt Braun	AS9196 00	student hrly Lab & Field Asst.	TV012	21-MAY-18
Katelyn Breberg	SS7988 00	student hrly Office Assist	TV012	21-MAY-18
Alan Breck	SS8765 01	student hrly Driver	TV012	21-MAY-18
Andrew Breitzman	SS7750 00	student hrly Peer Mentor	TV012	07-MAY-18
Emily Bremmon	SS8143 02	Student Univ Program Council	TV012	21-APR-18
Hannah Bressler	SS7589 00	student hrly Research Assist	TV012	21-MAY-18
Zachary Briggs	SW9542 00	WS Dispatcher	TV012	04-MAY-18
Curtis Brodd	SS8765 01	student hrly Driver	TV012	21-MAY-18
Hannah Brokmeier	SS7735 00	student hrly Tutor	TV012	21-MAY-18
Carrie Brown	SE6793 02	Temporary Clinical Assistant	TV013	21-APR-18
Nicholas Brown	SG7909 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Alexander Brozel	SS8749 00	student hrly PAC Worker	TV012	21-MAY-18
Kristi Bruening	SW9530 00	WS Tutor	TV012	04-MAY-18
Garrett Buchanan	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Holden Buchert	SW9509 00	WS Scene Shop Assist	TV012	04-MAY-18
Kayli Buchholz	SS8091 00	Community Assistant	TV012	21-MAY-18
Jayden Buckley	SW9542 03	WS Aviation Trainer	TV012	04-MAY-18
Anthony Buechler	AS9198 02	student hrly Field & Lab Asst.	TV012	21-MAY-18
Bailey Buenger	SS8088 00	Community Assistant	TV012	21-MAY-18
Bailey Buenger	SW9530 00	WS Tutor	TV012	04-MAY-18
Matthew Buenger	SS7635 01	student hrly Lab Assist	TV012	21-MAY-18
Matthew Buenger	SS8088 01	Community Assistant	TV012	21-MAY-18
Lauren Buisker	SS7594 00	student hrly Office Assist	TV012	21-MAY-18
Tyler Bult	SS8082 00	Community Assistant	TV012	21-MAY-18
Aaron Bunger	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Katrina Burckhard	SS7621 00	student hrly Lab Assist	TV012	21-MAY-18
Sasha Burdsal	SS8696 00	student hrly Office Assistant	TV012	06-MAY-18
Sasha Burdsal	SW9570 00	WS Office Assist	TV012	04-MAY-18
Megan Burgard	SE6793 02	Temporary Clinical Assistant	TV013	21-MAY-18
Aleah Burggraff	SW9480 00	WS Office Assist	TV012	04-MAY-18
Shanya Burt	SS7820 01	student hrly Production Assist	TV012	21-MAY-18
Lauren Burton	SW9547 00	WS Office Assistant	TV012	04-MAY-18
Shayla Burton	SS8765 01	student hrly Student Driver	TV012	21-MAY-18
Shayla Burton	SW9499 00	WS Office Assist	TV012	04-MAY-18
Erin Buse	SS8091 00	Community Assistant	TV012	21-MAY-18

Landon Bushong	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Alaire Buysse	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Jack Buysse	SS8548 02	student hrly Union Manager	TV012	22-APR-18
Say Bway	SS8749 00	student hrly PAC Assist	TV012	21-MAY-18
Elizabeth Bye	SG7729 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Salvador Caballero	SG7735 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Salvador Caballero	SG7766 04	Graduate Research Assistant	TV013	21-MAY-18
Andera Cable	SS8486 00	student hrly Event Managment	TV012	21-MAY-18
William Cahyadi	SG7915 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Megan Caldwell	SS7721 00	student hrly Writing Tutor	TV012	21-MAY-18
Stephanie Callesen	SE6708 00	Temporary Clinical Assistant	TV013	21-APR-18
Eli Campbell	SW9496 00	WS Scene Shop Assist	TV012	04-MAY-18
Danielle Capp	SS8375 00	stdnt hrly Facility Attendant	TV012	21-MAY-18
Danielle Capp	SW9657 00	WS Student Assistant	TV012	04-MAY-18
Kaitlyn Carda	SE6708 00	Temporary Clinical Assistant	TV013	21-MAY-18
Kathleen Cardwell	SS8082 00	Community Assistant	TV012	21-MAY-18
Chase Carlson	SS7613 00	student hrly Graphic Design	TV012	21-MAY-18
Gustaf Carlson	SW9499 00	WS Store Helper	TV012	04-MAY-18
Jack Carlson	SS8080 00	Community Assistant	TV012	21-MAY-18
Madeline Carlson	SS7636 00	student hrly Teaching Assist	TV012	04-MAY-18
Alana Caron	SS7982 00	student hrly Office Assistant	TV012	21-MAY-18
Matthew Carpenter	SG7898 00	Graduate Admin Assistant	TV013	21-MAY-18
Danielle Carroll	SG7750 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jacob Carsten	SS7851 00	student hrly Research Assist	TV012	21-MAY-18
Jacob Carsten	SW9510 00	WS Secretary	TV012	04-MAY-18
Cooper Carter	AS9130 00	student hrly Lab & Field Asst.	TV012	21-MAY-18
Marissa Caskey	SS7750 01	student hrly Peer Mentor	TV012	04-MAY-18
Emily Cass	SS8749 00	student hrly PAC Assist	TV012	21-MAY-18
Alexis Catlin	SW9499 00	WS Habitat Store	TV012	04-MAY-18
Radhika Chakravarty	SG7912 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Basanta Chalise	SG7912 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Ghana Shyam Challa	AS9126 01	student hrly Lab Tech	TV012	21-APR-18
Santosh Chapagain	SG7912 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jerome Charles	SG7004 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Adil Chekayev	SS7984 00	student hrly CA Break Coverage	TV012	21-APR-18
Adil Chekayev	SS8082 00	Community Assistant	TV012	21-MAY-18
Appala Chekuri	SS7808 01	student hrly Programmer	TV012	21-MAY-18
Ke Chen	SG7801 02	Graduate Research Assistant	TV013	21-MAY-18
Ke Chen	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Andrew Cheney	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Jennifer Chikelu	SG7915 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sharath Chandra Sai Chikka	SS7867 02	student hrly Custodian	TV012	14-MAY-18
Mikayla Childs-Akers	SG7004 00	Graduate Teaching Assistant	TV013	21-MAY-18
Wai Chow Lin	SS7984 01	student hrly CA Break Coverage	TV012	06-MAY-18
Wai Chow Lin	SS8082 01	Community Assistant	TV012	21-MAY-18
Brandi Christensen	SE6761 00	Temporary Clinical Assistant	TV013	21-APR-18
Renae Christensen	SE6609 00	Temporary Clinical Assistant	TV013	21-MAY-18
Weston Christensen	SG7915 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jena Christianson	SG7750 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Ryan Christie	AS9206 00	student hrly Plant Worker	TV012	06-MAY-18
Kalianna Church	SW9499 00	WS Gallery Assist	TV012	04-MAY-18
Collin Citrowske	SS8749 03	student hrly PAC Worker	TV012	21-MAY-18
Nathanael Clapp	SS7651 02	student hrly DTS Tech	TV012	21-MAY-18
Tyler Clayton	AW9721 00	WS Sheep Unit Farm Worker	TV012	04-MAY-18
Matthew Cole	AW9719 00	WS Research Assist	TV012	04-MAY-18
Nathaniel Condelli	SE6766 00	Temp Residence Hall Director	TV013	21-MAY-18
Christopher Conderino	SS8091 00	Community Assistant	TV012	21-MAY-18
Thomas Conrad	SS8486 00	student hrly Grounds Crew	TV012	21-MAY-18
Aaron Cooley	SW9531 02	WS Museum Aide	TV012	04-MAY-18
Kole Cooper	SS8765 02	student hrly Driver	TV012	21-MAY-18
Alaina Corgard	SW9612 00	WS Advising Center Assist	TV012	04-MAY-18
Maria Corio	SS8765 00	student hrly Driver	TV012	21-MAY-18
Zoe Cosato	SW9503 00	WS Museum Aid	TV012	04-MAY-18
Cody Coulter	SS8673 01	student hrly Equipment Assist	TV012	21-MAY-18
Nicole Court Menendez	SG7741 01	Graduate Admin Assistant	TV013	21-MAY-18
Caroline Covert	SW9503 01	WS Museum Aid	TV012	04-MAY-18
Nicholas Covington	SS7944 00	student hrly CA Break Coverage	TV012	06-MAY-18
Nicholas Covington	SS8090 01	Community Assistant	TV012	21-MAY-18

Willow Cowherd	SS7705 01	student hrly Shop Assist	TV012	21-MAY-18
Willow Cowherd	SW9509 01	WS Costume Assistant	TV012	04-MAY-18
Bailey Cowling	SS7590 00	Digital Producer	TV012	21-APR-18
Bailey Cowling	SS7988 00	student hrly Office Assist	TV012	21-MAY-18
Bailey Cowling	SS8091 00	Community Assistant	TV012	21-MAY-18
Hattie Cramer	SS8082 01	Community Assistant	TV012	21-MAY-18
Nicholas Cronin	SS7640 01	student hrly Research	TV012	21-MAY-18
Emma Culshaw	SW9569 00	WS Office Helper	TV012	04-MAY-18
Eli Custer	SS7751 00	student hrly Tutor	TV012	07-MAY-18
Puskar Dahal	SG7588 01	Graduate Research Assistant	TV013	21-MAY-18
Puskar Dahal	SG9826 00	Graduate Teaching Assistant	TV013	21-MAY-18
Jena Dahl	SS8486 00	student hrly Event Management	TV012	21-MAY-18
Jennifer Dailey	SS7810 00	student hrly DTS Tech	TV012	21-MAY-18
Darcy Dalton	SS8765 01	student hrly Driver	TV012	21-MAY-18
Sydnie Daniels	AS9195 05	student hrly Lab Assist	TV012	21-MAY-18
Sarah Darnall	SG9833 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Abhinay Kumar Das	SS7871 00	student hrly Maintenance	TV012	22-APR-18
Avijit Das	SG9650 02	Graduate Research Assistant	TV013	21-MAY-18
Bikram Das	SG7723 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kakali Das	SG7965 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jordan Davelaar	SW9530 01	WS SI Leader	TV012	04-MAY-18
Ffion Davies	SG7741 01	Graduate Admin Assistant	TV013	21-MAY-18
Andre Lucas De Luna Santos	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Gabriel De Souza	SS8088 00	Community Assistant	TV012	21-MAY-18
Haley DeJong	SW9540 01	WS Office Assist	TV012	04-MAY-18
Jack DeMoss	SS7771 00	student hrly MCAT Prep Tutor	TV012	21-MAY-18
Megan DeSmith	SW9471 00	WS Office Assist	TV012	04-MAY-18
Benjamin Demuth	SW9542 00	WS Dispatcher	TV012	04-MAY-18
Amy Den Herder	SS7984 00	student hrly Office Assist	TV012	18-MAY-18
Kyla Dendinger	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Kate Dentlinger	AW9721 00	WS Sheep Unit Farm Worker	TV012	04-MAY-18
Jamie Derickson	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Jamie Derickson	SW9505 00	WS Choral Assist	TV012	04-MAY-18
Joel Derickson	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Joel Derickson	SS7848 02	student hrly Research Assist	TV012	27-MAR-18
Heather Deter	SG9837 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kennedy Deuschle	SW9519 00	WS Horse Unit	TV012	04-MAY-18
Taylor Deutsch	SW9481 00	WS Strings Project	TV012	04-MAY-18
Emily Dewaard	SS7989 01	student hrly JUR Student	TV012	20-APR-18
Emily Dewaard	SW9793 00	WS Editor-in-Chief	TV012	04-MAY-18
Sonjoy Dey	SS7810 01	student hrly DTS Tech	TV012	21-MAY-18
Kyla Diaz	SS7749 00	student hrly Tutor	TV012	21-MAY-18
Lorena Diaz-Martinez	SS9793 01	student hrly PhoneJack	TV012	21-MAY-18
Danielle Dickerson	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Tanner Diemer	SS7751 01	student hrly SI Leader	TV012	12-MAY-18
Tanner Diemer	SS7771 00	student hrly MCAT Tutor	TV012	21-MAY-18
Kalley Diercks	SS7763 00	student hrly Aviation Liaison	TV012	21-APR-18
Derik Dillon	SS8673 01	student hrly Athletics Assist	TV012	11-MAY-18
Jon Dilworth	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Caleb Dinse	SS7787 00	student hrly Farm Crew	TV012	05-MAY-18
Caleb Dinse	SS7787 01	student hrly Holiday Farm Crew	TV012	05-MAY-18
Thomas Docken	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Karli Dockendorf	SS8765 01	student hrly Driver	TV012	21-MAY-18
Brandon Dodds	SS8861 00	Student Hourly-Tech Fellow	TV012	01-MAY-18
Trevor Doffin	SW9467 00	WS IM Official	TV012	04-MAY-18
Charliss Dols	SS7944 00	student hrly Office Assistant	TV012	21-MAY-18
Cole Donahue	SS7749 01	student hrly Tutor	TV012	21-MAY-18
Eion Donelan	SS7877 00	student hrly Classroom Assist	TV012	21-MAY-18
Abigail Donkor	SG7797 00	Graduate Research Assistant	TV013	21-MAY-18
Brianna Doran	SS8143 02	Student VP Program Council	TV012	21-APR-18
Emma Drackley	SS7756 01	student hrly Member Services	TV012	05-MAY-18
Miranda Dreesen	AS9196 00	student hrly Lab Assist	TV012	10-MAY-18
Kailie Drescher	AS9157 00	student hrly Research Assist	TV012	21-MAY-18
Erin Drew	SW9497 01	WS Graphic Designer	TV012	04-MAY-18
Myranda Dunmire	SG8015 01	Graduate Research Assistant	TV013	21-MAY-18
Bradley Dunton	SS7937 00	student hrly Office Assistant	TV012	18-MAY-18
Callie Duque	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Alison Durheim	SS7888 00	stdnt hrly Video/Photographer	TV012	21-MAY-18

Robin Dutenhoeffer	SE6609 03	Temporary Clinical Assistant	TV013	21-MAY-18
Kapil Duwadi	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Amos Kwabena Dwamena	SG7799 00	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Paul Dybedahl	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Yayra Dzisa	SS7700 00	student hrly Custodial	TV012	21-MAY-18
Joseph Dzisam	SG7797 03	Graduate Research Assistant	TV013	21-MAY-18
Iman Ebadi Paskiabi	SG6045 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Iman Ebadi Paskiabi	SG9747 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Goodness Ebenezer	SS7911 00	student hrly Lab Assist	TV012	04-MAY-18
Sean Edeki	SG7915 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Maggie Edleman	SS7928 00	student hrly Office Assistant	TV012	21-MAY-18
Maggie Edleman	SW9897 00	WS Office Assist	TV012	04-MAY-18
Joyce Eduful	SG7998 02	Graduate Research Assistant	TV013	21-MAY-18
Anna Effinger	SS8548 00	student hrly State Tech	TV012	05-MAY-18
Anna Effinger	SW9533 00	WS Marching Band Assist	TV012	04-MAY-18
Collin Eichhorn	SW9562 00	WS IM Official	TV012	04-MAY-18
Rachel Eickhoff	SS9793 01	student hrly Admin Support	TV012	21-MAY-18
Tanner Ellefson	SW9503 00	WS Museum Aid	TV012	04-MAY-18
Erin Ellinger	SG7729 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kimberly Ellingson	SW9499 01	WS 4-H Office Secretary	TV012	04-MAY-18
Kate Ellis	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Samantha Ellison	SS8084 00	Community Assistant	TV012	21-MAY-18
Samantha Ellison	SS8696 00	student hrly CA Break Coverage	TV012	06-MAY-18
Elisabeth Else	SS8037 00	student hrly Facility Worker	TV012	04-MAY-18
Khalid Emshadi	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Andrew Engel	AS9213 00	student hrly Field & Lab Asst.	TV012	21-MAY-18
Molly Engeseth	SE6761 01	Temporary Clinical Assistant	TV013	21-MAY-18
Kyle Engesser	SW9503 00	WS Museum Aide	TV012	04-MAY-18
Naomi England	SS8673 01	student hrly Equipment Assist	TV012	11-MAY-18
Cassidy Entwisle	SS8007 01	student hrly Info Exch Attd.	TV012	04-MAY-18
Jason Eral	SS7787 00	student hrly Farm Crew	TV012	05-MAY-18
Jason Eral	SS7787 01	student hrly Farm Crew Holiday	TV012	05-MAY-18
Brianna Erdmann	SW9471 00	WS Office Assist	TV012	04-MAY-18
Morgan Erickson	SS8486 00	student hrly Event Management	TV012	21-MAY-18
Debra Erk	SE6793 05	Temporary Clinical Assistant	TV013	21-APR-18
Robert Escamilla	SW9469 00	WS Diversity Assist	TV012	04-MAY-18
Kylee Essen	SS8765 00	student hrly Driver	TV012	21-MAY-18
Austin Etrheim	SS7635 01	student hrly Lab Assist	TV012	21-MAY-18
Kallie Evans	SS8765 01	student hrly Driver	TV012	21-MAY-18
Jayden Even	SS8548 01	student hrly State Tech	TV012	05-MAY-18
Vilisa Even	SE6708 08	Temporary Clinical Assistant	TV013	21-APR-18
Wyatt Ewing	SW9733 00	WS Laundry & Equip Assist	TV012	04-MAY-18
Delaney Fanslau	SW9530 00	WS Tutor	TV012	04-MAY-18
Collin Fanton	SS8765 00	student hrly Driver	TV012	21-MAY-18
Alexandra Farber	SS7912 00	Student Assoc Exec Board	TV012	21-APR-18
Nathan Farley	SS7799 01	student hrly Climbing Wall	TV012	05-MAY-18
Nathan Farley	SS7845 02	student hrly IM Supervisor	TV012	05-MAY-18
Nathan Farley	SS7845 03	student hrly IM Official	TV012	05-MAY-18
Kennedy Fast	SS8765 00	student hrly Driver	TV012	21-MAY-18
April Fauth	AW9740 00	WS Horse Unit Farm Worker	TV012	04-MAY-18
Taylor Fauth	SS7749 00	student hrly Tutor	TV012	21-MAY-18
Zachary Fehringer	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Sophie Felicia	SS7836 00	student hrly Library Assist	TV012	06-MAY-18
Sophie Felicia	SW9486 00	WS Library Assist	TV012	04-MAY-18
Hanxiao Feng	AG9782 03	Graduate Research Assistant	TV013	21-APR-18
Ashton Fey	AS9158 01	student hrly Lab Tech	TV012	04-MAY-18
Alyssa Finke	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Tiffany Finkral	SS8765 00	student hrly Driver	TV012	21-MAY-18
Kathryn Fiore	SS7928 00	stdnt hrly Senior Office Asst.	TV012	21-MAY-18
Kathryn Fiore	SW9897 00	WS Senior Office Assist	TV012	04-MAY-18
Tyrell Fisk	SS8657 00	student hrly Office Assist	TV012	21-MAY-18
Matthew Fitzgerald	SS7845 00	student hrly IM Official	TV012	05-APR-18
Tiffaney Flaata	SS7845 00	student hrly IM Official	TV012	04-MAY-18
Abby Flanery	SS8007 01	student hrly Info Exch Attd.	TV012	04-MAY-18
Jordan Fliehs	SE6609 00	Temporary Clinical Assistant	TV013	21-MAY-18
Megan Florestano	SG7567 00	Graduate Admin Assistant	TV013	04-MAY-18
Viola Foderler	SS7612 01	student hrly German Assist	TV012	21-MAY-18
Skyler Foley	SS7845 00	student hrly IM Official	TV012	05-APR-18

Jordan Foos	SS7937 00	Student Hrly-Office Assistant	TV012	21-MAY-18
Seth Fopma	AG9105 00	Graduate Research Assistant	TV013	21-MAY-18
Jacob Ford	SS8084 00	Community Assistant	TV012	21-MAY-18
Khalil Ford	SS7664 00	student hrly Lab Assist	TV012	21-MAY-18
Levi Foss	AS9172 00	student hrly Lab Assist	TV012	21-MAY-18
Erin Foth	SS9793 00	student hrly Admin Support	TV012	21-MAY-18
Anthony Fountoulakis	SS7988 00	student hrly Office Assist	TV012	21-MAY-18
Anthony Fountoulakis	SS8089 00	Community Assistant	TV012	21-MAY-18
Ryan Fouts	SS7792 01	student hrly Lab Assist	TV012	21-MAY-18
Matthew Fowler	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Matthew Fowler	SW9482 00	WS Jazz Assist	TV012	04-MAY-18
Blake Foxley	SG9747 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Mica Foxley	SG7004 00	Graduate Teaching Assistant	TV013	21-MAY-18
Kaitlyn Frank	SS8143 00	Student Univ Program Council	TV012	21-APR-18
Lauren Franken	SS7590 00	Copy Editor	TV012	21-APR-18
Mackenzie Fransen	SW9471 00	WS Office Assist	TV012	04-MAY-18
Kyle Franta	SS7877 03	student hrly Classroom Assist	TV012	21-MAY-18
Morgan Franzen	SS7834 01	student hrly Safe Ride Monitor	TV012	21-MAY-18
Erika Franzen-Ackerman	AW9736 00	WS Plant Worker	TV012	04-MAY-18
Caleb Freeman	SS7834 00	student hrly Safe Ride Monitor	TV012	21-MAY-18
Jamison French	SS7982 01	student hrly CA Break Coverage	TV012	21-MAY-18
Jamison French	SS8088 01	Community Assistant	TV012	21-MAY-18
Brandon Frick	SW9530 01	WS Tutor	TV012	04-MAY-18
Alyssa Friesner	SS8765 00	student hrly Driver	TV012	21-MAY-18
Gina Fritz	SG8017 01	Graduate Research Assistant	TV013	21-MAY-18
Shelby Fritz	SS7879 00	student hrly Lifeguard	TV012	05-MAY-18
Shelby Fritz	SS7879 01	student hrly Head Lifeguard	TV012	05-MAY-18
Maggan Froseth	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Tyler Froseth	SS7617 00	student hrly String Project	TV012	15-MAY-18
Cami Fuglsby	SG7909 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Abigail Fullenkamp	SS7590 00	Phota Chief	TV012	21-APR-18
Elizabeth Gadberry	SG7004 00	Graduate Teaching Assistant	TV013	21-MAY-18
Varun Kumar Gadipudi	SG7782 00	Graduate Research Assistant	TV013	21-MAY-18
Margeaux Gaiani	SS7927 00	student hrly Office Assist	TV012	21-MAY-18
Rory Galada Brownell	SW9509 01	WS Scene Shop Assist	TV012	04-MAY-18
Sydney Gall	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Nicole Gangelhoff	SS7845 00	student hrly IM Official	TV012	05-APR-18
Nicole Gangelhoff	SS8375 00	student hrly Facility Attend.	TV012	05-MAY-18
Rongyuan Gao	SG7728 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Alexander Garcia	SS7609 00	student hrly Box Office Assist	TV012	21-MAY-18
Samantha Garness	SW9493 00	WS Project Assist	TV012	04-MAY-18
Hunter Gary	SS7820 01	student hrly Production Assist	TV012	21-MAY-18
Emily Gaspar	SS9793 01	student hrly Admin Support	TV012	21-MAY-18
Wyatt Gatrost	SW9499 00	WS FA Assist	TV012	04-MAY-18
Taylor Geffre	SS7988 00	student hrly Office Assist	TV012	18-MAY-18
Taylor Geffre	SW9572 00	WS Office Assist	TV012	04-MAY-18
Jacynda Gellhaus	SS7589 00	student hrly Research Assist	TV012	21-MAY-18
Kylee Geppert	AW9743 01	WS Farm Worker Sheep Unit	TV012	04-MAY-18
Erin Gerard	SS7982 00	student hrly CA Break Coverage	TV012	21-MAY-18
Erin Gerard	SS8088 00	Community Assistant	TV012	21-MAY-18
Gabrielle Gervais	SW9530 00	WS Tutor	TV012	04-MAY-18
Samantha Gervais	SW9530 00	WS tutor	TV012	04-MAY-18
Logan Gesinger	SS8328 04	student hrly Research Assist	TV012	21-MAY-18
Semehar Ghebrekidan	SG9828 00	Graduate Admin Assistant	TV013	21-MAY-18
Nabin Ghimire	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Raju Ghimire	SG7912 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Samantha Gildemeister	SG9860 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Coleton Ginger	SS8749 02	student hrly PAC	TV012	21-MAY-18
Sarah Ginsbach	SS7879 00	student hrly Lifeguard	TV012	05-MAY-18
Sarah Ginsbach	SS7879 01	student hrly Water Safety	TV012	05-MAY-18
John Giovannettone	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Meghan Glancey	SS7929 00	Community Assistant	TV012	21-MAY-18
Timothy Gleason	SS8548 03	student hrly Union Manager	TV012	05-MAY-18
Christopher Glodt	SS8548 04	student hrly Union Manager	TV012	05-MAY-18
McKenzie Gloege	SS7879 00	student hrly Lifeguard	TV012	05-MAY-18
McKenzie Gloege	SS7879 01	student hrly Water Safety	TV012	05-MAY-18
Kathryn Goebel	AS9221 00	student hrly Office Assist	TV012	04-MAY-18
Kathryn Goebel	AW9744 00	WS Office Assist	TV012	18-APR-18

Grace Goehring	SW9530 00	WS Tutor	TV012	04-MAY-18
Nicholas Goeman	SS7929 00	Community Assistant	TV012	21-MAY-18
Abigail Goens	SS9793 01	student hrly PhoneJack	TV012	21-MAY-18
Seth Goepferich	SS8088 00	Community Assistant	TV012	21-MAY-18
Seth Goepferich	SS8765 00	student hrly Driver	TV012	21-MAY-18
Caleb Goergen	SS7849 00	student hrly Maintenance	TV012	04-MAY-18
Rachel Goetz	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Rinkinson Gohel	SS8548 01	student hrly State Tech	TV012	22-APR-18
Rinkinson Gohel	SW9499 00	WS Gallery Assist	TV012	04-MAY-18
Seth Golden	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Seth Golden	SS7944 00	student hrly CA Break Coverage	TV012	21-MAY-18
Seth Golden	SS8090 00	Community Assistant	TV012	21-MAY-18
Nancy Gonzalez-Fiedler	SE6793 01	Temporary Clinical Assistant	TV013	21-APR-18
Tanner Goodall	SS7615 00	student hrly Jazz Assist	TV012	21-MAY-18
Tanner Goodall	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Tanner Goodall	SW9482 00	WS Jazz Assistant	TV012	04-MAY-18
Marcus Goodfellow	SS8765 01	student hrly Driver	TV012	21-MAY-18
Natalie Goosen	SS7723 00	student hrly Office Assist	TV012	18-MAY-18
Carlie Goranowski	SS8765 00	student hrly Student Driver	TV012	21-MAY-18
Logan Goslee	SS7856 00	student hrly Engineering Tech	TV012	21-MAY-18
Aaron Goulet	SS8765 00	student hrly Driver	TV012	21-MAY-18
April Grabow	SE6708 01	Temporary Clinical Assistant	TV013	21-APR-18
Ashlee Grady	SW9499 00	WS Cashier	TV012	04-MAY-18
Natalee Graesser	SW9489 00	WS Office Assist	TV012	04-MAY-18
Allison Grandstrand	SS8765 00	student hrly Driver	TV012	21-MAY-18
Derek Gravholt	SG9860 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Molly Gray	SS7820 01	student hrly Production Assist	TV012	21-MAY-18
Molly Gray	SS7863 00	student hrly CDE Assist	TV012	21-MAY-18
Austin Green	SS8765 01	student hrly Driver	TV012	21-MAY-18
John Green	SG7922 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Janet Gritzner	SE6248 00	Tempoprary Research Assistant	TV013	21-MAY-18
Reid Grode	SS8765 00	student hrly Driver	TV012	21-MAY-18
Hannah Groth	SW9483 00	WS Archives Assist	TV012	04-MAY-18
Brooke Grussing	SS8091 00	Community Assistant	TV012	21-MAY-18
Shaopeng Gu	SS7809 00	stdnt hrly Computer Lab Asst.	TV012	21-APR-18
Wei Gu	SG7998 03	Graduate Research Assistant	TV013	21-MAY-18
Erin Gubbels	AS9159 01	student hrly Teacher Assist	TV012	21-MAY-18
Kayla Gullickson	SS9793 01	student hrly Admin Support	TV012	21-MAY-18
Athukoralage Gunawardana	SG7794 00	Graduate Research Assistant	TV013	21-MAY-18
Trevor Gunlicks	SS8090 00	Community Assistant	TV012	21-MAY-18
Saumya Gupta	SS7750 00	student hrly Peer Mentor	TV012	07-MAY-18
Shivali Gupta	SS7630 00	student hrly Web Developer	TV012	21-APR-18
Shivali Gupta	SS7630 00	student hrly Web Developer	TV012	22-APR-18
Shivali Gupta	SS7630 00	student hrly Web Developer	TV012	15-MAY-18
Haide Gutierrez	SW9509 00	WS Costume Assist	TV012	04-MAY-18
Obed Gyamfi	SG7797 01	Graduate Research Assistant	TV013	21-MAY-18
Peter Gyedu	SG7909 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Ashtyn Haak	SS8765 01	student hrly Driver	TV012	21-MAY-18
Alyssa Haaland	SS7756 01	student hrly Member Services	TV012	25-APR-18
Connor Haaland	SW9504 01	WS Faculty Assist	TV012	04-MAY-18
Megan Haberling	SS9793 01	student hrly PhoneJack	TV012	21-MAY-18
Malachi Haddon	SS7937 00	student hrly Office Assist	TV012	18-MAY-18
Samantha Hagedorn	SS7750 00	student hrly Peer Mentor	TV012	04-MAY-18
Samantha Hagedorn	SW9657 00	WS Student Assistant	TV012	04-MAY-18
Kalecia Hageman	SS8765 00	student hrly Driver	TV012	21-MAY-18
Zachary Hagen	SS7879 00	student hrly Lifeguard	TV012	08-APR-18
Zachary Hagen	SS8375 00	stdnt hrly Operations Manager	TV012	08-APR-18
Zachary Hagen	SS8375 01	student hrly Special Events	TV012	08-APR-18
Kaitlyn Hague	SS7705 00	student hrly Theatre Assist	TV012	21-MAY-18
Benjamin Halbkat	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Lee Halbritter	SS7917 02	student hrly Research	TV012	21-MAY-18
Rachel Halbur	SS8007 05	student hrly Info Exch Attd.	TV012	04-MAY-18
Rachel Halbur	SS8765 02	student hrly Driver	TV012	21-MAY-18
Connor Hall	SS7982 00	student hrly CA Break Coverage	TV012	21-MAY-18
Connor Hall	SS8088 00	Community Assistant	TV012	21-MAY-18
Billie Halsey	SS7988 02	student hrly Office Assistant	TV012	18-MAY-18
Billie Halsey	SW9572 01	WS Office Assist	TV012	04-MAY-18
Haley Halvorson	SS7590 00	Lifestyles Editor	TV012	21-APR-18

Miran Hama Salh	SG9863 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Wyatt Hamer	SS8486 00	student hrly Grounds Crew	TV012	21-MAY-18
Makenna Hancock	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Alaina Hanks	SG7494 00	Graduate Admin Assistant	TV013	11-MAY-18
Shanee Hanning	SS7817 00	student hrly Admis. Assist	TV012	21-MAY-18
Alecia Hansen	SS8375 00	Student Hrly-Facility Attendan	TV012	21-MAY-18
Brandon Hansen	SS7756 01	student hrly Member Services	TV012	05-MAY-18
Brandon Hansen	SS7878 02	student hrly Facility Attend.	TV012	05-MAY-18
Brandon Hansen	SS8375 05	stdnt hrly Operations Manager	TV012	05-MAY-18
Brandon Hansen	SS8375 06	student hrly Special Events	TV012	05-MAY-18
Collin Hansen	SS8548 01	student hrly State Tech	TV012	05-MAY-18
Lacey Hansen	SS8548 03	student hrly Union Manager	TV012	05-MAY-18
Lacey Hansen	SW9739 00	WS Union Manager	TV012	04-MAY-18
Lauryn Hansen	SS8548 00	student hrly Union Manager	TV012	05-MAY-18
Lauryn Hansen	SW9739 00	WS Union Manager	TV012	04-MAY-18
Lillian Hansen	SW9499 00	WS Office & Store Assist	TV012	04-MAY-18
Brittany Hanson	SS8765 01	student hrly Driver	TV012	21-MAY-18
Benjamin Hanzen	SS7817 01	student hrly Admin Ambassador	TV012	21-MAY-18
Md Rashedul Haq	SG8012 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Brittany Harazin	AW9720 00	WS Farm Worker	TV012	04-MAY-18
Marisa Hare	SW9480 00	WS Office Assist	TV012	04-MAY-18
Rachel Harmon	SS8093 01	student hrly BluePrint Design	TV012	05-MAY-18
Rachel Harmon	SW9520 00	WS BluePrint Office Assist	TV012	04-MAY-18
Alexander Harms	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Isaac Harris	SS8548 02	student hrly State Tech	TV012	05-MAY-18
Ashlee Harrowa	SW9494 00	WS Front Desk Work	TV012	04-MAY-18
Ashlee Harrowa	SW9494 02	WS Front Desk Worker	TV012	13-MAY-18
Alexander Harsh	SG7909 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Joshua Hartelt	SG7902 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Hanna Hartman	SG8595 00	Graduate Research Assistant	TV013	21-MAY-18
Charlie Hartpence-Meredith	SS7911 00	student hrly Test Proctor	TV012	11-MAY-18
Hunter Harvey	SS7878 00	student hrly Facility Attd.	TV012	05-MAY-18
Hunter Harvey	SW9474 00	WS Facility Attendent	TV012	04-MAY-18
Spencer Harwood	SS7912 00	Student Assoc Exec Board	TV012	21-APR-18
Alyssa Hatcher	SW9562 00	WS IM Official	TV012	04-MAY-18
Stephanie Hauger	SS7746 01	student hrly Admis. Processing	TV012	21-MAY-18
Laura Hauser	SS7756 00	student hrly Member Services	TV012	05-MAY-18
Laura Hauser	SS8375 01	student hrly Facility Attend.	TV012	05-MAY-18
Tingting He	SG8590 00	Graduate Research Assistant	TV013	21-MAY-18
Samuel Heckmann	SS7929 00	Community Assistant	TV012	21-MAY-18
Heidi Heeren	SE6353 02	Music Director	TV013	22-APR-18
Melanie Heeren	SS7751 01	student hrly Tutor	TV012	21-MAY-18
Samantha Heeren	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Wyatt Heezen	SS7982 00	student hrly CA Break Coverage	TV012	21-MAY-18
Wyatt Heezen	SS8088 00	Community Assistant	TV012	21-MAY-18
Wyatt Heezen	SS8765 00	student hrly Driver	TV012	21-MAY-18
Dane Hegdahl	SS7751 00	student hrly SI Leader	TV012	12-MAY-18
Emily Heiberger	AW9743 00	WS Sheep Unit Farm Worker	TV012	04-MAY-18
Emily Heiberger	SS8085 00	Community Assistant	TV012	21-MAY-18
Eric Heidel	SS7721 00	student hrly Tutor	TV012	21-MAY-18
Cason Heier	SS7751 00	student hrly Tutor	TV012	12-MAY-18
Kory Heier	SS8075 00	Community Assistant	TV012	21-MAY-18
Vitoria Heier	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Vitoria Heier	SS8089 02	Community Assistant	TV012	21-MAY-18
Jade Heilman	SW9509 00	WS Scene Shop Assist	TV012	04-MAY-18
Branden Heitritter	SS8088 00	Community Assistant	TV012	21-MAY-18
Jordan Hejna	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Gavin Held	SS7857 01	student hrly Lab Assist/Grader	TV012	21-MAY-18
Eden Heliso	SG7824 04	Graduate Research Assistant	TV013	21-MAY-18
Dallas Hellmann	SS8765 00	student hrly Driver	TV012	21-MAY-18
Dallas Hellmann	SW9697 01	WS EHS	TV012	04-MAY-18
Allyson Helms	SS7912 03	Student VP. Assoc Exec Board	TV012	21-APR-18
Brandon Hemstad	SS8089 00	Community Assistant	TV012	21-MAY-18
Blake Henderson	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Bridget Henderson	SW9512 01	WS Office Assist	TV012	04-MAY-18
Weston Henley	SW9593 00	WS Museum Aide	TV012	04-MAY-18
Susan Hennen	SW9488 00	WS Tutor	TV012	04-MAY-18
Susan Hennen	SW9532 01	WS Office Assist	TV012	04-MAY-18

Thane Henschel	SS7751 00	student hrly Tutor	TV012	07-MAY-18
Rachel Henselin	SS8765 01	student hrly Driver	TV012	21-MAY-18
Rachel Henselin	SS9793 02	student hrly PhoneJack	TV012	21-MAY-18
Isaac Hernandez Garcia	SS7988 02	student hrly Office Assistant	TV012	18-MAY-18
Isaac Hernandez Garcia	SW9572 01	WS Office Assist	TV012	04-MAY-18
Taylor Herrick	SS8143 00	Student Univ Program Council	TV012	21-APR-18
Desirae Hertling	AS9150 00	student hrly Lab Assist	TV012	21-MAY-18
Carlton Hesler	SG7750 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Natasha Hesse	SS8088 00	Community Assistant	TV012	21-MAY-18
Bailee Hetland	SS8765 01	student hrly Driver	TV012	21-MAY-18
Mackenzie Hickey	SS8688 00	student hrly Union Set-Up Crew	TV012	05-MAY-18
Natalie Hilden	SS7590 00	Opinion Editor	TV012	21-APR-18
Bailey Hill	SW9562 00	WS Marketing Assist	TV012	04-MAY-18
Natalie Hillstrom	AW9727 00	WS Swine Tech	TV012	04-MAY-18
Danielle Himley	SS7845 00	student hrly IM Official	TV012	26-MAR-18
Danielle Himley	SW9562 00	WS IM Official	TV012	04-MAY-18
Yazen Hindieh	SG7735 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Yazen Hindieh	SG7766 03	Graduate Research Assistant	TV013	21-MAY-18
Haley Hinker	SS7741 00	student hrly Lab Assist	TV012	21-MAY-18
Jared Hintz	SS7636 00	student hrly Lab Tech	TV012	21-MAY-18
Cole Hinz	SS8143 03	Student Pres. Program Council	TV012	21-APR-18
Ryan Hinze	SS8084 00	Community Assistant	TV012	21-MAY-18
Sydney Hirschkorn	SS7751 01	student hrly SI Leader	TV012	12-MAY-18
Wiyaka His Horse Is Thunder	SG7703 02	Graduate Research Assistant	TV013	21-MAY-18
Mariah Hodne	SS7836 02	student hrly Library Assist	TV012	06-MAY-18
Haley Hoefer	SW9530 00	WS SI Leader	TV012	04-MAY-18
Trenton Hofer	SS7752 01	student hrly BB Official	TV012	29-MAR-18
Anastasia Hoffer	SS7982 00	student hrly Office Assist	TV012	21-MAY-18
Anastasia Hoffer	SW9891 00	WS Office Assist	TV012	04-MAY-18
April Hoffman	SS7845 00	student hrly IM Official	TV012	05-APR-18
Brooke Hoffman	SS7756 00	student hrly Member Services	TV012	05-MAY-18
Emma Hoffman	SS7756 00	student hrly Facility Attend.	TV012	05-MAY-18
Emma Hoffman	SW9474 00	WS Facility Attendant	TV012	04-MAY-18
Lexie Hoffman	SW9530 00	WS Tutor	TV012	04-MAY-18
Christian Hogan	SS7712 02	student hrly Research Assist	TV012	21-MAY-18
Christian Hogan	SS7810 02	student hrly DTS Tech	TV012	21-APR-18
Chandler Holland	SS7590 00	Sports Director	TV012	21-APR-18
Nathan Holmes	SW9690 00	WS Tech Assist	TV012	04-MAY-18
Bret Holt	SS7669 00	student hrly Shop Assist	TV012	21-MAY-18
Andrew Holtan	SS7590 00	Sports Editor	TV012	21-APR-18
Sunny Holzer	SS7879 00	student hrly Personal Trainer	TV012	05-MAY-18
Samantha Hoppe	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Blake Hornig	SW9474 00	WS Facility Attendant	TV012	04-MAY-18
Blake Hornig	SW9499 00	WS Store Service	TV012	04-MAY-18
Nickales Hossle	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Braedon Houdek	SS7611 00	student hrly Research Assist	TV012	21-MAY-18
Kirsten Houg	SW9828 00	WS America Reads Tutor	TV012	04-MAY-18
Tyler Houwman	SS7751 00	student hrly Tutor	TV012	07-MAY-18
Anna Howard	SG7916 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Natalie Howard	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jordanne Howe	AS9159 01	student hrly Teaching Assist	TV012	21-MAY-18
Hunter Howell	SS8486 00	student hrly Event Management	TV012	21-MAY-18
Shaiann Howell	SW9612 01	WS Office Assist	TV012	04-MAY-18
Heather Hoy	SS8765 00	student hrly Driver	TV012	21-MAY-18
Sammantha Hoyles	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Carter Huber	SS7751 00	student hrly Tutor	TV012	07-MAY-18
Carter Huber	SS7917 01	student hrly Research	TV012	21-MAY-18
Jennifer Huber	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Mohnish Hundekar	SS7944 02	student hrly Office Assistant	TV012	21-MAY-18
Kaden Huntrods	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Ryan Hurt	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Ryan Hurt	SS8749 05	student hrly PAC Worker	TV012	21-MAY-18
Anna Husman	SE6708 12	Temporary Clinical Assistant	TV013	21-APR-18
Cambree Huss	SS7887 00	student hrly Note Taker	TV012	07-MAY-18
Shea Husted	SS9793 00	student hrly PhoneJack	TV012	21-MAY-18
Charles Huth	SG7909 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kristen Hybertson	SE6793 01	Temporary Clinical Assistant	TV013	21-APR-18
Amanda Hyett	SG7965 02	Grad Teach Assist-Instructor	TV013	21-MAY-18

Kirstan Hyser	SS8090 00	Community Assistant	TV012	21-MAY-18
Shelly Iburg	SS7740 01	student hrly Grader CEE 432	TV012	21-MAY-18
Sana Illahe	SG7998 00	Graduate Research Assistant	TV013	21-MAY-18
Brooke Infield	SS8073 00	student hrly Office Assist	TV012	21-MAY-18
Quazi Irfan	SS7864 00	student hrly Class Assist	TV012	21-MAY-18
Joshua Irvin	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Joshua Irvin	SS7894 01	student hrly Math Session Lead	TV012	21-MAY-18
Ibis Iser	SG7965 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
MD Rabiul Islam	SG9849 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
MD Sahedul Islam	SG7912 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Romha Issak	SS9793 00	student hrly PhoneJack	TV012	21-MAY-18
Tessa Ivers	SS8765 01	student hrly Driver	TV012	21-MAY-18
Anna Iverson	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Anna Iverson	SS8765 01	student hrly Driver	TV012	21-MAY-18
Balawanthrao Jadhav	SG7799 04	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Prajakta Jadhav	SG9859 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Supriya Jadhav	SS7700 00	student hrly Facility Worker	TV012	21-MAY-18
Supriya Jadhav	SS7742 00	student hrly Lab Assist	TV012	21-MAY-18
Sanmati Jain	SS7737 00	student hrly Database Work	TV012	21-MAY-18
Maxwell Jakubiak	SS8091 00	Community Assistant	TV012	21-MAY-18
Austin Janssen	AS9193 01	student hrly Research Tech	TV012	21-MAY-18
Jayden Janssen	AS9196 01	student hrly Lab & Field Asst.	TV012	21-MAY-18
Rachel Janssen	SS8765 00	student hrly Driver	TV012	21-MAY-18
Aleesha Jantzen	SS8084 00	Community Assistant	TV012	21-MAY-18
Kayla Jaques	SS8765 00	student hrly Driver	TV012	21-MAY-18
Stephani Jarecke	SG7706 00	Graduate Admin Assistant	TV013	21-MAY-18
Sarah Jarman	SW9509 00	WS Costume Assist	TV012	04-MAY-18
Fatima Javid	SS7600 00	stdnt hrly Orientation Driver	TV012	21-MAY-18
Fatima Javid	SW9531 01	WS Museum Assist	TV012	04-MAY-18
Danielle Jax	SW9828 00	WS America Reads Tutor	TV012	04-MAY-18
Kaveen Jayamanna	SS8696 00	student hrly Office Assistant	TV012	06-MAY-18
Indrajith Jayasooriya Mudiyans	SS7597 00	student hrly Office Assist	TV012	21-MAY-18
Ngabo Jean De Dieu	SS8147 01	student hrly Lab Assist	TV012	21-MAY-18
Sierra Jenkins	SW9720 00	WS Barn Worker	TV012	04-MAY-18
Alexandra Jennings	AS9170 00	student hrly Lab Assist	TV012	04-MAY-18
Amanda Jensen	SG7761 00	Graduate Research Assistant	TV013	21-MAY-18
Amanda Jensen	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sarah Jesse	SS7735 00	student hrly Tutor	TV012	21-MAY-18
Jacey Jessop	SS9793 02	student hrly Admin Support	TV012	21-MAY-18
Joslyn Jessop	SW9547 00	WS Office Assist	TV012	04-MAY-18
Amanda John	SS7944 00	student hrly CA Break Coverage	TV012	06-MAY-18
Amanda John	SS9793 01	student hrly PhoneJack	TV012	21-MAY-18
Mikaila Johns	SS8089 00	Community Assistant	TV012	21-MAY-18
Brooke Johnson	SS8765 01	student hrly Driver	TV012	21-MAY-18
Christine Johnson	SE6796 02	Temporary Clinical Assistant	TV013	21-APR-18
Emily Johnson	SS7754 00	student hrly Research 3S7463	TV012	21-MAY-18
Emily Johnson	SS7754 01	student hrly Research 3M7501	TV012	21-MAY-18
Emily Johnson	SS8657 00	student hrly Office Assist	TV012	21-MAY-18
Emily Johnson	SW9563 00	WS Office Assist	TV012	04-MAY-18
Emma Johnson	SS8075 00	Community Assistant	TV012	21-MAY-18
Gramm Johnson	AW9736 01	WS Plant Worker	TV012	04-MAY-18
Joseph Johnson	SS7856 00	student hrly Technician	TV012	21-MAY-18
Katelyn Johnson	SW9828 00	WS America Reads Tutor	TV012	04-MAY-18
Kaylee Johnson	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Krista Johnson	SE6708 09	Temporary Clinical Assistant	TV013	21-APR-18
Matthew Johnson	SS8486 00	Student Hrly-Grounds crew	TV012	18-MAY-18
Rachel Johnson	SS7944 00	Student Hrly-Office Assistant	TV012	21-MAY-18
Ross Johnson	AW9736 00	WS Plant Worker	TV012	04-MAY-18
Ryan Johnson	SS7793 00	student hrly Research Assist	TV012	06-MAY-18
Ryan Johnson	SS8548 03	student hrly Operations Mngr.	TV012	05-MAY-18
Sara Johnson	SS7750 00	student hrly Peer Mentor	TV012	04-MAY-18
Sara Johnson	SS8089 00	Community Assistant	TV012	21-MAY-18
Taylor Johnson	SS8765 01	student hrly Driver	TV012	21-MAY-18
Adam Johnston	SS7911 01	student hrly Lab Assist	TV012	04-MAY-18
Kaitlin Johnston	SE6761 01	Temporary Clinical Assistant	TV013	21-MAY-18
Brody Jones	SW9519 00	WS Farm Worker	TV012	04-MAY-18
Maralee Jones	SE6796 01	Temporary Clinical Assistant	TV013	21-APR-18
Maitlyn Jordan	SS7854 01	student hrly CA Break Coverage	TV012	21-MAY-18

Maitlyn Jordan	SS8075 01	Senior Community Assistant	TV012	21-MAY-18
Josiah Jorenby	AS9133 01	student hrly Research Assist	TV012	21-MAY-18
Josiah Jorenby	SS7627 02	student hrly Research Assist	TV012	21-MAY-18
Ashley Jorgensen	SS8233 00	student hrly Orientation	TV012	22-APR-18
Bailey Jorgensen	SS7799 02	student hrly Climbing Wall	TV012	05-MAY-18
Blake Jorgensen	SS7922 01	Student Hrly Wastewater Plant	TV012	21-MAY-18
Tyler Joyal	SS8765 02	student hrly Driver	TV012	12-MAY-18
Jordan Juhnke	SS7886 00	student hrly Office Assist	TV012	21-MAY-18
Jordan Juhnke	SW9522 00	WS Office/Lab Assist	TV012	04-MAY-18
Ellyn Julius	SS7751 01	student hrly Tutor	TV012	12-MAY-18
Ellyn Julius	SS8765 00	student hrly Driver	TV012	21-MAY-18
Conner Jurrens	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Ramu Kakumanu	SG7797 00	Graduate Research Assistant	TV013	21-MAY-18
Sahil Kalia	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Joseph Kalina	SS7741 01	student hrly Lab Assist	TV012	21-MAY-18
Emily Kallem	SS9793 00	student hrly PhoneJack	TV012	21-MAY-18
Sienna Kampsen	AS9177 01	student hrly Field & Lab Asst.	TV012	21-MAY-18
Jaiprakash Kanagaraj	SS8023 01	student hrly Custodian	TV012	05-MAY-18
Brooke Kannas	SS7944 01	student hrly Office Assistant	TV012	21-MAY-18
Zhozeta Karapetyan	SS8724 02	student hrly Transportation	TV012	21-MAY-18
Sajan Karki	SS7917 00	student hrly Learning Assist	TV012	21-MAY-18
David Karst	SS9793 02	student hrly PhoneJack	TV012	21-MAY-18
Brandon Kasch	SS8090 02	Community Assistant	TV012	21-MAY-18
Pratik Katwal	SG7748 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Alyssa Kauffman	SS7798 00	student hrly Food Principles	TV012	21-MAY-18
Grace Kavunga	SS7871 01	student hrly Custodial	TV012	06-MAY-18
Joseph Keane	SS8765 02	student hrly Driver	TV012	21-MAY-18
Tamara Keefner	SE6794 02	Temporary Clinical Assistant	TV013	21-MAY-18
Ellen Keena	SS8093 03	student hrly BluePrint Manager	TV012	05-MAY-18
Megan Kellen	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Sherese Kelliher	SE6708 08	Temporary Clinical Assistant	TV013	21-APR-18
Cooper Kemnitz	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Joshua Kennedy	SG7795 01	Graduate Research Assistant	TV013	21-MAY-18
MaryEllen Kennedy	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Jack Kerner	SS7735 00	student hrly Tutor	TV012	21-MAY-18
Caleb Kervin	SS8548 02	student hrly Union Manager	TV012	05-MAY-18
Siddharth Kesharwani	SG9849 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sameer Keshavan	SG7912 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sameer Keshavan	SS8080 00	Res Mngr/Community Assistant	TV012	21-MAY-18
Laura Kessler	SE6708 06	Temporary Clinical Assistant	TV013	21-APR-18
Tate Ketelhut	SS7894 01	student hrly Math Session Lead	TV012	21-MAY-18
Taha Khader	SS7669 00	student hrly Front Desk Asst.	TV012	21-MAY-18
Md Riaz Ahmed Khan	SG7909 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Romancha Khatri	SG6832 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Brian Kidd	SS7635 01	student hrly Lab Assist	TV012	21-MAY-18
Brian Kidd	SS7740 01	student hrly Research Assist	TV012	21-MAY-18
Brian Kidd	SS7826 00	student hrly Research Assist	TV012	21-MAY-18
Caroline Kieffer	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Caroline Kieffer	SS8765 00	student hrly Driver	TV012	21-MAY-18
Jensen Kiesow	SS7982 00	Student Hrly-Office Assistant	TV012	21-MAY-18
Dongyoun Kim	SG9010 00	Graduate Research Assistant	TV013	21-MAY-18
Junmo Kim	SG6832 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Seungmi Kim	SG9010 00	Graduate Research Assistant	TV013	21-MAY-18
Samantha Kinder	SG7773 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kristopher Kindl	SS8673 02	student hrly Equipment Asst.	TV012	01-APR-18
Kristopher Kindl	SS8673 03	student hrly Equipment Assist	TV012	01-MAY-18
Heather Kirkpatrick	SW9617 00	WS Orientation Leader	TV012	04-MAY-18
Kennedy Kirsch	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Ryan Kirsch	SS7752 00	student hrly Mens BB Assist	TV012	30-APR-18
Andrew Kirschenman	AS9193 02	student hrly Research Assist	TV012	21-MAY-18
Laura Klaudt	SS8765 02	student hrly Driver	TV012	21-MAY-18
Jeanette Klein	SS9793 01	student hrly Admin Support	TV012	21-MAY-18
Jeanette Klein	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Rachel Klein	SS7747 00	student hrly Women BB Assist	TV012	14-MAY-18
James Kleinschmit	AW9723 00	WS Meat Lab Worker	TV012	04-MAY-18
Camille Klima	SS7754 02	student hrly Office Assist	TV012	21-MAY-18
Camille Klima	SS7824 01	student hrly Admin Ambassador	TV012	21-MAY-18
Camille Klima	SS8765 01	student hrly Driver	TV012	21-MAY-18

Anita Kline	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Anita Kline	SS8085 00	Community Assistant	TV012	21-MAY-18
Alex Klingaman	AS9131 00	student hrly Lab Assist	TV012	21-MAY-18
Haley Klinkel	SE6708 02	Temporary Clinical Assistant	TV013	21-MAY-18
Hannah Kloss	SS7879 00	student hrly Water Safety	TV012	05-MAY-18
Hannah Kloss	SS7879 01	student hrly Lifeguard	TV012	05-MAY-18
Hannah Kloss	SS7879 02	student hrly Head Lifeguard	TV012	05-MAY-18
Nicholas Kludt	SG7989 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Bridget Klutse	SG7965 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Matthew Knecht	SS7810 01	student hrly DTS Tech	TV012	21-MAY-18
Cody Kneip	SS8091 00	Community Assistant	TV012	21-MAY-18
Nicole Kneip	SS8581 00	student hrly Math Tutor	TV012	11-MAY-18
Krynne Knopik	SS7669 00	student hrly Shop Worker	TV012	21-MAY-18
Krynne Knopik	SS8091 01	Community Assistant	TV012	21-MAY-18
Chelsea Knuppe	SE6793 00	Temporary Clinical Assistant	TV013	21-APR-18
Kyle Koch	SS8091 00	Community Assistant	TV012	21-MAY-18
Ryan Koch	SS7984 00	student hrly Office Assist	TV012	18-MAY-18
Kiersten Koehler	SS7817 01	student hrly Admis. Ambassador	TV012	21-MAY-18
Amrit Koirala	SG7723 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Tanya Kokesh	SE6793 02	Temporary Clinical Assistant	TV013	21-MAY-18
Karley Konkol	SG7568 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kevy Konynenbelt	SS7721 00	student hrly Tutor	TV012	21-MAY-18
Kevy Konynenbelt	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Vanessa Konynenbelt	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Kelci Kooistra	SS7707 00	student hrly Pep Band	TV012	21-MAY-18
Macey Koopal	SW9563 00	WS Office Assist	TV012	04-MAY-18
Hallie Koppi	SW9479 00	WS Office Assist	TV012	04-MAY-18
Tessa Kopren	SS8143 02	Student Univ Program Council	TV012	21-APR-18
Mammen Korah	SS8548 05	student hrly State Tech	TV012	05-MAY-18
Devin Kortan	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Lori Korzeniewski	SE6793 02	Temporary Clinical Assistant	TV013	21-APR-18
Laura Kosberg	SS8088 00	Community Assistant	TV012	21-MAY-18
Tye Kost	AS9196 00	student hrly Field & Lab Asst.	TV012	31-MAR-18
Christopher Kotschevar	SS7824 01	student hrly Admin Ambassador	TV012	21-MAY-18
Kimberly Koupal	SS7601 00	student hrly Assistant Teacher	TV012	04-MAY-18
Kimberly Koupal	SS7730 00	student hrly Teacher Assist	TV012	17-MAY-18
Zachary Kovach	SS7851 00	student hrly Research Assist	TV012	21-MAY-18
Zachary Kovach	SW9510 00	WS Research Assist	TV012	04-MAY-18
Caleb Kragenbring	SW9473 00	WS Call Center Assist	TV012	04-MAY-18
Andrea Kramer	SS7982 00	stdnt hrly Senior Office Asst.	TV012	21-MAY-18
Andrea Kramer	SW9555 00	WS Senior Office Assist	TV012	04-MAY-18
Robert Kranz	SS7751 01	student hrly Tutor	TV012	12-MAY-18
Rebecca Krause	SW9509 00	WS Scene Shop Assist	TV012	04-MAY-18
Joseph Kretchman	AS9148 00	student hrly Fisheries Tech	TV012	21-MAY-18
Leah Kroeger	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Kirby Krogstad	SS7751 00	student hrly SI Leader	TV012	12-MAY-18
Christian Kroll	SS7735 01	student hrly Tutor	TV012	21-MAY-18
Samuel Krueger	SS7669 00	student hrly DSGN 152 Assist	TV012	21-MAY-18
Samuel Krueger	SS7814 00	student hrly Print Lab Assist	TV012	21-MAY-18
Silas Krueger	SS7613 00	student hrly Studio Assist	TV012	11-MAY-18
Silas Krueger	SS7814 00	student hrly Print Lab Assist	TV012	21-MAY-18
Silas Krueger	SW9491 00	WS Studio Assist	TV012	04-MAY-18
Silas Krueger	SW9535 01	WS Print Lab Manager	TV012	04-MAY-18
Brittany Kruger	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Brittany Kruger	SS8749 03	student hrly PAC Worker	TV012	21-MAY-18
Brittany Kruger	SW9487 00	WS Wind Symphony Assist	TV012	09-MAY-18
Maggie Kruse	SS8375 00	student hrly Facility Attend.	TV012	05-MAY-18
Sarah Krush	SE6708 03	Temporary Clinical Assistant	TV013	21-MAY-18
Uday Kshatriya	SS8023 02	student hrly Custodial	TV012	21-MAY-18
Victoria Kuhlmann	SS8765 01	student hrly Driver	TV012	21-MAY-18
Ciara Kulhavy	SS7817 02	student hrly Office Worker	TV012	21-MAY-18
Pavan Kulkarni	SG7715 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kamryn Kullot	SS7751 00	student hrly SI Leader	TV012	12-MAY-18
Kamryn Kullot	SS8075 00	Community Assistant	TV012	21-MAY-18
Hailey Kurtenbach	SS7739 01	Student Hrly-Social Media Supp	TV012	05-MAY-18
Kinsey Kurtenbach	SS7792 00	student hrly Grading Assist	TV012	21-MAY-18
Jeffrey Kurtz	SS7854 00	student hrly Break Staff	TV012	21-MAY-18
Jeffrey Kurtz	SS8075 00	Community Assistant	TV012	21-MAY-18

Mibin Kuruvilla Joseph	SG9849 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jade Kutzke	SS7735 01	student hrly Tutor	TV012	21-MAY-18
Kayla Kutzke	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Kayla Kutzke	SS8085 00	Community Assistant	TV012	21-MAY-18
Jennifer Kyeremateng	SG7965 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Lexi Lafave	SS8088 01	Community Assistant	TV012	21-MAY-18
Zachary Lahr	SS8085 00	Community Assistant	TV012	21-MAY-18
McKinley Lain	SS7928 00	student hrly CA Break Coverage	TV012	21-MAY-18
McKinley Lain	SS8089 00	Community Assistant	TV012	21-MAY-18
Breanda Laird	SW9508 00	WS Newspaper Delivery	TV012	04-MAY-18
Rajitha Lamahewa	SS7944 00	student hrly CA Break Coverage	TV012	21-APR-18
Rajitha Lamahewa	SS8090 00	Community Assistant	TV012	21-MAY-18
Anah Lamb	SS7988 00	student hrly OA Break Coverage	TV012	21-MAY-18
Anah Lamb	SS8091 01	Community Assistant	TV012	21-MAY-18
Daryl Lambert	SW9542 00	WS Dispatcher	TV012	04-MAY-18
Scott Landes	SS7792 00	student hrly Lab Assist	TV012	21-MAY-18
Rachel Landmark	SS9793 10	student hrly PhoneJack	TV012	21-MAY-18
Katherine Lane	SS7982 00	student hrly Office Assist	TV012	21-MAY-18
Katherine Lane	SW9555 00	WS Office Assist	TV012	04-MAY-18
Mackenzie Lane	SS7669 00	student hrly Project Assist	TV012	21-MAY-18
Whitney Lange	SS7854 00	student hrly Office Assist	TV012	21-MAY-18
Whitney Lange	SW9893 00	WS Office Assist	TV012	04-MAY-18
Caleb Langner	SS7730 01	student hrly Teacher Assist	TV012	17-MAY-18
Morgan Lanier	SS7988 01	student hrly Office Assistant	TV012	18-MAY-18
Scott Lanoue	AS9199 01	student hrly Farm Worker	TV012	21-MAY-18
Carleigh Larrick	SG7965 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kassidy Larsen	SS7720 01	student hrly Event Parking	TV012	21-APR-18
Kassidy Larsen	SS7720 01	student hrly Event Parking	TV012	21-MAY-18
Allison Larson	SW9472 00	WS Office Assist	TV012	04-MAY-18
Bailey Larson	EG9860 00	Graduate Admin Assistant	TV013	21-MAY-18
Shala Larson	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sylvia Larson	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Cassidy Latusek	SS7735 01	student hrly Tutor	TV012	21-MAY-18
Morgan Laub	SS7929 01	Community Assistant	TV012	21-MAY-18
Morgan Laub	SS8765 01	student hrly Driver	TV012	21-MAY-18
Megan Lavergne	SS7817 01	student hrly Admin Ambassador	TV012	21-MAY-18
Megan Lavergne	SS8765 00	student hrly Driver	TV012	21-MAY-18
Nathan Lax	SS8147 01	student hrly Ambassador	TV012	21-MAY-18
Paige Leafstedt	SS7820 00	student hrly Production Assist	TV012	21-MAY-18
Bailey Lear	SS7817 00	student hrly Admis. Ambassador	TV012	21-MAY-18
Tyler Lebeda	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Miranda Lebrun	SS7848 02	student hrly Research Assist	TV012	21-MAY-18
Nicolette Lecy	SS7904 01	student hrly CA Break Coverage	TV012	06-MAY-18
Nicolette Lecy	SS8080 00	Community Assistant	TV012	21-MAY-18
Nicolette Lecy	SW9503 01	WS Museum Aid	TV012	04-MAY-18
Corey Lee	AW9738 02	WS NRM Tech	TV012	04-MAY-18
Ella Lee	AS9172 00	student hrly Lab Assist	TV012	21-MAY-18
Ashley Lefdal	SS8765 00	student hrly Driver	TV012	21-MAY-18
Sarah Lehmann	SW9537 01	WS Admis. Ambassador	TV012	04-MAY-18
Melissa Lehr	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-18
Ethan Leif	SS7751 00	student hrly Tutor	TV012	12-MAY-18
Ethan Leif	SS8075 01	Community Assistant	TV012	21-MAY-18
David Leiferman	SG7922 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Mason Leiseth	SG7915 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kari Lena	SG7753 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Nykell Lendt	SS7756 01	student hrly Member Services	TV012	05-MAY-18
Jessica Letcher	SW9828 00	WS Tutor	TV012	04-MAY-18
Samantha Letcher	SS7944 00	student hrly Office Assistant	TV012	21-MAY-18
Samantha Letcher	SW9573 00	WS Office Assist	TV012	04-MAY-18
Samantha Letcher	SW9828 02	WS America Reads Tutor	TV012	04-MAY-18
Hailey Letellier	SS7911 01	student hrly Lab Assist	TV012	04-MAY-18
Amanda Lewandowski	SS7723 00	student hrly Office Assist	TV012	18-MAY-18
Brooke Lewandowski	SS8375 01	student hrly Marketing	TV012	21-MAY-18
Shuang Li	SG7990 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kyle Lifferth	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kyle Lifferth	SS7598 00	student hrly Office Assistant	TV012	06-APR-18
Jared Lindgren	SS8548 01	student hrly State Tech	TV012	05-MAY-18
Tyler Lindgren	SS8548 06	student hrly State Tech Mngr	TV012	05-MAY-18

Shelby Lingscheit	SS9793 03	student hrly Admin Support	TV012	21-MAY-18
Jordan Little	SS7751 01	student hrly Tutor & SI Leader	TV012	12-MAY-18
Jordan Little	SS7803 00	student hrly Video Assist	TV012	21-MAY-18
Collin Livingston	SS7664 02	student hrly Research	TV012	21-MAY-18
Tanya Llanque	SE6253 00	Temporary Nurse Practitioner	TV013	27-APR-18
Victor Lobato Da Silva Costa	SS8486 00	student hrly Event Managment	TV012	21-MAY-18
Victor Lobato Da Silva Costa	SS8749 02	student hrly PAC Worker	TV012	21-MAY-18
Kira Loftesness	SS8765 01	student hrly Driver	TV012	21-MAY-18
Kira Loftesness	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Brittney Loonan	SS7845 00	student hrly IM Official	TV012	05-APR-18
Brittney Loonan	SW9562 00	WS IM Official	TV012	05-APR-18
Nicholas Lorang	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Aryca Lothrop	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Katherine Lucas	SS7751 00	student hrly SI Leader	TV012	21-MAY-18
Jennifer Luczak	SS7988 00	student hrly Office Assist	TV012	18-MAY-18
Jennifer Luczak	SW9572 00	WS Office Assist	TV012	04-MAY-18
Kristina Luczak	SS7749 01	student hrly Tutor	TV012	21-MAY-18
Kristina Luczak	SS7929 01	Community Assistant	TV012	21-MAY-18
Kristina Luczak	SS7937 01	student hrly CA Break Coverage	TV012	11-MAY-18
Miranda Ludemann	SS9793 01	student hrly PhoneJack	TV012	21-MAY-18
Alexander Luke	SS8085 01	Community Assistant	TV012	21-MAY-18
Hannah Lunden	SW9499 01	WS FA Admin Assist	TV012	04-MAY-18
Laura Lunn	SS8075 00	Community Assistant	TV012	21-MAY-18
Courtney Lusk	SS8007 03	student hrly Info Exch Attd.	TV012	04-MAY-18
Courtney Lusk	SW9554 00	WS Info Exchange Attend.	TV012	04-MAY-18
Clancy Lytle	SS7845 00	student hrly IM Official	TV012	04-MAY-18
Anjun Ma	AG9760 00	Graduate Research Assistant	TV013	21-MAY-18
Emily Mabon	SS8765 00	student hrly Driver	TV012	21-MAY-18
Mariangel Machado Gimenez	SS9793 02	student hrly PhoneJack	TV012	21-MAY-18
Kendra Mack	SS7929 00	Community Assistant	TV012	21-MAY-18
Kendra Mack	SS7937 00	student hrly CA Break Coverage	TV012	11-MAY-18
Mackenzie Mack	SS8765 01	student hrly Driver	TV012	21-MAY-18
Miranda Mack	SS8143 00	Grand Pooba	TV012	21-MAY-18
Alexander Macki	SS8486 03	student hrly Events Management	TV012	11-MAY-18
Alysha Madsen	AW9736 00	WS Plant Worker	TV012	04-MAY-18
Florencia Magni	SG7922 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Harrie Mahalingam	SS7929 00	Community Assistant	TV012	21-MAY-18
Rupak Mahat	SG9015 01	Graduate Research Assistant	TV013	21-MAY-18
Sean Maher	SS7917 01	student hrly Learning Assist	TV012	21-MAY-18
Melissa Malakowsky	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Melissa Malakowsky	SS8085 00	Community Assistant	TV012	21-MAY-18
Mallory Malecek	AW9735 00	WS Research Tech	TV012	04-MAY-18
Rohit Mali	SS7917 00	student hrly Learning Assist	TV012	21-MAY-18
Lilianna Mallak	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Lilianna Mallak	SW9527 01	WS Office Assist	TV012	04-MAY-18
MD Ataul Mamun	SG7797 01	Graduate Research Assistant	TV013	21-MAY-18
Adam Manderfeld	SS7787 04	student hrly Farm Crew	TV012	05-MAY-18
Adam Manderfeld	SS7787 05	student hrly Farm Crew Holiday	TV012	05-MAY-18
Sarah Manderfeld	SS7887 00	student hrly Note Taker	TV012	07-MAY-18
Matthew Manning	SS8486 02	student hrly Event Worker	TV012	21-MAY-18
Beatrice Manu	SG7714 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Dustin Manzey	SW9499 00	WS Admin Assist	TV012	04-MAY-18
Husnain Maqsood	SS8037 00	student hrly Facility Worker	TV012	17-MAY-18
Steven Marienau	SS8749 00	student hrly PAC Assist	TV012	21-MAY-18
Cesar Marin Rodriguez	SS7669 00	student hrly Winter Clean-up	TV012	21-MAY-18
Justin Marsland	SS8548 01	student hrly State Tech	TV012	05-MAY-18
Shadai Martin	SG7729 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Shadai Martin	SG8015 01	Graduate Research Assistant	TV013	21-MAY-18
Lisa Martinez	SG7798 03	Graduate Research Assistant	TV013	21-MAY-18
Chidi Martins	SS7849 01	student hrly Maintenance Crew	TV012	09-MAY-18
Alexander Masloski	AW9729 00	WS Records Managment Assist	TV012	04-MAY-18
Lesley Mason	SS8673 01	student hrly Athletics Assist	TV012	22-MAR-18
Rebecca Mata-Sanchez	SS8765 00	student hrly Driver	TV012	21-MAY-18
Ann Matheny	SE6708 09	Temporary Clinical Assistant	TV013	21-APR-18
Georgee Mathew	SS8548 05	student hrly State Tech Coord.	TV012	05-MAY-18
Sibyl Mathew	SG7916 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Nickolas Mauer	SS8765 00	student hrly Driver	TV012	21-MAY-18
Kyla Mauk	SS7713 00	student hrly Office Assist	TV012	21-MAY-18

Ashley Maus	AW9736 00	WS Plant Worker	TV012	04-MAY-18
Emily Mauss	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Meldy Mbuyi	SS7691 03	student hrly Custodial	TV012	21-MAY-18
Adam McCarthy	AS9151 00	student hrly Teaching Assist	TV012	01-MAY-18
Sarah McClure	SS7944 00	student hrly CA Break Coverage	TV012	06-MAY-18
Sarah McClure	SS8090 00	Community Assistant	TV012	21-MAY-18
Kaitlyn McCracken	SS7756 01	student hrly Member Services	TV012	05-MAY-18
Kaitlyn McCracken	SS7799 01	student hrly Climbing Wall	TV012	05-MAY-18
Kaitlyn McCracken	SS7879 00	student hrly Lifeguard	TV012	05-MAY-18
Kaitlyn McCracken	SS8375 09	stdnt hrly Operations Manager	TV012	05-MAY-18
Kaitlyn McCracken	SS8375 10	student hrly Special Events	TV012	05-MAY-18
Lauren McCreery	SS8765 00	student hrly Driver	TV012	21-MAY-18
Adam McDermaid	AG9760 01	Graduate Research Assistant	TV013	21-MAY-18
Colby McGinley	SS7669 00	student hrly Shop Supervisor	TV012	21-MAY-18
Landry McIntosh	SW9471 00	WS Office Assist	TV012	04-MAY-18
Andre McIntyre	SG8010 01	Graduate Admin Assistant	TV013	21-MAY-18
Samantha McKenna Brummer	SS7944 00	student hrly CA Break Coverage	TV012	21-APR-18
Samantha McKenna Brummer	SS8090 00	Community Assistant	TV012	21-MAY-18
John McKenzie	SG9856 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Matthew McKillop	SG7727 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Mark McLaughlin	SS7605 00	student hrly Project Work	TV012	21-MAY-18
Madison McLaury	SW9530 00	WS Tutor	TV012	04-MAY-18
Miranda McMullen	SS8007 06	student hrly Info Exch Mngr	TV012	04-MAY-18
Miranda McMullen	SW9554 01	WS Info Exchange Stud. Manager	TV012	13-MAY-18
Torri McVey	SS8704 02	student hrly Digital Designer	TV012	25-APR-18
Torri McVey	SW9503 00	WS Museum Aide	TV012	04-MAY-18
Justine Meendering	SS8765 01	student hrly Driver	TV012	21-MAY-18
Wyatt Meendering	SS7834 00	student hrly Safe Ride Monitor	TV012	21-MAY-18
Emily Meerdink	SS7922 01	student hrly Lab Assist	TV012	21-MAY-18
Mukesh Mehata	AG9755 02	Graduate Research Assistant	TV013	09-MAY-18
Jason Mehlhaf	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Riley Mehlhaf	SS8765 02	student hrly Driver	TV012	21-MAY-18
Riley Mehlhaf	SW9494 01	WS Front Desk Worker	TV012	04-MAY-18
Charmil Meishery	SS8084 00	Community Assistant	TV012	21-MAY-18
Charmil Meishery	SS8548 03	student hrly Union Manager	TV012	05-MAY-18
Rachel Mejstrik	SS7928 00	student hrly Office Assist	TV012	21-MAY-18
Rachel Mejstrik	SW9897 00	WS Office Assist	TV012	04-MAY-18
Paul Melino	SG7915 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Adam Melstrom	SG7741 01	Graduate Admin Assistant	TV013	21-MAY-18
Adam Melstrom	SS7622 06	student hrly Baseball Camp	TV012	14-APR-18
Haley Mendel	SS7988 00	student hrly Office Assist	TV012	21-MAY-18
Lydia Meredith	AW9736 00	WS Plant Worker	TV012	04-MAY-18
Samuel Merkle	SW9542 00	WS Dispatcher	TV012	27-MAR-18
Paul Mesner	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Nichole Metter	SW9530 00	WS Tutor	TV012	04-MAY-18
Emily Metzger	SS8093 01	student hrly BluePrint Design	TV012	05-MAY-18
Emily Metzger	SW9520 00	WS BluePrint Office Assist	TV012	04-MAY-18
Benjamin Meyer	SS7635 01	student hrly Lab Assist	TV012	21-MAY-18
Benjamin Meyer	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Gloria Meyer	SE6708 05	Temporary Clinical Assistant	TV013	21-APR-18
Gloria Meyer	SE6708 06	Temporary Clinical Assistant	TV013	21-MAY-18
Katherine Meyer	SS8082 00	Community Assistant	TV012	21-MAY-18
Zulema Meza	SW9504 00	WS Spanish Assist	TV012	04-MAY-18
Ryan Michel	SS7917 04	student hrly Research Assist	TV012	21-MAY-18
Ryan Michel	SS7917 05	student hrly Learning Assist	TV012	21-MAY-18
Stephen Miedema	SG7713 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Ashley Mielke	SS8075 01	Community Assistant	TV012	21-MAY-18
Michael Jay Miguel	SG9860 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Andrea Mikkelsen	SS7749 00	student hrly Tutor	TV012	21-MAY-18
Dena Mikkonen	SE6609 00	Temporary Clinical Assistant	TV013	21-MAY-18
Anna Milbauer	SS8088 00	Community Assistant	TV012	21-MAY-18
Anna Miller	SW9887 00	WS Office Helper	TV012	04-MAY-18
Daniel Miller	SS7669 00	student hrly Shop Assist	TV012	21-MAY-18
Drue Miller	SS7862 01	student hrly Teaching Assist	TV012	21-MAY-18
Gunnar Miller	SW9509 02	WS Costume Assist	TV012	04-MAY-18
Lindsay Miller	SS7879 00	stdnt hrly Group Fitness Cert.	TV012	21-MAY-18
Lindsay Miller	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Dorinda Mills	SE6793 04	Temporary Clinical Assistant	TV013	21-APR-18

Elizabeth Mills	SG7902 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Emily Mitchell	AG8016 00	Graduate Research Assistant	TV013	21-MAY-18
Mukesh Mithrakumar	AS9239 00	Student Labor OT Elg-FTE Count	TV012	21-MAY-18
Mukesh Mithrakumar	SS7917 05	student hrly Physics Assist	TV012	21-MAY-18
Mukesh Mithrakumar	SS8688 01	student hrly Union Set-Up Crew	TV012	05-MAY-18
Seyedeh Zahra Moazzami	SS7751 00	student hrly Tutor	TV012	12-MAY-18
Emily Mochel	SS8765 02	student hrly Driver	TV012	21-MAY-18
Julia Mochel	SS8088 00	Community Assistant	TV012	21-MAY-18
Julia Mochel	SW9530 00	WS Tutor	TV012	04-MAY-18
Samantha Modrick	SG8010 01	Graduate Admin Assistant	TV013	21-MAY-18
Britney Moeller	SS8075 01	Community Assistant	TV012	21-MAY-18
Nur Islamiah Mohamad Fuad	SS8486 04	student hrly Ground Crew	TV012	21-MAY-18
Mohamed Rishard Mohamed Rameez	SS7928 00	student hrly CA Break Coverage	TV012	21-MAY-18
Mohamed Rishard Mohamed Rameez	SS8089 00	Community Assistant	TV012	21-MAY-18
Genissa Mondesir	SW9504 00	WS Language Assist	TV012	04-MAY-18
Brandon Monier	SG7995 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Allyson Monson	SS7912 00	Student Assoc Exec Board	TV012	21-APR-18
Allyson Monson	SS8091 00	Community Assistant	TV012	21-MAY-18
Dylan Monson	SS7820 01	student hrly Production Assist	TV012	21-MAY-18
Payton Monson	SG8003 00	Graduate Research Assistant	TV013	21-MAY-18
Kevin Moody	SS8548 00	student hrly State Tech	TV012	05-MAY-18
Benjamin Mooney	AS9177 00	student hrly Field & Lab Asst.	TV012	21-MAY-18
Keely Moriarty	SS7661 02	student hrly Research Intern	TV012	21-MAY-18
Eugene Morley	SS7678 01	student hrly Facilities	TV012	21-MAY-18
Kahlen Morris	SS7664 00	student hrly Fink Research	TV012	21-MAY-18
Natalie Morris	SS7750 00	student hrly Peer Mentor	TV012	07-MAY-18
Heather Moser	SS7751 00	student hrly Tutor	TV012	12-MAY-18
Kayla Moss	SS8075 00	Community Assistant	TV012	21-MAY-18
Kayla Moss	SS8636 00	student hrly Museum Aide	TV012	21-APR-18
Joseph Mrnak	SG7989 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jennifer Mueller	SS7610 00	stdnt hrly Assoc. Office Asst.	TV012	05-MAY-18
Dalton Mullen	SS8093 01	student hrly BluePrint Design	TV012	05-MAY-18
Amanda Muller	SW9537 01	WS Admis. Ambassador	TV012	04-MAY-18
Ashley Muller	AW9726 00	WS Lab Assist	TV012	04-MAY-18
Kaylee Muller	SS8765 01	student hrly Driver	TV012	21-MAY-18
Jin Mun	SG6832 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Prateek Munankarmi	SG9650 00	Graduate Research Assistant	TV013	21-MAY-18
Ray Munsterman	SS7751 00	student hrly Tutor	TV012	12-MAY-18
Victoria Murillo Bejarano	SS8749 00	student hrly PAC Worker	TV012	21-MAY-18
Prisca Musa	SS8749 00	student hrly PAC Assist	TV012	21-MAY-18
Ashley Mutziger	SS7886 00	student hrly Skills Lab Assist	TV012	21-MAY-18
Ashley Mutziger	SW9522 00	WS Office/Lab Assist	TV012	04-MAY-18
Sydney Myears	SW9527 01	WS Office Assist	TV012	04-MAY-18
Elizabeth Nagel	SG9870 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Eric Nagel	SG7799 04	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jay Naoom	SE6708 00	Temporary Clinical Assistant	TV013	21-APR-18
Hunter Nedland	SG7728 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Rhiannon Nedland	SG6039 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Logan Negus	SS8548 07	student hrly Equip. Manager	TV012	05-MAY-18
Mara Neitzel	SS7751 01	student hrly Tutor	TV012	12-MAY-18
Owen Nelsen	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Sarah Nelsen	SG9860 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Adam Nelson	SS8688 01	student hrly Union Set-Up Crew	TV012	05-MAY-18
Anna Nelson	SS7984 00	student hrly Office Assistant	TV012	18-MAY-18
Josie Nelson	SS7590 00	Visual Editor	TV012	21-APR-18
Zebadiah Nelson	SW9530 00	WS Tutor	TV012	04-MAY-18
Carl Nephew	SW9542 00	WS Dispatcher	TV012	04-MAY-18
Shannon Nesland	SS7988 00	student hrly Office Assistant	TV012	18-MAY-18
Jonathan Neswick	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Achal Neupane	SG9859 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Surendra Neupane	SG7742 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jason Neville	SG7824 02	Graduate Research Assistant	TV013	21-MAY-18
Ryan Neville	SS7928 01	student hrly CA Break Coverage	TV012	21-MAY-18
Ryan Neville	SS8089 01	Community Assistant	TV012	21-MAY-18
Lindsay Newenhouse	SW9530 00	WS Tutor	TV012	04-MAY-18
Jin Hang Ng	SS7859 01	student hrly Office Assist	TV012	21-MAY-18
Ngoc Tuong Anh Nguyen	SS9793 00	student hrly PhoneJack	TV012	21-MAY-18
Morea Nichols	SS8084 00	Community Assistant	TV012	21-MAY-18

Morea Nichols	SW9527 01	WS Office Assist	TV012	04-MAY-18
Cody Nielsen	SS8147 00	student hrly Lab Assist	TV012	21-MAY-18
Stacie Nielsen	SE6708 06	Temporary Clinical Assistant	TV013	21-APR-18
Alexander Nikolas	AS9215 01	student hrly Lab Assist	TV012	21-APR-18
Ashlee Nilson	AS9147 00	student hrly Lab/Field Tech	TV012	21-MAY-18
Hannah Nimrick	SG7898 00	Graduate Admin Assistant	TV013	21-MAY-18
Victory Nlemadim	SS8749 02	student hrly PAC Worker	TV012	21-MAY-18
William Noll	SS8749 00	student hrly PAC Assist	TV012	21-MAY-18
Trevor Novotny	SS8486 03	student hrly Event Mangement	TV012	20-MAY-18
Trevor Novotny	SS8486 04	student hrly Grounds Crew	TV012	20-MAY-18
Trevor Novotny	SW9831 00	WS Ground Crew	TV012	04-MAY-18
Gabriella Nowicki	SG8007 00	Graduate Research Assistant	TV013	21-MAY-18
Kate Nugteren	SS7671 02	student hrly FRN Support	TV012	21-MAY-18
Jared Nurnberger	SS7669 00	student hrly Class Assist	TV012	21-MAY-18
Ashley Nye	SW9538 01	WS Office Assist	TV012	04-MAY-18
Sean O'Connor	SG7873 01	Graduate Admin Assistant	TV013	21-MAY-18
Brandi Ober	SS7988 00	student hrly Office Assistant	TV012	18-MAY-18
Fredrick Ochieng	SG7797 04	Graduate Research Assistant	TV013	21-MAY-18
Temitope Odeleye	SS7871 02	student hrly Custodial	TV012	07-MAY-18
Tomomi Ogasawara	SS7871 01	student hrly Custodial	TV012	07-MAY-18
Asuka Ohno	SS7904 01	student hrly CA Break Coverage	TV012	06-MAY-18
Asuka Ohno	SS8080 00	Res Mngr/Community Assistant	TV012	21-MAY-18
Britney Ohrlund	SE6708 00	Temporary Clinical Assistant	TV013	21-MAY-18
Olamide Ojedokun	SS7691 01	student hrly Custodial	TV012	21-MAY-18
Sandeep Ojha	SG7573 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Julia Okerman	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Brenden Olevson	SS8088 00	Community Assistant	TV012	21-MAY-18
Morgan Oliver	SS7937 00	stdnt hrly Senior Office Asst.	TV012	18-MAY-18
Casey Olson	SE6796 04	Temporary Clinical Assistant	TV013	21-APR-18
Olivia Olson	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Olivia Olson	SS7928 00	student hrly CA Break Coverage	TV012	21-MAY-18
Olivia Olson	SS8089 01	Community Assistant	TV012	21-MAY-18
Sandra Olson	SE6665 05	Temp Pharm Skills Lab Coord	TV013	04-MAY-18
Dorcas Omilabu	SS7669 00	student hrly CNC Operation	TV012	21-MAY-18
Michael Onyetube	SG7915 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
George Opoku-Kusi	SG7798 04	Graduate Research Assistant	TV013	21-MAY-18
Norah Orina	SG7772 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Bremansu Osa-Andrews	SG7799 04	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Vivian Osei Poku	SG7965 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Benjamin Ostebee	SS7751 00	student hrly Tutor	TV012	21-MAY-18
Katie Osterman	SE6609 00	Temporary Clinical Assistant	TV013	21-MAY-18
Trevor Ostlund	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Trevor Ostlund	SW9530 00	WS Tutor	TV012	04-MAY-18
Shelby Owen	SE6796 00	Temporary Clinical Assistant	TV013	21-APR-18
Tolulope Oyeniyi	SS7669 03	student hrly ARCH 101 Assist	TV012	21-MAY-18
Justin Pabst	SS7845 00	student hrly IM Official	TV012	05-APR-18
Justin Pabst	SW9499 00	WS Dispatch	TV012	04-MAY-18
Christopher Paczkowski	SS7929 00	Community Assistant	TV012	21-MAY-18
Victoria Pagel	SS7845 00	student hrly IM Official	TV012	05-APR-18
Victoria Pagel	SW9473 00	WS Call Center Assist	TV012	04-MAY-18
Victoria Pagel	SW9562 00	WS IM Official	TV012	05-APR-18
Jennifer Palmer	SS7845 00	student hrly IM Official	TV012	05-APR-18
Sumadhuri Pamarthi	AG9710 00	Graduate Research Assistant	TV013	21-MAY-18
Sumadhuri Pamarthi	SG8015 01	Graduate Research Assistant	TV013	21-MAY-18
Ravi Kumar Datt Panchagnula	SS8084 00	Community Assistant	TV012	21-MAY-18
Kabita Pandey	AG9787 02	Graduate Research Assistant	TV013	04-MAY-18
Sonali Pandey	SG7799 00	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Sujan Parajuli	SG7922 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Natalie Parks	SE6429 00	Temporary Tutor	TV013	09-MAY-18
Josie Parry	SS7601 01	student hrly Assistant Teacher	TV012	17-MAY-18
Josie Parry	SS7730 01	student hrly Head Teacher	TV012	17-MAY-18
Josie Parry	SW9887 01	WS Office Assist	TV012	04-MAY-18
Makaley Parsons	SE6793 05	Temporary Clinical Assistant	TV013	21-APR-18
Doriane Paso	SG9880 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Janki Patel	SS7944 01	student hrly Office Assistant	TV012	21-MAY-18
Viraj Patel	SS8548 04	student hrly State Tech	TV012	22-APR-18
Ramya Mitra Patnam Damodaram	SG6022 02	Graduate Research Assistant	TV013	21-MAY-18
Kaela Patterson	SS7929 01	Community Assistant	TV012	21-MAY-18

Rochelle Patterson	SS8075	00	Community Assistant	TV012	21-MAY-18
Shelby Pattison	SG7750	01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Priti Paudyal	SG9650	01	Graduate Research Assistant	TV013	21-APR-18
Abigail Paul	SS9793	01	student hrly PhoneJack	TV012	21-MAY-18
Shuva Paul	SG7801	01	Graduate Research Assistant	TV013	21-MAY-18
Emily Paull	SG7898	01	Graduate Admin Assistant	TV013	21-MAY-18
Braden Paulsen	SW9509	00	WS Costume Assist	TV012	04-MAY-18
Delayna Paulson	SG7965	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kathryn Paulson	SS9793	00	student hrly Phonejack	TV012	21-MAY-18
Adam Pay	SG7797	03	Graduate Research Assistant	TV013	21-MAY-18
Madisen Payne	SS7845	00	student hrly IM Official	TV012	05-APR-18
Haley Pazour	SS8765	00	student hrly Driver	TV012	21-MAY-18
Kendra Peck	SS8765	01	student hrly Driver	TV012	21-MAY-18
Gerald Peden	SS9802	00	student hrly News Writer	TV012	30-APR-18
Candace Pedersen	SS7707	01	student hrly Pep Band	TV012	21-APR-18
Connor Pedersen	SS7707	01	student hrly Pep Band	TV012	21-APR-18
Dillon Pedersen	SG7915	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Allison Pederson	SE6708	04	Temporary Clinical Assistant	TV013	21-MAY-18
Heath Pederson	SG8008	01	Graduate Research Assistant	TV013	21-MAY-18
Heath Pederson	SG9873	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Juliana Pederson	SW9530	00	WS Tutor	TV012	04-MAY-18
Mariah Pederson	SG7702	00	Graduate Admin Assistant	TV013	04-MAY-18
Grace Pelowitz	SS8088	00	Community Assistant	TV012	21-MAY-18
Jessica Pepperman	SW9880	03	WS Registrars Assist	TV012	04-MAY-18
Lucas Pereira	SG7915	02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Chase Petersen	SS7664	00	student hrly Fink Research	TV012	21-MAY-18
Cozette Petersen	SE6793	02	Temporary Clinical Assistant	TV013	21-APR-18
Carley Peterson	SS8727	02	student hrly Office Assist	TV012	21-MAY-18
Joshua Peterson	SS7593	00	student hrly Data Processing	TV012	21-MAY-18
Nolan Peterson	SS8375	00	stdnt hrly Facility Attendant	TV012	05-MAY-18
Sally Peterson	SS7929	00	Community Assistant	TV012	21-MAY-18
Samuel Peterson	SS8091	00	Community Assistant	TV012	21-MAY-18
Shanae Peterson	SS7988	00	student hrly Office Assist	TV012	18-MAY-18
Shanae Peterson	SW9572	00	WS Office Assist	TV012	04-MAY-18
Amanda Petrik	SE6761	01	Temporary Clinical Assistant	TV013	21-MAY-18
Levi Pfeil	SS7669	00	student hrly Class Assist	TV012	21-MAY-18
Jace Philipsen	SS7845	00	student hrly IM Official	TV012	04-MAY-18
Latoya Phillipe	SE6793	03	Temporary Clinical Assistant	TV013	21-APR-18
Bradley Pickhinke	SG7965	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Ashley Pikel	SG7902	01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sidhanth Pillai	SS8548	00	student hrly State Tech	TV012	05-MAY-18
Thiwanka Pitiwila Liyanage	SS8037	00	student hrly Custodial	TV012	08-MAY-18
Pierce Plucker	AS9174	00	student hrly Research Assist	TV012	21-MAY-18
Pierce Plucker	SS7811	00	student hrly Trading Lab Asst.	TV012	21-MAY-18
Savannah Poe	SS8581	00	student hrly Math Tutor	TV012	11-MAY-18
Andrew Poepping	SS7590	00	Sound Director	TV012	21-APR-18
Henry Pohlmeyer	SS7879	00	student hrly Group Fitness NC	TV012	05-MAY-18
Jyotshna Pokharel	SG8012	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jharna Pokhrel	SS7635	00	student hrly Grader EM 214	TV012	21-MAY-18
Holly Polak	SS7751	01	student hrly Tutor	TV012	12-MAY-18
Kole Polzin	AW9730	00	WS Ag Bio Tech	TV012	04-MAY-18
Kole Polzin	SS7856	00	student hrly Shop Tech	TV012	21-MAY-18
Lezlie Pommer	SG8997	00	Graduate Research Assistant	TV013	21-MAY-18
Cassius Pond	AS9177	01	student hrly Field & Lab Asst.	TV012	21-MAY-18
Jackson Pond	AS9214	03	student hrly Lab Assist	TV012	21-MAY-18
Martin Popowski	SS8548	02	student hrly State Tech	TV012	05-MAY-18
Franchesca Poppinga	SS7738	01	student hrly Stockroom	TV012	21-MAY-18
Cassie Pospishil	SG9747	01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Brooklyn Pratt	SG7750	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kayla Preheim	SS8007	01	student hrly Info Exch Attd.	TV012	04-MAY-18
Travis Pundsack	SS7689	02	student hrly Facilities Assist	TV012	21-MAY-18
Georgialee Quail	SW9587	01	WS Office/Even Assist	TV012	04-MAY-18
Kari Quail	SE6708	00	Temporary Clinical Assistant	TV013	21-MAY-18
Nowshad Qurashi Prantho	SS9793	01	student hrly PhoneJack	TV012	21-MAY-18
Nusrat Muntaha Qurashi Prithom	SS7944	01	stdnt hrly Senior Office Asst.	TV012	21-MAY-18
Kennedy Raap	SS8548	02	student hrly Union Manager	TV012	05-MAY-18
Nickolas Rabern	SS7687	00	student hrly Grounds Crew	TV012	21-MAY-18
Shelby Rachel	SS7595	00	student hrly Research Assist	TV012	18-MAY-18

Mohamed Radoui	SS9793 04	student hrly PhoneJack	TV012	21-MAY-18
Megan Radtke	SS8090 00	Community Assistant	TV012	21-MAY-18
Alanna Ragle	SS7851 00	student hrly Hiring Committee	TV012	21-MAY-18
Alanna Ragle	SW9499 01	WS FA Assist	TV012	04-MAY-18
Paul Rahim	SS7691 00	student hrly Custodial	TV012	21-MAY-18
Md Sajjadur Rahman	SG7965 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Shahariar Rahman	SS7738 00	student hrly Stockroom Help	TV012	21-MAY-18
Shahariar Rahman	SS7854 00	student hrly Break Staff	TV012	21-MAY-18
Shahariar Rahman	SS8075 00	Community Assistant	TV012	21-MAY-18
Prateek Rai	SS8688 01	student hrly Union Set-Up Crew	TV012	05-MAY-18
Mohammad Jahir Raihan	SG7745 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Tajbir Raihan	SG7716 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sarah Raml	SE6708 11	Temporary Clinical Assistant	TV013	21-APR-18
H Kottegoda G H Ranaweera	SS7944 00	student hrly CA Break Coverage	TV012	21-MAY-18
H Kottegoda G H Ranaweera	SS8090 00	Community Assistant	TV012	21-MAY-18
Sydney Randall	SG8024 00	Graduate Admin Assistant	TV013	04-MAY-18
Sydney Randall	SS9793 01	student hrly PhoneJack	TV012	21-MAY-18
Abdelrahman Raslan	SS7749 01	student hrly Tutor	TV012	21-MAY-18
Lisa Rasmussen	SS7887 00	student hrly Note Taker	TV012	07-MAY-18
Sheldon Rasmussen	SS7792 01	student hrly Lab Assist	TV012	21-MAY-18
Alexandra Rausch	SS7669 00	student hrly Assistant	TV012	21-MAY-18
Bipin Raut	SG8012 00	Grad Teach Assist-Instructor	TV013	04-MAY-18
Pradeep Raut	AS9196 00	student hrly Field & Lab Asst.	TV012	21-MAY-18
Mohammed Real	SS7944 00	student hrly Office Assistant	TV012	21-MAY-18
Mohammed Real	SS8486 00	student hrly Event Management	TV012	21-MAY-18
Sydney Reedy	SS7814 01	student hrly Print Lab Assist	TV012	21-MAY-18
Jenna Rehder	SS7845 00	student hrly IM Official	TV012	05-APR-18
Robert Reifenrath	AS9159 01	student hrly Teacher Assist	TV012	21-MAY-18
Robert Reifenrath	AW9741 01	WS Lab Assist	TV012	04-MAY-18
Emily Reinking	SW9488 00	WS Peer Mentor	TV012	04-MAY-18
Taylor Reis	SW9499 00	WS Financial Aid Assist	TV012	04-MAY-18
Craig Reiter	SS7944 01	student hrly CA Break Coverage	TV012	06-MAY-18
Craig Reiter	SS8090 01	Community Assistant	TV012	21-MAY-18
Joshua Reitsma	SW9509 01	WS Costume Assist	TV012	04-MAY-18
Megan Reitsma	SS9793 08	student hrly Admin Assistant	TV012	21-MAY-18
Quinn Remmers	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Brianna Renaas	SW9478 00	WS Clerical Help	TV012	04-MAY-18
Tannen Reu	SS8375 00	student hrly IM Official	TV012	04-MAY-18
Thijs Reuvekamp	AS9206 00	student hrly Plant Worker	TV012	06-MAY-18
Calvin Rezac	AW9744 01	WS Lab Tech	TV012	04-MAY-18
Weston Ricard	SS7787 00	student hrly Farm Crew	TV012	05-MAY-18
Weston Ricard	SS7787 01	student hrly Farm Crew Holiday	TV012	05-MAY-18
Matthew Rice	SW9530 00	WS SI Leader	TV012	04-MAY-18
Andrew Richter	SG7909 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jacob Ricke	SG6039 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Dylan Riedl	SS7674 02	student hrly Custodian	TV012	05-MAY-18
Dylan Riedl	SW9475 00	WS Union Custodian	TV012	04-MAY-18
Sidney Riemenschneider	SW9503 00	WS Museum Aide	TV012	04-MAY-18
Robin Rittel	SS8704 00	student hrly Newspaper Carrier	TV012	02-MAY-18
Robin Rittel	SW9793 00	WS Newspaper Delivery	TV012	04-MAY-18
Juan Rivera	SS8143 00	Student Univ Program Council	TV012	21-APR-18
Joseph Robertson	SG7909 05	Grad Teach Assist-Instructor	TV013	21-MAY-18
Emireth Rodriguez-Cancino	SS7608 01	student hrly Research Assist	TV012	15-MAY-18
Sonia Rodriguez-Jimenez	SG9855 01	Graduate Research Assistant	TV013	21-MAY-18
Bailee Roemen	SW9499 00	WS Office/Store Assist	TV012	04-MAY-18
Emily Rogers	AW9747 00	WS Farm Crew	TV012	04-MAY-18
Emily Rogers	AW9747 01	WS Holiday Farm Crew	TV012	04-MAY-18
Jared Rohloff	SS7854 00	student hrly Office Assist	TV012	21-MAY-18
Jay Rolfzen	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Kaitlyn Rooney	SE6761 00	Temporary Clinical Assistant	TV013	21-APR-18
Rikki Roscoe	SG7902 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jesse Roshau	SW9527 00	WS Office Assist	TV012	04-MAY-18
Jacob Rost	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Brooke Roth	SS7751 00	student hrly Tutor	TV012	12-MAY-18
Blaine Rothacker	SS8486 00	student hrly Event Management	TV012	21-MAY-18
Jenessa Rothmeier	SS7730 00	student hrly Teacher Assist	TV012	17-MAY-18
Doha Rottluff	SW9488 00	WS Peer Mentor	TV012	04-MAY-18
Kayla Rounds	SS8657 00	student hrly Office Assist	TV012	21-MAY-18

Michaela Rouse	SW9499 00	WS Office & Store Assist	TV012	04-MAY-18
Katriona Roy	SW9523 01	WS Bookstore	TV012	04-MAY-18
Ranen Roy	SG7799 03	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Ranen Roy	SG8022 01	Graduate Research Assistant	TV013	21-MAY-18
Tamal Roy	SS7690 01	student hrly Custodial	TV012	21-MAY-18
Riley Ruble	SS7736 00	student hrly Judging Assist	TV012	21-APR-18
Brady Rude	SS7751 00	student hrly Tutor	TV012	07-MAY-18
Brady Rude	SS7805 00	student hrly Lab Assist	TV012	21-APR-18
Taylor Ruen	SS8688 01	student hrly Union Set-Up Crew	TV012	05-MAY-18
Kylie Rufer	ES9803 00	student hrly Research Assist	TV012	21-MAY-18
Brooke Ruhd	SW9503 01	WS Museum Aid	TV012	04-MAY-18
George Ruiz	SE6364 01	temporary tutor	TV013	11-MAY-18
Kennedy Ruppert	SS9793 01	student hrly PhoneJack	TV012	21-MAY-18
Samuel Ruppert	SS7661 00	student hrly Grader	TV012	21-MAY-18
Sierra Russ	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
John Russell	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Mikaela Rustand	SS8082 00	Community Assistant	TV012	21-MAY-18
Cody Ryckman	SS7988 01	student hrly Office Assistant	TV012	18-MAY-18
Michelle Rystrom	SE6609 01	Temporary Clinical Assistant	TV013	21-MAY-18
Julius Sachs	AS9206 00	student hrly Plant Worker	TV012	06-MAY-18
Sepideh Sadeghi	SG7577 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sepideh Sadeghi	SG7824 04	Graduate Research Assistant	TV013	21-MAY-18
Mahmoud Sadek	SS7669 02	student hrly Shop Assist	TV012	06-MAY-18
Reginald Sahu	SS7944 00	Student Hrly-Office Assistant	TV012	21-MAY-18
Md Saifur Rahman Saikot	SS9793 02	student hrly Fundraiser Bonus	TV012	21-APR-18
Cheyenne Salonen	SS7756 02	student hrly Member Services	TV012	05-MAY-18
Angelina Sampson	SG7799 00	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Miranda Sampson	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Miranda Sampson	SS8486 00	student hrly Event Worker	TV012	18-MAY-18
Alejandro Sanchez	SW9513 00	WS Equipment Assist	TV012	04-MAY-18
Sharon Sanchez Ordonez	SS7810 01	student hrly DTS Tech	TV012	21-MAY-18
Kelsey Sanders	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Morgan Sandersfeld	SS7805 01	student hrly Lab Assist	TV012	21-APR-18
Morgan Sandersfeld	SS8143 00	Student Univ Program Council	TV012	21-APR-18
Morgan Sandersfeld	SS8167 00	student hrly Office Helper	TV012	21-MAY-18
Lily Sanderson	SS8328 00	studnet hrly Research Assist	TV012	21-MAY-18
Brooke Sandmeier	SE6793 01	Temporary Clinical Assistant	TV013	21-APR-18
Ranjini Sankaranarayanan	SG9849 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kjersten Sankey	SS7751 01	student hrly Tutor	TV012	12-MAY-18
Andrea Sapp	SS7617 00	student hrly Strings Project	TV012	21-MAY-18
Destinie Sargent	SW9499 00	WS STore Assist	TV012	04-MAY-18
Destinie Sargent	SW9499 01	WS Store & Office Assist	TV012	21-MAY-18
Emily Sass	SS8765 00	student hrly Driver	TV012	21-MAY-18
Hafidh Satyanto	SS7982 00	student hrly CA Break Coverage	TV012	21-MAY-18
Hafidh Satyanto	SS8088 00	Community Assistant	TV012	21-MAY-18
Max Sauer	SS7733 00	student hrly Research Assist	TV012	21-MAY-18
Justine Sauter	SE6708 05	Temporary Clinical Assistant	TV013	21-MAY-18
Nicole Schaberg	SS7735 00	student hrly Tutor	TV012	21-MAY-18
Beau Schacherer	AW9720 00	WS Farm Worker	TV012	04-MAY-18
Andrew Schaeffer	SS9793 00	student hrly Admin Support	TV012	21-MAY-18
Madison Schafer	SS7888 00	student hrly Events Assist	TV012	21-MAY-18
Teddrick Schaffer	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Miah Schallenkamp	SS7664 00	student hrly Fink Research	TV012	21-MAY-18
Kirsten Scheldorf	SW9812 00	WS Office Assist	TV012	04-MAY-18
Meghan Schenk	SS7751 01	student hrly Tutor	TV012	12-MAY-18
Meghan Schenk	SS7806 00	student hrly Lab Assist	TV012	21-MAY-18
Logan Schentzel	AS9199 00	student hrly Field Assist	TV012	21-MAY-18
Natasha Scherber	AG9820 02	Graduate Research Assistant	TV013	21-MAY-18
Nicole Schimek	SS8088 01	Community Assistant	TV012	21-MAY-18
Star Schipper	SS7750 01	student hrly Peer Mentor	TV012	04-MAY-18
Katie Schlenker	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Katie Schlenker	SW9527 00	WS Recital Attendance	TV012	04-MAY-18
Vanessa Schlenner	SS8085 01	Community Assistant	TV012	21-MAY-18
Anna Schleper	SS7749 00	student hrly Tutor	TV012	21-MAY-18
Megan Schliesman	SW9880 09	WS Registrars Assist	TV012	04-MAY-18
Connor Schlotfeldt	SS7799 01	student hrly Climbing Wall	TV012	21-MAY-18
Connor Schlotfeldt	SS7879 00	student hrly Lifeguard	TV012	21-MAY-18
Connor Schlotfeldt	SS8375 03	stdnt hrly Operations Manager	TV012	21-MAY-18

Connor Schlotfeldt	SS8375 04	student hrly Special Events	TV012	21-MAY-18
Kaitlyn Schmeichel	SS8765 00	student hrly Driver	TV012	21-MAY-18
Albert Schmidt	SS8075 00	Community Assistant	TV012	21-MAY-18
Carolyn Schmieg	SW9490 00	WS Tutor	TV012	04-MAY-18
Matthew Schmit	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Brennen Schmitt	SS7929 00	Community Assistant	TV012	21-MAY-18
Joseph Schmunk	SG7922 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Michelle Schneider	SE6708 05	Temporary Clinical Assistant	TV013	21-APR-18
Thomas Schneider	SS7877 02	student hrly Classroom Assist	TV012	21-MAY-18
Kara Schoenfeld	SE6708 05	Temporary Clinical Assistant	TV013	21-MAY-18
Katie Schoenfelder	AS9196 00	student hrly Field & Lab Asst.	TV012	31-MAR-18
Brianna Schreurs	SS7590 00	Managing Editor	TV012	21-APR-18
Brianna Schreurs	SS7820 01	student hrly Production Assist	TV012	21-MAY-18
Cameron Schroder	SS7590 00	News Director	TV012	21-APR-18
Cameron Schroder	SS7820 01	student hrly Production Assist	TV012	21-MAY-18
Cody Schroeder	SS7787 02	student hrly Farm Feeder	TV012	21-MAY-18
Cody Schroeder	SS7787 03	student hrly Feeder Holiday	TV012	05-MAY-18
Kyle Schroeder	SS7917 03	student hrly Research	TV012	21-MAY-18
Andrea Schubloom	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Andrea Schubloom	SS7888 00	student hrly Photographer	TV012	21-MAY-18
John Schuh	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Madalyne Schuldt	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Jon Schulte	SS7928 00	student hrly Office Assist	TV012	21-MAY-18
Jon Schulte	SW9897 00	WS Office Assist	TV012	04-MAY-18
Henry Schultz	AW9747 00	WS Farm Crew	TV012	04-MAY-18
Henry Schultz	AW9747 01	WS Farm Crew Holiday	TV012	04-MAY-18
Miranda Schwanke	SS7814 00	student hrly Print Lab Assist	TV012	21-MAY-18
Elizabeth Schwartzhoff	AW9736 00	WS Plant Worker	TV012	04-MAY-18
Drew Schwarzrock	AW9748 01	WS Office/Lab Assist	TV012	04-MAY-18
Sarah Schweitzer	AS9167 00	student hrly Lab Assist	TV012	21-MAY-18
Brooklyn Schwiesow	SS7609 00	student hrly Theatre Assist	TV012	21-MAY-18
Sara Scofield	SS8090 00	Community Assistant	TV012	21-MAY-18
Sara Scofield	SW9494 00	WS Front Desk Worker	TV012	04-MAY-18
Clayton Scott	SW9473 00	WS Call Center Assist	TV012	04-MAY-18
Riley Scott	SS7730 00	student hrly Teacher Assist	TV012	17-MAY-18
Lawrence Sethor Segbehoe	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Hannah Seline-Wagner	SW9509 00	WS Scene Shop Assist	TV012	04-MAY-18
Anna Sells	AW9723 00	WS Meat Lab Worker	TV012	04-MAY-18
Umang Selokar	SG7861 00	Graduate Research Assistant	TV013	21-MAY-18
Jonathan Shaeffer	SG7741 00	Graduate Admin Assistant	TV013	21-MAY-18
Eman Shams	SG7965 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Duel Shape	SS8749 01	student hrly PAC Worker	TV012	21-MAY-18
John Shape	SS8328 00	student hrly Research Assist	TV012	21-MAY-18
Daniel Sharp	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Maggie Shilvock	SS7988 00	student hrly Office Assist	TV012	21-MAY-18
Maggie Shilvock	SS8091 00	Community Assistant	TV012	21-MAY-18
Taylor Shimitz	SW9484 00	WS Teaching Aide	TV012	04-MAY-18
Md Rakibul Islam Shogib	SG7922 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Errin Short	SS8328 00	student hrly Research Assist	TV012	21-MAY-18
Allison Shorter	AS9148 00	student hrly Fisheries Tech	TV012	21-MAY-18
Aawesh Shrestha	SG7585 00	Graduate Research Assistant	TV013	21-MAY-18
Anuj Shrestha	SG7915 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Dinesh Shrestha	SG7922 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jayram Shrestha	SS7917 01	student hrly Learning Assist	TV012	21-MAY-18
Sunayana Shyam Jandhyala	SG9854 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Josie Sieberg	SG7729 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Scott Simons	SS7824 01	student hrly Admin Ambassador	TV012	21-MAY-18
Scott Simons	SS7912 00	Student Assoc Exec Board	TV012	21-APR-18
Scott Simons	SS9793 01	student hrly Admin Support	TV012	21-MAY-18
Jessica Singewald	SW9530 00	WS Tutor	TV012	04-MAY-18
Jaskeerat Singh	AS9202 00	student hrly Field & Lab Asst.	TV012	21-MAY-18
Kushagra Singh	SS8084 00	Community Assistant	TV012	21-MAY-18
Kushagra Singh	SS8696 00	student hrly Office Assistant	TV012	06-MAY-18
Kushagra Singh	SS8696 01	student hrly CA Break Coverage	TV012	06-MAY-18
Sushil Singh	AE9066 01	Temp Food Engin Technologist	TV013	21-APR-18
Sushil Singh	SE6566 00	Research Assistant	TV013	11-MAY-18
Gagan Singla	SG6832 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Divya Sinha	SG6832 00	Grad Teach Assist-Instructor	TV013	21-MAY-18

Abigail Sirek	SS7751	00	student hrly SI Leader	TV012	07-MAY-18
Dinithi Siriwardana Pathiranag	SS8037	01	student hrly Custodial	TV012	21-MAY-18
Allison Siver	SS8765	01	student hrly Driver	TV012	21-MAY-18
Kishan Siwakoti	SW9499	00	WS Office Assist-Store Clerk	TV012	04-MAY-18
Jay Skaar	SS8688	01	student hrly Event Manager	TV012	05-MAY-18
Troy Skaar	AS9177	00	student hrly Field & Lab Asst.	TV012	21-MAY-18
Maty Skinner	SG7729	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Sydney Sleep	SS7888	02	student hrly Ag Photography	TV012	21-MAY-18
Alec Small	SS7590	00	Creative Services Director	TV012	21-APR-18
Alec Small	SS8704	01	student hrly Creative Services	TV012	25-APR-18
Cameron Smith	SS7904	00	student hrly Office Assist	TV012	06-MAY-18
Chelsea Smith	AW9747	00	WS Farm Crew	TV012	04-MAY-18
Chelsea Smith	AW9747	01	WS Farm Crew Holiday	TV012	04-MAY-18
Ethan Smith	SS8147	00	student hrly Lab Assist	TV012	21-MAY-18
Lisa Smith	SS7825	00	student hrly Office Assist	TV012	21-MAY-18
Levi Smith	SS7629	00	student hrly Patrol	TV012	10-APR-18
Isaac Smithee	SS7707	01	student hrly Pep Band	TV012	21-APR-18
Isaac Smithee	SS8088	00	Community Assistant	TV012	21-MAY-18
Melora Smoke	SS7730	00	student hrly Assistant Teacher	TV012	17-MAY-18
Haley Snell	SS7911	02	student hrly Lab Assist	TV012	04-MAY-18
Sidney Snyder	SS7750	00	student hrly Peer Mentor	TV012	07-MAY-18
Sidney Snyder	SS7982	01	student hrly Office Assist	TV012	21-MAY-18
Sidney Snyder	SW9530	00	WS Tutor	TV012	04-MAY-18
Sidney Snyder	SW9555	01	WS Office Assist	TV012	04-MAY-18
Jacob Sobraske	SG7747	04	Grad Teach Assist-Instructor	TV013	21-MAY-18
Peder Solberg	SS7929	00	Community Assistant	TV012	21-MAY-18
Peder Solberg	SS7937	00	student hrly CA Break Coverage	TV012	21-MAY-18
Tanner Solberg	SS8147	00	student hrly Ambassador	TV012	21-MAY-18
Cole Sonne	AS9199	00	student hrly Farm Worker	TV012	21-MAY-18
Kristan Soukup	SW9476	00	WS Climbing Wall	TV012	04-MAY-18
Audrey Souza	AW9721	00	WS Sheep Unit Farm Work	TV012	04-MAY-18
Natalie Sovell	SW9536	01	WS Office Assist	TV012	04-MAY-18
Sebastian Sowada	SG7909	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Daniel Spangler	SS7617	00	student hrly Project Assist	TV012	21-MAY-18
Jesse Spear	SS8093	01	student hrly BluePrint Design	TV012	05-MAY-18
Jesse Spear	SW9520	00	WS BluePrint Office Assist	TV012	04-MAY-18
Robert Speirs	SS7888	03	student hrly Ag Photography	TV012	21-MAY-18
Taylor Spence	SG7750	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jarett Spiering	SW9733	00	WS Equipment Manager	TV012	17-MAY-18
James Spratt	SG7589	01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kinard Sproles	SS7928	00	student hrly CA Break Coverage	TV012	21-MAY-18
Kinard Sproles	SS8089	00	Community Assistant	TV012	21-MAY-18
Athena Spytek	SS7887	00	student hrly Note Taker	TV012	07-MAY-18
Miss Natcha Srimaneerungroj	SS7750	00	student hrly Peer Mentor	TV012	04-MAY-18
Miss Natcha Srimaneerungroj	SS7934	00	student hrly Research 3MA503	TV012	21-MAY-18
Miss Natcha Srimaneerungroj	SS7934	01	student hrly Research 3MB503	TV012	21-MAY-18
Miss Natcha Srimaneerungroj	SS7934	02	student hrly Research 3M7501	TV012	21-MAY-18
Miss Natcha Srimaneerungroj	SS7934	03	student hrly Research 3MA514	TV012	21-MAY-18
Miss Natcha Srimaneerungroj	SS7934	04	student hrly Research 333910	TV012	21-MAY-18
Alexa Standfuss	SS7928	00	Student Hrly-Office Assistant	TV012	21-MAY-18
Alexa Standfuss	SS8657	00	student hrly Office Assist	TV012	21-MAY-18
Alexa Standfuss	SW9563	00	WS Office Assist	TV012	04-MAY-18
Alexa Standfuss	SW9897	00	WS Office Assist	TV012	04-MAY-18
Andie Star	SS7707	01	student hrly Pep Band	TV012	21-APR-18
Norman Statz	SS7902	01	student hrly Exec. Board	TV012	21-APR-18
Norman Statz	SS7984	00	student hrly Office Assist	TV012	18-MAY-18
Norman Statz	SW9895	00	WS Office Assist	TV012	04-MAY-18
Emma Stavnes	SS8007	02	student hrly Info Exch Attd.	TV012	04-MAY-18
Emma Stavnes	SW9554	00	WS Info Exchange Attend.	TV012	04-MAY-18
Emma Stavnes	SW9793	00	WS News Editor	TV012	04-MAY-18
Michael Steele	SE6274	01	Temporary Director	TV013	21-APR-18
Marah Steenstra	AW9727	00	WS Swine Tech	TV012	21-APR-18
Nicholas Stegmeier	SG7909	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Leah Steiner	SS8765	00	student hrly Driver	TV012	06-MAY-18
Rebecca Steiner	SG7004	00	Graduate Teaching Assistant	TV013	21-MAY-18
Charles Stephenson	SS7811	00	student hrly Trading Lab Asst.	TV012	21-MAY-18
Tori Stepp	SS7910	00	student hrly Publication Asst.	TV012	21-MAY-18
Tori Stepp	SS9793	02	student hrly PhoneJack	TV012	21-MAY-18

Kalina Sternhagen	SE6708 06	Temporary Clinical Assistant	TV013	21-MAY-18
Chynna Stevens	SS7845 00	student hrly IM Official	TV012	04-MAY-18
Dean Stier	SG7902 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Shane Stiles	SG9838 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Matthew Stoel	SS7917 00	student hrly Learning Assist	TV012	21-MAY-18
Dillon Storm	SS8765 01	student hrly Driver	TV012	21-MAY-18
Rachel Storvick	SS7984 00	student hrly Office Assist	TV012	18-MAY-18
Rachel Storvick	SW9895 00	WS Office Assist	TV012	04-MAY-18
Shelby Strand	AW9740 00	WS Horse Unit Farm Worker	TV012	21-APR-18
Daniel Strandell	SE6263 00	Temporary Tutor	TV013	21-MAY-18
Joslyn Strating	SE6708 12	Temporary Clinical Assistant	TV013	21-MAY-18
Cassidy Stratman	SS8765 00	student hrly Driver	TV012	21-MAY-18
Cecilia Streff	SS9793 02	student hrly Admin Support	TV012	21-MAY-18
John Stubbendick	SS8085 00	Community Assistant	TV012	21-MAY-18
Ethan Stubson	SS8688 00	student hrly Union Set-Up Crew	TV012	05-MAY-18
Clare Stuewe	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Clare Stuewe	SW9562 00	WS IM Official	TV012	04-MAY-18
Megan Stump	SW9539 00	WS Office Assist	TV012	04-MAY-18
Shiksha Subedi	SG7965 02	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kaitlin Sulentic	SS8765 01	student hrly Driver	TV012	21-MAY-18
Michael Sun	SG6832 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Minxuan Sun	AS9197 00	Lab Assist	TV012	21-MAY-18
Aaron Sundmark	SG7989 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Mason Sundvold	SS8548 04	student hrly State Tech Coord.	TV012	05-MAY-18
Kasara Sutton	SE6797 03	Temporary Clinical Assistant I	TV013	21-MAY-18
Makayla Swancutt	SS7988 00	student hrly Office Assist	TV012	21-MAY-18
Macy Swanson	SW9509 01	WS Costume Assist	TV012	04-MAY-18
Natalie Swanson	SS7982 00	student hrly CA Break Coverage	TV012	21-MAY-18
Natalie Swanson	SS8088 00	Community Assistant	TV012	21-MAY-18
Zachary Swenson	SW9513 00	WS Equipment Assist	TV012	04-MAY-18
Boaz Swift	SS8085 02	Community Assistant	TV012	21-MAY-18
Esther Swift	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Esther Swift	SS7929 00	Community Assistant	TV012	21-MAY-18
David Sykora	SS7751 00	student hrly Tutor	TV012	12-MAY-18
David Sykora	SW9530 00	WS Tutor	TV012	04-MAY-18
Ross Syltie	SS8085 00	Community Assistant	TV012	21-MAY-18
Claire Sylvestre	SG7729 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kaycee Szymanski	AS9171 00	student hrly Office Assist	TV012	11-MAY-18
Kaycee Szymanski	AW9725 00	student hrly Soil Project	TV012	04-MAY-18
Abu Daud Talukder	SS7859 01	student hrly Engineering Asst.	TV012	21-MAY-18
Ujjwol Tamrakar	SG7808 03	Graduate Research Assistant	TV013	21-MAY-18
Collin Tanner	SW9812 00	WS Office Assist	TV012	04-MAY-18
Theresa Tatten	SS7911 01	student hrly Lab Assist	TV012	04-MAY-18
Maria Teachout	SG7909 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Shianne Teas	SS8084 00	Community Assistant	TV012	21-MAY-18
Micayla Ter Wee	SW9537 00	WS Admis. Ambassador	TV012	04-MAY-18
Ashlynne Terkildsen	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Paul Terwee	SS7815 00	student hrly Research Assist	TV012	21-MAY-18
Kyle Tews	SS7787 01	student hrly Farm Feeder	TV012	21-MAY-18
Kyle Tews	SS7787 02	student hrly Feeder Holiday	TV012	05-MAY-18
Samundra Thapa	SG9832 00	Graduate Research Assistant	TV013	21-MAY-18
Ashley Theobald	SS7902 01	stdnt hrly Assoc Exec Board	TV012	21-APR-18
Alix Thiery	SS7612 01	student hrly French Assist	TV012	04-MAY-18
Tracy Thiesse	SS8765 01	student hrly Driver	TV012	21-MAY-18
Nathan Thirsten	SS8088 00	Community Assistant	TV012	21-MAY-18
Brandon Thomas	SW9470 00	WS Research Assist	TV012	04-MAY-18
Nathan Thomas	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Carter Thompson	SS7810 00	student hrly DTS Tech	TV012	21-MAY-18
Keith Thompson	SG6825 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Mitchell Thompson	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Spencer Thompson	SS7590 00	Reporter	TV012	21-APR-18
Elizabeth Thomsen	ES9803 02	student hrly Research Assist	TV012	21-MAY-18
Suresh Thota	SS8037 01	student hrly Facility Worker	TV012	17-MAY-18
Christopher Tiernan	SS8084 00	Community Assistant	TV012	21-MAY-18
Margaretha Tinglund	SW9539 00	WS Office Assist	TV012	04-MAY-18
Selene Tinklenberg	SS7817 00	student hrly Admin Ambassador	TV012	21-MAY-18
Brooklyn Toedter	SW9547 00	WS Office Assist	TV012	04-MAY-18
Derek Tolbert	SG7729 01	Grad Teach Assist-Instructor	TV013	21-MAY-18

Nathan Tomczak	SS8147 00	student hrly Lab Assist	TV012	21-MAY-18
Savanna Tomoson	SG9830 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Angelica Topete	SS8089 00	Community Assistant	TV012	21-MAY-18
Elijah Tornow	SS9793 00	student hrly PhoneJack	TV012	21-MAY-18
Haydee Torres	SG7799 00	Grad Teach Assist-Instr-9 mth	TV013	21-MAY-18
Tabitha Townsend	SS8233 00	student hrly Orientation Lead	TV012	22-APR-18
Tony Tran	SS7929 00	Community Assistant	TV012	21-MAY-18
Tony Tran	SW9617 01	WS Orientation Leader	TV012	04-MAY-18
Angela Trask	SE6793 00	Temporary Clinical Assistant	TV013	21-APR-18
Brianna Treml	SS7707 00	student hrly Pep Band	TV012	21-APR-18
Brianna Treml	SS7750 00	student hrly Peer Mentor	TV012	04-MAY-18
Reed Trenhaile	SS8007 03	student hrly Info Exch Attd.	TV012	04-MAY-18
Reed Trenhaile	SW9554 00	WS Info Exchange Attend.	TV012	04-MAY-18
Cruz Trujillo-Rodriguez	SG7749 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Thad Tschetter	SS8548 06	student hrly State Tech Coord.	TV012	05-MAY-18
Olga Tshiela	SS7691 01	student hrly Custodial	TV012	21-MAY-18
Sheldon Tulio	SS8091 02	Community Assistant	TV012	21-MAY-18
Haley Turany	SW9530 00	WS Tutor	TV012	04-MAY-18
Brian Turner	SS7782 00	student hrly Lab Assist	TV012	21-MAY-18
Brian Turner	SS7904 00	student hrly CA Break Coverage	TV012	06-MAY-18
Brian Turner	SS8080 00	Community Assistant	TV012	21-MAY-18
Ryan Twedt	SS7733 00	student hrly Research Assist	TV012	21-APR-18
Ryan Twedt	SS7792 00	student hrly Lab Assist	TV012	21-MAY-18
Alexander Tysdal	SS7756 00	student hrly Member Services	TV012	21-MAY-18
Alexander Tysdal	SS8375 00	student hrly Facility Attend.	TV012	05-MAY-18
Nizam Uddin	SG7965 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jacob Ugland	SS7669 00	student hrly Shop Assist	TV012	21-MAY-18
Tyler Ulses	SS7820 01	student hrly Production Assist	TV012	21-MAY-18
Chad Umlauf	SG7916 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Adron Ung	SS7668 00	student hrly Lab Assist	TV012	21-MAY-18
Adron Ung	SS8082 01	Community Assistant	TV012	21-MAY-18
Kaylan Untiedt	ES9802 00	student hrly Office Assist	TV012	21-MAY-18
Rebecca Urban	SS7661 00	student hrly Research Assist	TV012	21-MAY-18
Rebecca Urban	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Rebecca Urban	SS7988 00	student hrly Office Assistant	TV012	18-MAY-18
Alyssa Vachino	AS9167 01	student hrly Lab Assist	TV012	21-MAY-18
Sai Rajkumar Vadla	SG7778 01	Graduate Research Assistant	TV013	21-MAY-18
Chaitanya Valiveti	SG9849 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Brian Van De Stroet	AG7022 03	Graduate Research Assistant	TV013	21-APR-18
Trevor Van Den Top	SG7727 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Allison Van Horn	SS7719 01	student hrly Grader CEE 282	TV012	21-MAY-18
Mallory Van Klompenburg	SS7988 00	student hrly Office Assist	TV012	18-MAY-18
Megan Van Sloten	SS7617 00	student hrly Strings Project	TV012	21-MAY-18
Megan Van Sloten	SW9481 00	WS String Project Assist	TV012	04-MAY-18
Ryan Van Tassel	AS9199 01	student hrly Farm Worker	TV012	21-MAY-18
Trisha Van Wyk	SW9584 01	WS Office Assist	TV012	04-MAY-18
Jamie Van Zee	SS7661 00	student hrly Research Assist	TV012	21-MAY-18
Cole VanBockern	SW9530 00	WS Tutor	TV012	04-MAY-18
Kamile VanDyke	SS7934 00	student hrly Research 3MA503	TV012	21-MAY-18
Kamile VanDyke	SS7934 02	student hrly Research 3M7501	TV012	21-MAY-18
Kamile VanDyke	SS7934 03	student hrly Research 3MA514	TV012	21-MAY-18
Julie VanKeulen	SS7988 02	student hrly Office Assistant	TV012	18-MAY-18
Julie VanKeulen	SS8765 00	student hrly Driver	TV012	21-MAY-18
Julie VanKeulen	SW9572 00	WS Larson Office Assist	TV012	04-MAY-18
Peyton Vandebrake	SS7845 01	student hrly IM Official	TV012	04-MAY-18
Evan Vandeneinde	SS8765 01	student hrly Driver	TV012	21-MAY-18
Brooklin Vander Wal	SS7808 00	student hrly Programmer	TV012	21-MAY-18
Grace Varilek	SS7982 00	student hrly Office Assist	TV012	21-MAY-18
Grace Varilek	SW9555 00	WS Office Assist	TV012	19-MAY-18
Abigail Vaz	SW9503 00	WS Museum Aid	TV012	04-MAY-18
Heidi Veenstra	SS8765 00	student hrly Driver	TV012	21-MAY-18
Molly Veire	SW9491 00	WS Lab Assist	TV012	04-MAY-18
Monica Velakaturi	AS9198 01	student hrly Field & Lab Asst.	TV012	21-MAY-18
Maria Velazco Fasce	AS9206 00	student hrly Plant Worker	TV012	06-MAY-18
Maria Velazco Fasce	SS7612 00	student hrly Spanish Assist	TV012	04-MAY-18
Jadyn Vetos	SW9562 00	WS IM Official	TV012	04-MAY-18
Renae Vinzant	SS7590 00	Marketing Director	TV012	21-APR-18
Renae Vinzant	SS7590 01	Marketing Director KSDJ	TV012	21-APR-18

Taelyn Virus	AW9747 00	WS Farm Crew	TV012	04-MAY-18
Taelyn Virus	AW9747 01	WS Farm Crew Holiday	TV012	04-MAY-18
Lisa Vizecky	AW9739 01	WS Lab Assist	TV012	04-MAY-18
Josephine Voegele	SW9539 02	WS Office Assist	TV012	04-MAY-18
Nathan Voegele	SS7787 00	student hrly Farm Crew	TV012	05-MAY-18
Nathan Voegele	SS7787 01	student hrly Farm Crew Holiday	TV012	05-MAY-18
Breanna Vogel	SS7638 00	student hrly FFA Intern	TV012	04-MAY-18
Breanna Vogel	SS7817 02	student hrly Admin Ambassador	TV012	21-MAY-18
Breanna Vogel	SW9507 00	WS FFA Intern	TV012	04-MAY-18
Tate Voss	SW9530 00	WS Tutor	TV012	04-MAY-18
Brenna Vovos	SS7845 00	student hrly IM Official	TV012	04-MAY-18
Christopher Vroman	SS8147 00	student hrly Ambassador	TV012	21-MAY-18
Caleb Vukovich	AS9157 00	student hrly Research Assist	TV012	21-MAY-18
Caleb Vukovich	SS7611 00	student hrly Research Assist	TV012	21-MAY-18
Tre Wafford	SW9488 00	WS Peer Mentor	TV012	04-MAY-18
Garrett Wagner	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Sierra Wagner	SS8080 00	Community Assistant	TV012	21-MAY-18
Kasey Wahl	SS7721 01	student hrly Writing Tutor	TV012	04-MAY-18
Jayden Waldner	SS8075 00	Community Assistant	TV012	21-MAY-18
Melissa Waldner	SE6609 00	Temporary Clinical Assistant	TV013	21-MAY-18
Lucas Waletzko	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Kaitlyn Walker	SS7669 00	student hrly DSGN 152 Assist	TV012	21-MAY-18
Mary Walloch	SE6708 10	Temporary Clinical Assistant	TV013	21-APR-18
Susan Wallrich	SG7898 01	Graduate Admin Assistant	TV013	21-MAY-18
Adam Walter	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Kaycee Walter	SS9793 01	student hrly PhoneJack	TV012	21-MAY-18
Austin Walz	SS7771 00	student hrly MCAT Prep Tutor	TV012	21-MAY-18
Riley Walz	SS7669 00	student hrly 252 Assist	TV012	21-MAY-18
Meng Wang	SG7790 02	Graduate Research Assistant	TV013	21-MAY-18
Shenggang Wang	SG7112 07	Graduate Research Assistant	TV013	30-APR-18
Shenggang Wang	SG9849 03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Xiaoyuan Wang	SS7617 00	student hrly Orchestra Assist	TV012	21-MAY-18
Xiaoyuan Wang	SS7617 01	student hrly String Project	TV012	21-MAY-18
Zhao Wang	AG9748 02	Graduate Research Assistant	TV013	10-APR-18
Andrew Waterman	SS7792 01	student hrly Lab Assist	TV012	21-MAY-18
Rebecca Watkins	AS9150 00	student hrly Lab Assist	TV012	04-MAY-18
Rebecca Watkins	AS9221 00	student hrly Waterfowl Tech	TV012	21-MAY-18
Rebecca Watkins	AS9221 01	student hrly Lab Tech	TV012	04-MAY-18
Rebecca Watkins	AW9728 00	WS UG Lab Assist	TV012	23-MAR-18
Rebecca Watkins	AW9744 00	WS Lab Tech	TV012	04-MAY-18
Keenan Watson	SG7902 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jace Waybright	SS7751 00	student hrly Tutor	TV012	07-MAY-18
Jace Waybright	SS7917 06	student hrly Research	TV012	21-MAY-18
Brianna Weber	SS8093 04	student hrly BluePrint Mngr	TV012	05-MAY-18
Dominick Weber	SS8765 00	student hrly Driver	TV012	21-MAY-18
Erica Weber	SS7824 00	student hrly Admin Ambassador	TV012	21-MAY-18
Jason Weber	SG9874 01	Grad Teach Assist-Instructor	TV013	21-MAY-18
Kendra Weber	SW9720 00	WS Barn Worker	TV012	04-MAY-18
Taylor Weber	SW9509 01	WS Costume Assist	TV012	04-MAY-18
Jarah Weeks	SS7944 00	student hrly CA Break Coverage	TV012	06-MAY-18
Jarah Weeks	SS8090 01	Community Assistant	TV012	21-MAY-18
Jarah Weeks	SS8765 01	student hrly Driver	TV012	21-MAY-18
Adrian Weerakkody	SS7988 00	student hrly OA Break Coverage	TV012	21-MAY-18
Adrian Weerakkody	SS8091 00	Community Assistant	TV012	21-MAY-18
Adrian Weerakkody	SS8688 00	student hrly Union Set-Up Crew	TV012	05-MAY-18
Michael Weible	SS7707 01	student hrly Pep Band	TV012	21-APR-18
Allison Weidenbach	SS8696 00	student hrly Office Assist	TV012	06-MAY-18
Kirsten Weifenbach	SS8486 02	student hrly Event Management	TV012	20-MAY-18
Kirsten Weifenbach	SS8486 03	student hrly Grounds Crew	TV012	20-MAY-18
Kaila Weihe	SS8328 00	student hrly Research Assist	TV012	21-MAY-18
Hannah Weinheimer	SS7817 00	student hrly Office Worker	TV012	21-MAY-18
Lexi Weisbeck	SS8147 00	student hrly Ambassador	TV012	21-MAY-18
Sydnie Weiss-Anderson	SS7601 00	student hrly Assistant Teacher	TV012	17-MAY-18
Sydnie Weiss-Anderson	SS7730 01	student hrly Head Teacher	TV012	17-MAY-18
Dhanushka Welagedara	SS7600 00	stdnt hrly Orientation Driver	TV012	21-MAY-18
Kayla Wendt	SE6708 00	Temporary Clinical Assistant	TV013	21-APR-18
Molly Wermers	SG9860 00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Shelby Westergaard	SS7911 00	student hrly Tutor	TV012	04-MAY-18

Carrie Wetz	SS7723	00	student hrly Office Assist	TV012	18-MAY-18
Tanner Wetzel	SW9530	01	WS Tutor	TV012	04-MAY-18
Angela Wick	SS8037	00	student hrly Facility Worker	TV012	04-MAY-18
Karee Wicks	SS8088	00	Community Assistant	TV012	21-MAY-18
Daxx Wiebelhaus	SS8765	00	student hrly Driver	TV012	21-MAY-18
Alexander Wiemann	SS8548	11	student hrly State Tech Coord.	TV012	05-MAY-18
Taylor Wiemers	SS7869	02	student hrly Office Assist	TV012	21-MAY-18
Taylor Wiemers	SS8765	00	student hrly Driver	TV012	21-MAY-18
Tessa Wiens	SS7982	01	student hrly CA Break Coverage	TV012	21-MAY-18
Tessa Wiens	SS8088	01	Community Assistant	TV012	21-MAY-18
Natasha Wiest	SW9519	00	WS Farm Worker	TV012	21-APR-18
Navode Wijekoon Herath Mudiyan	SS8084	00	Community Assistant	TV012	21-MAY-18
Navode Wijekoon Herath Mudiyan	SS8696	00	student hrly CA Break Coverage	TV012	06-MAY-18
Taylor Wilhite	SS8548	01	student hrly Union Manager	TV012	05-MAY-18
Miranda Wilkinson	SS9793	00	student hrly PhoneJack	TV012	21-MAY-18
Kesmond Willert	SS7845	00	student hrly IM Official	TV012	05-APR-18
Cody Willett	SS8548	02	student hrly State Tech	TV012	22-APR-18
Taylor Willhite	SS9793	01	Student Hourly PhoneJack	TV012	21-MAY-18
Emma Williams	SS7617	00	student hrly Strings Project	TV012	21-MAY-18
Emma Williams	SS8085	00	Community Assistant	TV012	21-MAY-18
Aden Wilner Homard	SS7707	01	student hrly Pep Band	TV012	21-APR-18
Aden Wilner Homard	SS8548	00	student hrly State Tech	TV012	05-MAY-18
Dequan Wilson	SS7879	00	student hrly Lifeguard	TV012	01-MAY-18
Dequan Wilson	SS7879	01	student hrly Water Safety	TV012	01-MAY-18
Dequan Wilson	SW9506	00	WS Lifeguard	TV012	01-MAY-18
Shea Wilson	SS7751	00	student hrly Tutor	TV012	07-MAY-18
Jacob Wilts	AS9133	01	student hrly Research Assist	TV012	21-MAY-18
Jennifer Wingate	SG9847	03	Grad Teach Assist-Instructor	TV013	21-MAY-18
Lindsay Wipf	SS8696	00	stdnt hrly Senior Office Asst.	TV012	06-MAY-18
Lindsay Wipf	SW9570	00	WS Senior Office Assist	TV012	04-MAY-18
Annie Wirth	AS9130	00	student hrly Lab & Field Asst.	TV012	21-MAY-18
Landon Withrow	SS7771	00	student hrly MCAT Prep Tutor	TV012	21-MAY-18
Elizabeth Woelber	SS8765	00	student hrly Driver	TV012	21-MAY-18
Tarryn Woelber	SW9901	01	WS Office Assist	TV012	04-MAY-18
Taylor Wold	SG7752	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Mitchell Woldt	SS7669	02	student hrly Shop Assist	TV012	21-MAY-18
Abby Wolf	SS7590	00	Senior Visual Editor	TV012	21-APR-18
Brandilyn Wolles	SS8765	01	student hrly Driver	TV012	21-MAY-18
Melissa Wollman	SS7664	00	student hrly Fink Research	TV012	04-MAY-18
Jacob Womack	SS7590	00	Program Director	TV012	21-APR-18
Karoline Woodhouse	AS9192	02	student hrly Viticulture Work	TV012	21-MAY-18
Caleb Woodring	SW9509	00	WS Lighting Assist	TV012	04-MAY-18
Stephanie Wootton	SG7701	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Rachel Wormer	SS8328	00	student hrly Research Assist	TV012	21-MAY-18
Rebecca Woytassek	SS8007	03	student hrly Info Exch Attd.	TV012	04-MAY-18
Rebecca Woytassek	SW9554	00	WS Info Exchange Attend.	TV012	04-MAY-18
Lorna Wright	SS8082	01	Community Assistant	TV012	21-MAY-18
Rachel Wright	SE6761	01	Temporary Clinical Assistant	TV013	21-MAY-18
Shihan Wu	AS9197	01	student hrly Lab Assist	TV012	21-MAY-18
Cassidy Wulf	SS7730	01	student hrly Teacher Assist	TV012	17-MAY-18
Traylor Wurscher	SS7707	00	student hrly Pep Band	TV012	21-APR-18
Nicole Wyffels	SS8093	01	student hrly BluePrint Design	TV012	05-MAY-18
Nicole Wyffels	SS8375	01	student hrly Marketing Assist	TV012	10-MAY-18
Juan Xie	AG9760	02	Graduate Research Assistant	TV013	21-MAY-18
Runan Yao	SG7763	01	Graduate Research Assistant	TV013	21-MAY-18
Kyong Yarde	SW9533	00	WS Marching Band Assist	TV012	04-MAY-18
Angela Yee	SG9749	02	Graduate Admin Assistant	TV013	21-MAY-18
Mackenzie Yordy	SS8093	02	student hrly BluePrint Design	TV012	05-MAY-18
Dakota York	SG7723	04	Grad Teach Assist-Instructor	TV013	21-MAY-18
Linnea York	SS7749	00	student hrly Tutor	TV012	21-MAY-18
Rawson Yost	SS7944	01	student hrly Office Assistant	TV012	21-MAY-18
James Young III	SG7727	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Quadri Yusuff	AS9196	01	student hrly Lab & Field Asst.	TV012	21-MAY-18
Quadri Yusuff	SS8147	01	student hrly Lab Assist	TV012	30-MAR-18
Silvia Zanini	SG7729	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Jerica Zemlicka	SW9503	00	WS Museum Aide	TV012	04-APR-18
Jordan Zemlicka	AS9206	00	student hrly Plant Worker	TV012	06-MAY-18
Lin Zeng	SS7600	00	stdnt hrly Orientation Driver	TV012	21-MAY-18

Samuel Zenner	SS8147	00	student hrly Ambassador	TV012	21-MAY-18
Gregory Zens	SS7669	00	student hrly Architecture Asst	TV012	21-MAY-18
Bailey Zerfoss	SS7750	01	student hrly Peer Mentor	TV012	04-MAY-18
Yiran Zhang	AS9197	03	student hrly Lab Assist	TV012	21-MAY-18
Emily Ziemer	AW9747	00	WS Farm Crew	TV012	04-MAY-18
Emily Ziemer	AW9747	01	WS Farm Crew Holiday	TV012	04-MAY-18
Allie Zieske	SS8765	01	student hrly Driver	TV012	21-MAY-18
Kendra Zirpel	SS7593	00	student hrly Data Processing	TV012	21-MAY-18
Kendra Zirpel	SS7612	00	student hrly Spanish Assist	TV012	21-MAY-18
Kendra Zirpel	SS7707	01	student hrly Pep Band	TV012	21-APR-18
Matthew Zobel	SS7826	00	student hrly Research Assist	TV012	13-APR-18
Basnewende Brice Zoungrana	SG7922	00	Grad Teach Assist-Instructor	TV013	21-MAY-18
Tyler Zuschlag	AS9162	00	student hrly Lab & Class Asst.	TV012	15-MAY-18
Sofiya Zybaylova	SS7739	01	student hrly Social Media	TV012	05-MAY-18
Sofiya Zybaylova	SS7820	02	student hrly Production Assist	TV012	21-MAY-18
Sofiya Zybaylova	SS8749	05	student hrly PAC worker	TV012	21-MAY-18
Sofiya Zybaylova	SS9793	04	Student Hourly PhoneJack	TV012	21-MAY-18
Bishal Kasu	AE8253	00	Post Doc Research Associate	TV001	07-MAY-18
Daniel Ter Haar	SE7242	00	Aviation Trainer	TV001	18-MAY-18
Alexander Bonnema	SS7844	00	student hrly Aviation Trainer	TV012	06-MAY-18
Alexander Bonnema	SW9542	01	WS Aviation Trainer	TV012	04-MAY-18
Caitlin Bute	SS7844	00	student hrly Aviation Trainer	TV012	04-MAY-18
Marcella Gilbert	EE9601	01	Extension Field Specialist I	TV013	30-APR-18
Wade Hall	SS7844	00	student hrly Aviation Trainer	TV012	04-MAY-18
Xin Jing	SE6338	00	Post Doc Research Associate	TV009	01-MAY-18
Charles Lamb	SS7844	00	student hrly Aviation Trainer	TV012	04-MAY-18
Justin LeClaire	AE4493	00	Temp Farm Worker	TV013	21-MAY-18
Justin LeClaire	AS9199	01	student hrly Farm Worker	TV012	04-MAY-18
Justin LeClaire	SS7844	00	student hrly Aviation Trainer	TV012	04-MAY-18
Erica Manandhar	SE6142	00	Post Doc Research Associate	TV009	17-MAY-18
Keegan Mertens	SS7844	00	student hrly Aviation Trainer	TV012	04-MAY-18
Angel Munoz	SS7844	00	student hrly Aviation Trainer	TV012	04-MAY-18
Bo Patterson	SS7844	00	student hrly Aviation Trainer	TV012	04-MAY-18
Nanfang Wang	AE9053	00	Research Assistant	TV013	30-APR-18
Madison Yueill	SS7763	01	student hrly Aviation Coord.	TV012	21-APR-18
Madison Yueill	SS7844	00	student hrly Aviation Trainer	TV012	06-MAY-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Andrea Bjornestad	SE9375	07	Assistant Professor	Supplemental Appointment	3509.60	22-MAR-18
Mary Bowne	SE9088	26	Associate Professor	Supplemental Appointment	2606.00	22-MAR-18
Bradley Bowser	SE9452	17	Associate Professor	Supplemental Appointment	1595.00	22-MAR-18
Victoria Britson	SE8133	03	Assistant Professor	Supplemental Appointment	10980.00	22-MAR-18
Susanne Brokmeier	SE9567	07	Lecturer	Supplemental Appointment	2000.00	22-APR-18
Janice Conlee	SE7700	08	Instructor	Supplemental Appointment	2651.00	22-MAR-18
Ann Daniels	EE9122	19	Associate Professor/Ext Spec	Supplemental Appointment	3896.00	22-MAR-18
Anna DeGraff	SE6319	01	Instructor	Supplemental Appointment	300.00	22-MAR-18
Elizabeth Droke	SE9199	24	Associate Professor	Supplemental Appointment	2000.00	22-MAR-18
Lisa Elliott	EE9187	09	Asst Prof/Extension Specialist	Supplemental Appointment	2008.83	22-APR-18
Matthew Elliott	SE9469	05	Assistant Professor/Ext Spec	Supplemental Appointment	2264.00	22-APR-18
Cynthia Elverson	SE9203	14	Associate Professor	Supplemental Appointment	2000.00	22-APR-18
Alan Erickson	SE9476	13	Professor	Supplemental Appointment	4105.00	22-APR-18
Becka Foerster	SE9348	15	Instructor	Supplemental Appointment	1431.00	22-MAR-18
Mary Gengler	AE8218	03	Lecturer	Supplemental Appointment	150.00	22-APR-18
Melissa Granum	SE7156	05	Instructor	Supplemental Appointment	1340.00	22-MAR-18
Amy Holm	SE6779	01	Instructor	Supplemental Appointment	1340.00	22-MAR-18
Anne-Marie Junker	SE9335	03	Instructor	Supplemental Appointment	150.00	22-APR-18
Radhey Kaushik	SE9101	10	Professor	Supplemental Appointment	1087.65	22-APR-18
Ruth Klawiter	SE9058	08	Instructor	Supplemental Appointment	2000.00	22-APR-18
Amber Letcher	SE6114	10	Associate Professor/Ext Spec	Supplemental Appointment	2399.00	22-MAR-18
Jessica Meendering	SE8144	39	Associate Professor	Supplemental Appointment	150.00	22-APR-18
Heidi Mennenga	SE8130	26	Associate Professor	Supplemental Appointment	750.00	22-MAR-18
Marylou Mylant	SE9343	30	Professor	Supplemental Appointment	3230.00	22-MAR-18
Cydne Perry	SE9442	03	Assistant Professor	Supplemental Appointment	150.00	22-APR-18
Sharrel Pinto	SE9331	00	Professor	Appointment	144800.00	02-APR-18

Kristine Ramsay Seaner	SE9570	03	Assistant Professor	Supplemental Appointment	150.00	22-APR-18	
Cheryl Reese	SE9413	12	Lecturer	Supplemental Appointment	540.00	22-MAR-18	
Joshua Reineke	SE9513	05	Assistant Professor	Supplemental Appointment	500.00	22-APR-18	
Joy Scaria	AE9100	06	Assistant Professor	Supplemental Appointment	440.00	22-MAR-18	
Teresa Seefeldt	SE9169	27	Associate Professor	Supplemental Appointment	500.00	22-APR-18	
George Tsakiridis	SE7206	08	Lecturer	Supplemental Appointment	2000.00	22-MAR-18	
Hemachand Tummala	SE9166	17	Associate Professor	Supplemental Appointment	7818.00	22-APR-18	
Michael Twedt	SE9020	30	Senior Lecturer	Supplemental Appointment	948.00	22-APR-18	
Nicholas Uilk	SE9129	12	Instructor	Supplemental Appointment	10388.61	22-MAR-18	
Jo Voss	SE9198	17	Associate Professor	Supplemental Appointment	1833.00	22-MAR-18	
Howard Wey	SE9350	27	Associate Professor	Supplemental Appointment	383.00	22-MAR-18	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Jordan Baye	SE9420	00	Assistant Professor	Title Change	104000.00	104000.00	0.00	
David Palmer	SE6291	00	Professor	Change in Appointment Type	75000.00	122700.00	47700.00	

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Andrea Bjornestad	SE9375	07	Assistant Professor	TV013	21-APR-18
Mary Bowne	SE9088	26	Associate Professor	TV013	21-APR-18
Bradley Bowser	SE9452	17	Associate Professor	TV013	21-APR-18
Victoria Britson	SE8133	03	Assistant Professor	TV013	21-APR-18
Susanne Brokmeier	SE9567	07	Lecturer	TV013	21-MAY-18
Eileen Bruner	SE9202	00	Instructor	TR001	21-MAY-18
Laura Chandler	SE9151	05	Assistant Professor	TV013	21-MAY-18
Marie Cissell	SE9041	00	Instructor	TR001	21-MAY-18
Janice Conlee	SE7700	08	Instructor	TV013	21-APR-18
Rocky Dailey	SE7526	13	Assistant Professor	TV013	21-MAY-18
Ann Daniels	EE9122	19	Associate Professor/Ext Spec	TV013	21-APR-18
Anna DeGraff	SE6319	01	Instructor	TV013	21-APR-18
Fereidoon Delfanian	SE9514	00	Professor	TR001	21-MAY-18
Elizabeth Droke	SE9199	24	Associate Professor	TV013	21-APR-18
Lisa Elliott	EE9187	09	Asst Prof/Extension Specialist	TV013	21-MAY-18
Matthew Elliott	SE9469	05	Assistant Professor/Ext Spec	TV013	21-MAY-18
Cynthia Elverson	SE9203	14	Associate Professor	TV013	21-MAY-18
Alan Erickson	SE9476	13	Professor	TV013	21-MAY-18
Becka Foerster	SE9348	15	Instructor	TV013	21-APR-18
Mary Gengler	AE8218	03	Lecturer	TV013	21-MAY-18
Melissa Granum	SE7156	05	Instructor	TV013	21-MAY-18
Amy Holm	SE6779	01	Instructor	TV013	21-MAY-18
James Julson	SE9437	00	Professor	TR001	21-MAY-18
Anne-Marie Junker	SE9335	03	Instructor	TV013	21-MAY-18
Radhey Kaushik	SE9101	10	Professor	TV013	21-MAY-18
Ruth Klawiter	SE9058	08	Instructor	TV013	21-MAY-18
Anne Kvamme	SE9608	00	Clinical Assistant Professor	TV011	21-MAY-18
Amber Letcher	SE6114	10	Associate Professor/Ext Spec	TV013	21-APR-18
Jessica Meendering	SE8144	39	Associate Professor	TV013	21-MAY-18
Heidi Mennenga	SE8130	26	Associate Professor	TV013	21-APR-18
Vikram Mistry	SE8188	01	Dept Head/Interim Assoc Dean	TV013	26-MAR-18
Marylou Mylant	SE9343	30	Professor	TV013	21-APR-18
David Palmer	SE7510	00	Director-Division Mngt & Econ	TV013	21-APR-18
Cydne Perry	SE9442	03	Assistant Professor	TV013	21-MAY-18
Kristine Ramsay Seaner	SE9570	03	Assistant Professor	TV013	21-MAY-18
Cheryl Reese	SE9413	12	Lecturer	TV013	21-APR-18
Joshua Reineke	SE9513	05	Assistant Professor	TV013	21-MAY-18
Thomas Roe	SE9158	00	Assistant Professor	TR001	21-MAY-18
Joy Scaria	AE9100	06	Assistant Professor	TV013	21-APR-18
Teresa Seefeldt	SE9169	27	Associate Professor	TV013	21-MAY-18
Clark Sexton	SE4498	02	Temp Event Parking	TV013	30-MAR-18
Patricia Tille	SE8277	00	Assc Professor/CLS Prog Dir	TR000	20-APR-18

George Tsakiridis	SE7206	08	Lecturer	TV013	21-APR-18
Hemachand Tummala	SE9166	17	Associate Professor	TV013	21-MAY-18
Michael Twedt	SE9020	30	Senior Lecturer	TV013	21-MAY-18
Nicholas Uilk	SE9129	12	Instructor	TV013	21-MAY-18
Jo Voss	SE9198	17	Associate Professor	TV013	21-APR-18
Howard Wey	SE9350	00	Associate Professor	TR000	21-MAY-18
Howard Wey	SE9350	27	Associate Professor	TV013	21-APR-18
Graham Wrightson	SE4498	00	Temp Event Parking	TV013	30-MAR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Lesley Cook	SE6621	00	Temporary Instructor	Hire Temp Appointment	4489.00	22-APR-18
Bobby Goeman	SE6789	02	Temporary Instructor	Hire Temp Appointment	8100.00	22-MAR-18
Rebecca Schmieding	SE7375	00	Instructor	Hire Temp Appointment	750.00	22-MAR-18
Evan Van Beusekom	AE9042	00	Temporary Instructor	Hire Temp Appointment	1000.00	22-APR-18
Sylvia Pickard	SE7794	01	Instructor	Hire Temp Appointment	5400.00	22-APR-18
Mark Sternhagen	SE6377	01	Instructor	Supplemental Appointment	500.00	22-MAR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Karen Mammenga	SE7794	01	Instructor	Change Salary Rate/Pay Grade	7864.00	8614.00	750.00	

Faculty Non-Benefit Eligible (FAC2)
Leave of Absence(LA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Abbie Jennings	SE6271	00	Instructor	FY Contract Completion	10125.00	22-APR-18
Katherine Jorgensen	SE7794	00	Instructor	FY Contract Completion	5400.00	22-APR-18
Karen Mammenga	SE7794	01	Instructor	FY Contract Completion	8614.00	22-APR-18
Rebecca Maurer	SE7794	02	Instructor	FY Contract Completion	5400.00	22-MAR-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Michelle Abraham	SE6840	01	Temporary Instructor	TV013	21-MAY-18
Karly Ackermann	SE7687	00	Temporary Instructor	TV013	21-MAY-18
Robyn Amiotte	SE6776	00	Temporary Instructor	TV013	21-MAY-18
Cory Begley	SE6776	00	Temporary Instructor	TV013	21-MAY-18
James Bies	SE6776	01	Temporary Instructor	TV013	21-MAY-18
Holly Borchers	SE6776	01	Temporary Instructor	TV013	21-MAY-18
Stephen Brown	SE6900	00	Temporary Lecturer	TV013	21-MAY-18
Sylvia Buboltz	SE6776	00	Temporary Instructor	TV013	21-MAY-18
Dannica Callies	SE6840	01	Temporary Instructor	TV013	21-MAY-18
Adam Carlson	SE6117	00	Instructor	TV013	21-MAY-18
Ann Coleman	SE6262	00	Temporary Instructor	TV013	21-MAY-18
Roy Conrad	SE6776	00	Temporary Instructor	TV013	21-MAY-18
Cameron Corey	SE6117	01	Instructor	TV013	21-MAY-18
Mallory Cox	SE7492	01	Instructor	TV013	21-MAY-18
Gloria Craig	SE6630	00	Temporary Professor	TV013	21-MAY-18
Sally Damm	SE6776	00	Temporary Instructor	TV013	21-MAY-18
Seth Daughters	SE7492	02	Instructor	TV013	21-MAY-18
Dan Digatono	SE6776	02	Temporary Instructor	TV013	21-MAY-18
Nikki Eining	SE6776	01	Temporary Instructor	TV013	21-MAY-18
Cheryl Feiock	SE7598	03	Instructor	TV013	21-MAY-18
Wilson Garcia	SE6455	00	Temporary Instructor	TV013	21-MAY-18
Sheri Gibson	SE6574	02	Assistant Professor - Adjunct	TV013	21-MAY-18
Bob Gill	SE7375	03	Temporary Instructor	TV013	21-MAY-18
Christopher Gruenhagen	SE7492	02	Instructor	TV013	21-MAY-18

Benjamin Helder	SE7314 01	Instructor	TV013	21-MAY-18
David Helgeland	SE6267 00	Professor Emeritus	TV013	21-MAY-18
Charles Hentges	SE6109 00	Temporary Instructor	TV013	21-MAY-18
Robert Hill	SE6119 03	Temporary Instructor	TV013	21-MAY-18
Joseph Holt	SE6022 00	Instructor	TV013	21-MAY-18
Gerald Huntington	SE6664 00	Temporary Instructor	TV013	21-MAY-18
Brian Jandahl	SE7688 00	Instructor	TV013	21-MAY-18
Abby Javurek-Humig	SE6117 04	Instructor	TV013	21-MAY-18
Gary Johnson	SE6109 04	Temporary Instructor	TV013	21-MAY-18
Eric Juhnke	SE6900 00	Temporary Lecturer	TV013	21-MAY-18
Adam Junker	SE7763 01	Instructor	TV013	21-MAY-18
Brian Kaatz	FE9974 00	OLLI Instructor	TV013	21-MAY-18
Brian Kaatz	SE6267 00	Professor & Dean Emeritus	TV013	21-MAY-18
Brittany Kjerstad McKnight	SE6109 00	Temporary Instructor	TV013	21-MAY-18
Brittany Kjerstad McKnight	SE6117 00	Instructor	TV013	21-MAY-18
Brittany Kjerstad McKnight	SE6361 00	Temporary Instructor	TV013	21-MAY-18
Andrea Knox	SE6776 02	Temporary Instructor	TV013	21-MAY-18
Benjamin Kohls	SE6776 00	Temporary Instructor	TV013	21-MAY-18
Emily Kranz	SE7492 01	Instructor	TV013	21-MAY-18
Amanda Lambrechts	SE7492 02	Instructor	TV013	21-MAY-18
Richard Larrabee	SE6109 00	Temporary Instructor	TV013	21-MAY-18
Erik Lohmann	SE7598 00	Instructor	TV013	21-MAY-18
Jessica Lueking	SE6776 00	Temporary Instructor	TV013	21-MAY-18
Matthew Lust	SE6117 03	Instructor	TV013	21-MAY-18
Danise Maas	SE7492 01	Instructor	TV013	21-MAY-18
Robert McCurdy	SE6537 02	Temporary Instructor	TV013	21-MAY-18
Leslie McIver	SE6455 01	Temporary Instructor	TV013	21-MAY-18
Rebecca Moen	SE6840 02	Temporary Instructor	TV013	21-MAY-18
Leslie Murphy	SE7687 03	Temporary Instructor	TV013	21-MAY-18
Kelly Neill	SE7688 02	Instructor	TV013	21-MAY-18
Kathryn Nevins	SE6840 03	Temporary Instructor	TV013	21-MAY-18
Amy Newstrom	SE7595 01	Instructor	TV013	21-MAY-18
Richard Nicolai	SE6824 00	Temporary Instructor	TV013	21-MAY-18
Christopher Noid	SE7655 00	Instructor	TV013	21-MAY-18
Kimberly Oberloh	SE6742 00	Temp Instructor	TV013	21-APR-18
Carmen Paulson	SE6664 00	Temporary Instructor	TV013	21-MAY-18
John Phillips	SE6117 06	Instructor	TV013	21-MAY-18
Julie Rasse	SE6455 00	Temporary Instructor	TV013	21-MAY-18
Stephen Saiz	SE6776 01	Temporary Instructor	TV013	21-MAY-18
Stacy Sanders	SE7775 02	Temporary Instructor	TV013	21-MAY-18
Anna Sauser	SE6116 00	Instructor	TV013	21-MAY-18
Laura Schirber	SE6840 02	Temporary Instructor	TV013	21-APR-18
Karl Schmidt	SE6119 08	Temporary Instructor	TV013	21-MAY-18
Karl Schmidt	SE6900 05	Temporary Lecturer	TV013	21-MAY-18
Rebecca Schmieding	SE7375 00	Instructor	TV013	21-APR-18
Megan Schryvers	SE6790 02	Temporary Instructor	TV013	21-MAY-18
Heather Solberg	SE7656 00	Instructor	TV013	21-MAY-18
Stacy Solsaa	SE6776 03	Temporary Instructor	TV013	21-MAY-18
Kara Stapert	SE6742 03	Temp Instructor	TV013	21-APR-18
Erin Stolsmark	SE6776 02	Temporary Instructor	TV013	21-MAY-18
John Strohman	SE6117 04	Instructor	TV013	21-MAY-18
Dana Strong	SE7763 01	Instructor	TV013	21-MAY-18
Marisa Tenbrink	SE6366 00	Visiting Instructor	TV013	21-MAY-18
Gary Thomas	SE7492 03	Instructor	TV013	21-MAY-18
Virginia Thomson	SE6790 01	Temporary Instructor	TV013	21-MAY-18
Naomi Timm	SE6776 01	Temporary Instructor	TV013	21-MAY-18
John Tocco	SE6109 01	Temporary Instructor	TV013	21-MAY-18
Evan Van Beusekom	AE9042 00	Temporary Instructor	TV013	21-MAY-18
Dawn VanRuler	SE6840 00	Temporary Instructor	TV013	21-MAY-18
Michelle Vande Weerd	SE7688 01	Instructor	TV013	21-MAY-18
Nicole Velgersdyk	SE6776 01	Temporary Instructor	TV013	21-MAY-18
Beverly Warne	SE6836 00	Instructor - Adjunct	TV013	21-MAY-18
Kristyn Weaver	SE6917 05	Temporary Instructor	TV013	21-MAY-18
Jeffrey Weldon	SE6144 07	Temporary Lecturer	TV013	21-MAY-18
Ruth Wienk	SE6117 01	Instructor	TV013	21-MAY-18
Ashley Williams	SE6116 00	Instructor	TV013	21-MAY-18
Susan Yerhot	SE6117 05	Instructor	TV013	21-MAY-18
Renee Zacher	SE6742 00	Temp Instructor	TV013	21-APR-18

Lisa Ziegledorf	SE6840 01	Temporary Instructor	TV013	21-MAY-18
Nadine Gjerde	SE6776 03	Temporary Instructor	TV013	21-MAY-18
Mark Sternhagen	SE6377 01	Instructor	TV013	21-APR-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00166794	Stephen Sewell	AROTC-Military Science	SDSU
A00220576	Kylee Kohls	Ag & Biological Sci-Academic Progs	SDSU
A00187233	Alexander Koepke	Ag & Biosystems Engineering	SDSU
A00200490	Brittany Guenther	Ag, Food & Environmental Sciences	SDSU
A00224780	Kennedy Larson	Ag, Food & Environmental Sciences	SDSU
A00118733	Penny Skovly	Ag, Food & Environmental Sciences	SDSU
A00227240	Megan Stafford	Agronomy,Horticulture, & Plant Sci	SDSU
A00148335	Nancy Torkelson	Agronomy,Horticulture, & Plant Sci	SDSU
A00203619	Wilbur Torkelson	Agronomy,Horticulture, & Plant Sci	SDSU
A00226621	Brianna Baker	Animal Science	SDSU
A00185741	Bridget Baker	Animal Science	SDSU
A00226620	Brandon Berg	Animal Science	SDSU
A00198063	Baylee Blake	Animal Science	SDSU
A00219331	Matthew Bogue	Animal Science	SDSU
A00212332	Hannah Bolduan	Animal Science	SDSU
A00210652	Leah Bunkers	Animal Science	SDSU
A00226623	Morgan Busack	Animal Science	SDSU
A00178677	Brianna Buseman	Animal Science	SDSU
A00212863	Mallory Carlson	Animal Science	SDSU
A00227620	Kyle Coble	Animal Science	SDSU
A00219235	Regan Davis	Animal Science	SDSU
A00079612	Jon De Jong	Animal Science	SDSU
A00208699	Dusty Dykstra	Animal Science	SDSU
A00220853	Brooke Engstrom	Animal Science	SDSU
A00220354	Shanae Erickson	Animal Science	SDSU
A00220858	Sierra Fastert	Animal Science	SDSU
A00206562	Janie Fritz	Animal Science	SDSU
A00213303	Kelsey Geraets	Animal Science	SDSU
A00192567	Morgan Grunzke	Animal Science	SDSU
A00165525	Autumn Haan	Animal Science	SDSU
A00176117	Brittany Haberman	Animal Science	SDSU
A00213301	Kathryn Haeska	Animal Science	SDSU
A00226624	Jacob Hanson	Animal Science	SDSU
A00213297	Krista Harringa	Animal Science	SDSU
A00192609	Katherine Hodge	Animal Science	SDSU
A00177515	Meagan Jensen	Animal Science	SDSU
A00225388	Hayley Kastrup	Animal Science	SDSU
A00226619	William Knudson	Animal Science	SDSU
A00225401	Hannah Lage	Animal Science	SDSU
A00220098	Keith Lent	Animal Science	SDSU
A00221801	Grace Lommen	Animal Science	SDSU
A00207332	Addison Magill	Animal Science	SDSU
A00221630	John Morrison	Animal Science	SDSU
A00222532	Joanna Moser	Animal Science	SDSU
A00206077	Megan Muller	Animal Science	SDSU
A00216248	Gracie Nelson	Animal Science	SDSU
A00204154	Caitlin Oeltjenbruns	Animal Science	SDSU
A00204921	Brooke Opdahl	Animal Science	SDSU
A00195930	Luke Orr	Animal Science	SDSU
A00206301	Rebekka Paskewitz	Animal Science	SDSU
A00226622	Nicholas Pieper	Animal Science	SDSU
A00201697	Kaelyn Platz	Animal Science	SDSU
A00226618	Leah Polejewski	Animal Science	SDSU
A00201209	Jacob Post	Animal Science	SDSU
A00175657	Cody Rausch	Animal Science	SDSU
A00213046	Justin Ringkob	Animal Science	SDSU
A00195020	Mary Sarah Sauber	Animal Science	SDSU
A00172713	Kendrah Schafer	Animal Science	SDSU

A00179564	Kasey Schmidt	Animal Science	SDSU
A00221148	Samantha Schrag	Animal Science	SDSU
A00217430	Abby Schreier	Animal Science	SDSU
A00194358	Katelyn Siltanen	Animal Science	SDSU
A00185243	Penny Speich	Animal Science	SDSU
A00222018	Emma Spors	Animal Science	SDSU
A00226625	Laura Stiles	Animal Science	SDSU
A00218325	Hallie Tolzin	Animal Science	SDSU
A00185816	Laura Tow	Animal Science	SDSU
A00226626	Carter Vander Wal	Animal Science	SDSU
A00219527	Halle Walsh	Animal Science	SDSU
A00218345	Jessaca Zuidema	Animal Science	SDSU
A00228672	Ruth Stevens	Beresford Field Station-AES	SDSU
A00227238	Joshua Clayton	Biology & Microbiology	SDSU
A00122589	Jay Kizer	Construction & Operations Mgmnt	SDSU
A00198508	Dessie Taylor	Construction & Operations Mgmnt	SDSU
A00227667	Jeong Choi	Consumer Sciences	SDSU
A00199910	Steven Will	Consumer Sciences	SDSU
A00190450	Claire Deuter	Facilities & Services-Energy System	SDSU
A00203979	Allie Rea	Facilities & Services-Energy System	SDSU
A00128886	Alisa Gallant	Geography	SDSU
A00227895	Birgit Peterson	Geography	SDSU
A00228177	Holly Carr	Health & Nutritional Sciences	SDSU
A00227705	Tandra Smidt	Health & Nutritional Sciences	SDSU
A00226653	Donna Wik	Health & Nutritional Sciences	SDSU
A00019994	Neva Zephier	Health & Nutritional Sciences	SDSU
A00228180	Lukas Kallas	Hist, Poli Sci, Philosophy, & Relig	SDSU
A00205425	Paige James	Intercollegiate Athletics	SDSU
A00166291	Iasmin Monjardim Rosa	Intercollegiate Athletics	SDSU
A00062861	Valerie Bares	Mathematics & Statistics	SDSU
A00186123	Shaun Brown	Mechanical Engineering	SDSU
A00204110	Nicholas Heinrichs	Mechanical Engineering	SDSU
A00226285	Brian Hidding	Mechanical Engineering	SDSU
A00225580	Anaiah Legare	Mechanical Engineering	SDSU
A00183641	Kevin Lund	Mechanical Engineering	SDSU
A00195209	Daniel Schneider	Mechanical Engineering	SDSU
A00200373	Ross Wick	Mechanical Engineering	SDSU
A00004243	Mark Cochrane	Natural Resource Management	SDSU
A00227722	Misael Leija	Natural Resource Management	SDSU
A00186622	Tammy Wilson	Natural Resource Management	SDSU
A00227069	Nancy Cutshall	Nursing	SDSU
A00227066	Joshua Huyser	School of Design	SDSU
A00206177	Cole McDougall	Student Union & Activities	SDSU
A00228493	Clayton Sorum	Teaching, Learning & Leadership	SDSU
A00214148	Jacob Axtmann	Wellness Center	SDSU

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Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Elizabeth Anderson	UE7359	00	Facility Worker	Appointment	27408.67	22-APR-18
Jasmine Anderson	UE7016	00	Nutrition Aide	Appointment	9217.26	02-APR-18
Elizabeth Augustine	FE9990	00	PA1-Financial Aid Advisor	Appointment	37834.47	14-MAY-18
Kyle Conway	UE9752	00	Facility Worker	Appointment	26103.50	22-APR-18
Kyle Conway	UE9778	00	Facility Worker	Appointment	26103.50	09-APR-18
Carol Gibbon	UE6811	00	Wellness Fitness Coordinator	Appointment	37002.49	23-APR-18
Lynn Groethe	UE7018	00	Nutrition Aide	Appointment	9217.26	03-APR-18
Brandon Gustafson	QE8771	00	Laboratory Storekeeper	Appointment	33903.35	26-MAR-18
Curtis Hall	UE7238	00	Facility Worker	Appointment	27039.50	22-MAR-18
Austin Johnson	FE9938	00	Building Manager	Appointment	30284.22	14-MAY-18
Koni Lundin	UE9613	00	Secretary	Appointment	30159.42	05-APR-18
Tyrel Margheim	UE9219	05	Athletics Replay Monitor Op	Hire Temp Appointment	594.00	22-MAR-18
Chanel Muecke	UE9782	00	Facility Worker	Appointment	26103.50	26-MAR-18
Tyler Page	UE9383	00	Facility Worker	Appointment	26103.50	02-APR-18
Lance Peterson	UE7000	00	Communications Network Admin	Appointment	66000.00	22-APR-18
Bailey Quanbeck	UE7309	00	Marketing Specialist	Appointment	35983.31	07-MAY-18
Thomas Quinn	UE7989	00	Cabaret Pit Band	Hire Temp Appointment	685.00	22-MAR-18
Levi Reuss	UE9388	02	Athletics Instant Replay Op	Supplemental Appointment	162.00	22-MAR-18
Terry Rye	UE9304	00	Sr Building Maint Woker	Appointment	35707.71	22-APR-18
Katie Seivert	UE9701	00	Grounds Keeper	Appointment	34028.15	08-MAY-18
Cynthia West	QE9672	00	Senior Secretary	Appointment	32031.38	23-APR-18
Claire Wetzel	UE9699	00	Faculty/Student Support Spec.	Appointment	29119.44	17-MAY-18
Dylan Whelchel	UE9704	00	Grounds Keeper	Appointment	34028.15	23-APR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
George Clark	FE9939	00	Building Manager	Reclassification	34784.71	34784.71	0.00	
Shelby Covill	UE9216	00	Senior Computer Support Spec	End of Probation Adjust	42015.19	44115.95	2100.76	
Dana Frye	QE8904	00	Senior Secretary	End of Probation Adjust	33279.36	34444.14	1164.78	
Violet Hessaa	UE9768	00	Facility Worker	End of Probation Adjust	26103.50	26755.98	652.48	
Andrea Jahn	QE9619	00	Program Assistant II	Permanent Additional Duties	44228.34	46424.71	2196.37	
Erin Janis	UE9203	00	Accounting Assistant	End of Probation Adjust	32100.02	32581.52	481.50	
Aaron Kainrath	UE7152	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17	
Danell Kindt	UE9327	00	Program Assistant II	Permanent Additional Duties	45432.58	47714.28	2281.70	
Taylor Schoenfelder	UE6754	00	Enrollment Mktg Specialist	Permanent Change in FTE	13938.60	37168.89	23230.29	
Joel Spaans	UE9602	00	Systems Software Specialist	Reclassification	59002.51	74689.00	15686.49	
Suzan Turnquist	UE9463	00	Program Assistant I	End of Probation Adjust	37314.48	37314.48	0.00	
Megan Van Sloten	QE9691	00	Senior Secretary	Permanent Additional Duties	33645.73	35338.52	1692.79	
Randolph Voss	UE9659	00	Systems Software Specialist	Reclassification	76693.24	76693.24	0.00	
Jonathan Walker	UE9381	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17	
Sandra Wolfswinkel	UE7447	00	Building Engineer II	Sal Adj-Unusual Circumstance	59055.07	61122.00	2066.93	
Katharina Wymar	UE9210	00	PMO Manager	End of Probation Adjust	63000.00	66150.00	3150.00	

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
Elizabeth Anderson	UE9760	00	Facility Worker	SA017	21-APR-18
Nina Barudzic	UE9699	00	Faculty/Student Support Spec.	TV000	14-MAY-18
Kyle Conway	UE9778	00	Facility Worker	SA017	21-APR-18
Dana Coyle	UE7201	00	Senior Computer Support Spec	TV000	27-APR-18
Heather Hillrichs	UE7359	00	Facility Worker	SA017	21-APR-18
Heather Hillrichs	UE9760	00	Facility Worker	SA017	22-APR-18
Christopher Hood	UE9752	00	Facility Worker	TI000	22-MAR-18
Michael Jurgensen	UE9353	00	Facility Worker	TV000	15-MAY-18
Jamie Modicue	UE9297	00	Program Assistant I	TV001	16-MAY-18
Lance Peterson	UE7073	00	Computer Support Analyst	SA011	21-APR-18
Levi Reuss	UE9388	00	Communications Network Analyst	TV001	18-MAY-18
Cheryl Rosenbaum	UE9382	00	Athletics Facility Worker	TV000	17-APR-18
Terry Rye	UE9302	00	Senior Build Maintenance Wkr	SA017	21-APR-18
Jenna Volk	QE8918	00	Secretary	TV001	03-MAY-18
Elizabeth Augustine	QE9638	00	Program Assistant	SA018	13-MAY-18
Jasmine Anderson	UE8215	00	HS Sub Teacher Aide	TV013	01-APR-18
Jasmine Anderson	UE8215	03	HS Sub Teacher	TV013	01-APR-18
Jasmine Anderson	UE8215	04	HS Long Term Sub Aide	TV013	01-APR-18
Dean Dendinger	UE9304	00	Senior Building Maint Worker	TR001	21-APR-18
Carol Gibbon	SG8037	02	Graduate Admin Assistant	TV013	21-APR-18
Lynn Groethe	UE8215	00	HS Sub Teacher	TV013	02-APR-18
Lynn Groethe	UE8215	01	HS Sub Aide	TV013	02-APR-18
Lynn Groethe	UE8215	03	HS Long Term Sub Aide	TV013	02-APR-18
Janet Kneifl	UE9769	00	Facility Worker	TR001	21-APR-18
Jeffrey Lombardi	UE9660	00	University Law Enforcement Off	TV009	21-MAY-18
Tyrel Margheim	UE9219	05	Athletics Replay Monitor Op	TV013	21-APR-18
Aaron Packard	UE6764	02	Visual Editor	TV013	21-MAY-18
Bailey Quanbeck	US8046	02	Writing Center Tutor	TV012	06-MAY-18
Thomas Quinn	UE7989	00	Cabaret Pit Band	TV013	21-APR-18
Elizabeth Rakness	UE9122	00	Law Enforcement Officer	TV009	14-MAY-18
Levi Reuss	UE9388	02	Athletics Instant Replay Op	TV013	21-APR-18
Victoria Sandefer	UE9198	00	Facility Worker	TV009	26-MAR-18
Claire Wetzel	UG8708	00	Student Counseling Ctr GCA	TV012	16-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jennifer Ashley	UE7397	01	Athlete Tutor	Hire Temp Appointment	1863.19	14-MAY-18
Jennifer Ashley	UE8459	00	TRIO SSS Tutor	Hire Temp Appointment	1397.39	14-MAY-18
Tristan Beck	UE8441	00	Summer Housing Staff	Hire Temp Appointment	5719.89	14-MAY-18
Owen Dejong	UE7999	02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Amy Fill	UE8016	00	Curatorial Assistant	Hire Temp Appointment	3300.00	22-MAR-18
Amy Fill	UE8486	00	TEDxUSD Set Design	Supplemental Appointment	1000.00	22-MAR-18
Matthew Geertsema	UE7515	00	BME Research Assistant	Hire Temp Appointment	1441.96	22-APR-18
Matthew Geertsema	US7508	01	Research Assistant	Hire Temp Appointment	4461.60	22-MAR-18
Lenette Haliburton	UE8008	00	Art Model	Hire Temp Appointment	866.60	03-APR-18
Megan Hinrichs	UE8459	00	Peer Tutor	Hire Temp Appointment	866.60	22-MAR-18
Pamela Jackson	UE8035	00	REU Program Participant	Hire Temp Appointment	5498.88	20-MAY-18
Joseph Maxon	UE8387	00	Temp Facility Worker	Hire Temp Appointment	6586.54	07-MAY-18
Rebekah McLaughlin	UE7999	02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Jacqueline Mount	UE8495	00	Marketing Retail Clerk-Lead	Hire Temp Appointment	6240.24	24-APR-18
Sadie Pederson	UE7325	00	Lifeguard	Hire Temp Appointment	5329.59	06-MAY-18
Alexis Redowl	UE8107	01	Chemistry Temp Assistant	Hire Temp Appointment	8666.50	08-MAY-18
Omar Reyes	UE8387	00	Temp Facility Worker	Hire Temp Appointment	100.40	05-APR-18
Jeryn Robinson	UE8459	00	Peer Tutor	Hire Temp Appointment	866.60	22-MAR-18
Vanesa Salgado Perez	UE7037	00	Intl Ofc Temporary Coordinator	Hire Temp Appointment	3900.00	24-APR-18
Tristan Soluk	UE8116	18	Research Assistant	Hire Temp Appointment	2470.10	22-APR-18
Brandi Styles	UE8361	00	Temp Grounds Keeper	Hire Temp Appointment	6586.54	14-MAY-18
Mary Sutter	QE9295	05	SOM Temp Assistant	Hire Temp Appointment	5095.86	16-APR-18
Mikayla Tuttle	UE8361	00	Temp Grounds Keeper	Hire Temp Appointment	6586.54	07-MAY-18
Stephanie Vonderahe	UE8361	02	Temp Grounds Keeper	Hire Temp Appointment	6933.20	07-MAY-18

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Nicholas Wixon	UE8107	00	Chemistry Temp Assistant	Hire Temp Appointment	8666.50	17-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Hannah Gruhn	UE8306	00	ITS Temp Assistant	Sal Adj-Unusual Circumstance	1150.68	1332.71	182.03	
Kaitlyn Tassler	UE8306	00	ITS Temp Assistant	Sal Adj-Unusual Circumstance	1150.68	1332.71	182.03	

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Tamara HasNoHorse	UE9452	00	Teacher Aide	TI000	16-MAY-18
Caitlin Britten	UE7154	00	Temp Part time ARC	TV013	21-MAY-18
Katherine Chambers	UE8008	00	Art Model	TV013	21-MAY-18
Owen Dejong	UE7999	01	USD Opera Orchestra	TV013	21-APR-18
Owen Dejong	UE7999	02	USD Opera Orchestra	TV013	21-MAY-18
Jessica Dopheide	UE8468	01	Counselor	TV012	21-MAY-18
Jill Dotson	UE8522	00	Athletics Ticket Office Worker	TV013	21-MAY-18
Benjamin Dowling	UE8089	05	Math Tutor	TV013	21-MAY-18
Colby Felts	UE7261	02	Football Assistant	TV013	21-MAY-18
Amy Fill	UE8016	00	Curatorial Assistant	TV013	21-MAY-18
Amy Fill	UE8486	00	TEDxUSD Set Design	TV013	21-APR-18
Matthew Geertsema	US7508	01	Research Assistant	TV012	21-APR-18
Lenette Haliburton	UE8008	00	Art Model	TV013	21-APR-18
Zhixiu Lu	UE8423	00	VP EMUR Intern-Data Analyst	TV013	21-MAY-18
Rebekah McLaughlin	UE7999	01	USD Opera Orchestra	TV013	21-APR-18
Rebekah McLaughlin	UE7999	02	USD Opera Orchestra	TV013	21-MAY-18
Douglas Pietz	NE9974	05	OCE-BADM 284-NHU01	TV013	21-MAY-18
Michelle Pliska	UE8468	00	Counselor	TV013	21-MAY-18
Omar Reyes	UE8387	00	Temp Facility Worker	TV013	06-APR-18
Joel Sathyanesan	QE9484	01	BBS Temp Lab Assistant	TV013	21-MAY-18
Tristan Soluk	UE8116	17	Research Assistant	TV013	21-APR-18
Mary Sutter	QE9457	00	Temp Program Assistant	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Alex Antonen	UE7066	03	Director of Ops - WBB	Supplemental Appointment	2000.00	22-MAR-18
Sharon Boysen	UE6747	00	Johnson Project Archivist	Hire Temp Appointment	16638.72	11-APR-18
Kevin Brady	QE9936	18	Athletics Video Production	Supplemental Appointment	1071.00	22-APR-18
Bradley Davidson	UE9825	00	Assistant Coach/M Basketball	Appointment	82000.00	24-APR-18
Daniel Fitzsimmons	UE9827	23	Track & Field Camp Asst Coach	Supplemental Appointment	150.00	22-MAR-18
Jenna Freudenberg	UE9826	00	Assistant Coach - W Basketball	Appointment	55000.00	03-MAY-18
Janet Fulk	QE8736	00	Assistant Director, FARM	Appointment	65000.00	21-MAY-18
Kasandra Girard	UE6876	01	Employment/Internship Advisor	Continuing Education/Extension	282.50	22-MAR-18
Aaron Horn	UE7220	05	Assistant Coach - WBB	Supplemental Appointment	2000.00	22-MAR-18
Leo Huber	UE9824	16	Track & Field Camp Director	Supplemental Appointment	150.00	22-MAR-18
Anna Jankord	FE9958	00	Recruitment & Outreach Spec.	Appointment	44000.00	04-APR-18
Jason Jeschke	UE8004	03	Assistant Coach - WBB	Supplemental Appointment	2000.00	22-MAR-18
Casey Kasperbauer	UE7065	00	Director of Operations - MBB	Appointment	30000.00	30-APR-18
Adison Kleinsasser	UE7515	00	BME Research Assistant	Hire Temp Appointment	1441.96	22-APR-18
Ranjit Koodali	UE9502	19	Professor	Hire Temp Appointment	3466.17	22-APR-18
Alfred Kruger	UE7130	05	Track & Field Camp Asst Coach	Supplemental Appointment	400.00	22-MAR-18
April Lee	UE7040	00	SOE Recruiter	Appointment	35000.00	14-MAY-18
Todd Lee	UE9830	00	Head Coach - Men's Basketball	Appointment	265000.00	05-APR-18
Teivaskie Lewin	UE8986	01	Track & Field Camp Asst Coach	Supplemental Appointment	80.00	22-MAR-18
Gina Mairose	UE7236	01	Academic Advisor	Continuing Education/Extension	847.50	22-MAR-18
Joshua McWhirt	QE8900	00	BBS Research Assistant	Hire Temp Appointment	15374.76	07-MAY-18
Derek Miles	UE7162	08	Track & Field Camp Asst Coach	Supplemental Appointment	150.00	22-MAR-18
Kimberly Morecraft	QE9887	15	Fitness Instructor	Supplemental Appointment	92.30	22-APR-18
Dawn Plitzuweit	UE9835	05	Head Coach - WBB	Supplemental Appointment	10000.00	22-MAR-18

Brooke Poppe	UE9865 00	Coord Spirit Teams & Programmi	Appointment	41000.00	22-MAR-18	
Alexandra Saban	QE8959 00	Behavior Specialist	Appointment	51000.00	23-APR-18	
Adam Strenge	FE9993 00	Academic Advisor	Appointment	45500.00	09-APR-18	
Wendy Stubbs	UE7256 01	Academic Advisor	Continuing Education/Extension	1130.00	22-MAR-18	
Leslie Stusiak-Drew	QE9947 00	NCI Coordinator	Appointment	50000.00	04-APR-18	
Kayla Tetschlag	UE9826 05	Assistant Coach - WBB	Supplemental Appointment	2000.00	22-MAR-18	
Travis Thiex	UE6749 00	MTS Business Advisor	Appointment	85000.00	10-APR-18	
Danielle Thu	UE7005 00	Director of Track Operations	Appointment	31000.00	22-APR-18	
Alexander Zephier	UE9398 00	Upward Bound Field Advisor	Appointment	38182.00	22-APR-18	
Derek Zomer	UE6916 00	Enrollment Advisor	Appointment	39000.00	09-APR-18	

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.
Lisa Bonneau	UE7085	00	Director of Assessment	Title Change	68000.00	68000.00	0.00	
Lisa Bonneau	UE7085	00	Director of Assessment	Permanent Additional Duties	68000.00	70000.00	2000.00	
Daniel Fitzsimmons	UE9827	24	Assistant Coach - Track	Salary Enhance/Special Award	750.00			
Elizabeth Freeburg	UE9995	00	Associate Provost	Permanent Additional Duties	100583.00	102583.00	2000.00	
Elizabeth Freeburg	UE9995	01	Asst Provost (Student Project)	Sal Adj-Unusual Circumstance	0.00	854.86	854.86	
Rachel Geske	UE6810	00	Academic Advisor Grad Programs	Change Salary Rate/Pay Grade	47621.64	23810.82	-23810.82	
David Herbster	UE9929	13	Director of Athletics	Salary Enhance/Special Award	750.00			
Leo Huber	UE9824	17	Director/Hd Coach - W Track	Salary Enhance/Special Award	1500.00			
Alfred Kruger	UE7130	06	Assistant Coach - Track	Salary Enhance/Special Award	750.00			
Teivaskie Lewin	UE8986	02	Assistant Coach - Track	Salary Enhance/Special Award	750.00			
Jason Madsen	FE9964	00	Academic Support Advisor	Sal Adj-Unusual Circumstance	42659.77	46000.00	3340.23	
Derek Miles	UE7162	09	Assistant Track Coach	Salary Enhance/Special Award	750.00			
Robin Miskimins	QE9849	00	Professor	Permanent Additional Duties	47430.96	57430.96	10000.00	
Daniel Palmer	UE9924	00	AssocProv,Int Res,Plan&Asses	Sal Adj-Unusual Circumstance	133000.00	136000.00	3000.00	
McKenzy Raterman	UE9739	00	Coord, Graduate Registration	Change Salary Rate/Pay Grade	42000.00	42000.00	0.00	

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.

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
Elizabeth Balderas	QE8724	00	Coordinator, Educ & Evaluation	SA017	21-MAY-18
Cherise Dunn	QE8747	00	Residency Program Coordinator	SA011	21-MAY-18
Qijuan Fang	UE7025	00	Post Doctoral Researcher	TL000	21-MAY-18
Laura Harmelink	QE8736	00	Clinical FARM Site Specialist	TV001	23-APR-18
Kasie Heiden	UE9231	00	International Student Advisor	TV001	20-APR-18
Michelle Klungseth	UE9862	00	Head Start Health Specialist	TV001	21-MAY-18
Michael Suing	UE6765	00	Curator	TL001	29-MAR-18
Kimberly Albracht	UE8061	01	Adjunct Instructor	TV013	21-MAY-18
Alex Antonen	UE7066	03	Director of Ops - WBB	TV013	21-APR-18
Joseph Barth	UE8250	03	Instructor	TV013	21-MAY-18
Kevin Brady	QE9936	18	Athletics Video Production	TV013	21-MAY-18
Ilmira Dulyanova	UE6906	01	Adjunct Instructor	TV013	21-MAY-18
Bruce Fischbach	UE8223	00	Instructor	TV013	21-MAY-18
Daniel Fitzsimmons	UE7053	01	Instructor	TV013	21-MAY-18
Daniel Fitzsimmons	UE9827	23	Track & Field Camp Asst Coach	TV013	21-APR-18
Daniel Fitzsimmons	UE9827	24	Assistant Coach - Track	TV013	21-MAY-18
Kasandra Girard	UE6876	01	Employment/Internship Advisor	TV013	21-APR-18
Austin Hansen	UE9825	00	Assistant Coach - Men's BB	TV009	10-APR-18
David Herbster	UE9929	13	Director of Athletics	TV013	21-MAY-18
Samuel Herley	UE7831	02	Honors Adjunct	TV013	21-MAY-18
Aaron Horn	UE7220	05	Assistant Coach - WBB	TV013	21-APR-18
John Howe	UE8241	00	Lecturer	TV013	21-MAY-18
Leo Huber	UE7053	02	Adjunct Instructor	TV013	21-MAY-18

Leo Huber	UE9824	16	Track & Field Camp Director	TV013	21-APR-18
Leo Huber	UE9824	17	Director/Hd Coach - W Track	TV013	21-MAY-18
Darin Jerke	UE7339	11	Education Technology Integrati	TV013	21-MAY-18
Jason Jeschke	UE8004	03	Assistant Coach - WBB	TV013	21-APR-18
Ranjit Koodali	UE9502	19	Professor	TV013	21-MAY-18
Alfred Kruger	UE7130	05	Track & Field Camp Asst Coach	TV013	21-APR-18
Alfred Kruger	UE7130	06	Assistant Coach - Track	TV013	21-MAY-18
Stephanie Larscheid	UE9852	00	Exec Dir, Praire Family Bus	TV009	14-APR-18
April Lee	US7384	03	Fitness Instructor	TV012	13-MAY-18
April Lee	US8280	01	Cont Ed Student Assistant	TV012	13-MAY-18
Teivaskie Lewin	UE8986	01	Track & Field Camp Asst Coach	TV013	21-APR-18
Teivaskie Lewin	UE8986	02	Assistant Coach - Track	TV013	21-MAY-18
Gina Mairose	UE7236	01	Academic Advisor	TV013	21-APR-18
Joshua McWhirt	QS9477	01	BBS Student Lab Assistant	TV012	06-MAY-18
Derek Miles	UE7162	08	Track & Field Camp Asst Coach	TV013	21-APR-18
Derek Miles	UE7162	09	Assistant Track Coach	TV013	21-MAY-18
David Milke	UE8223	00	Instructor	TV013	21-MAY-18
Jiawei Min	QE8898	00	Post Doctoral Researcher	TV009	30-APR-18
Kimberly Morecraft	QE9887	15	Fitness Instructor	TV013	21-MAY-18
Patrick Morrison	UE6870	02	Assist Dir Int'l Student	TV013	21-MAY-18
Kimberly Nerud	QE9972	01	Sr. Director of Research Devel	TV013	21-APR-18
Amy Orr	QE8896	02	Student Advisor	TV013	21-MAY-18
Jamie Oyen	UE8223	00	Insructor	TV013	21-MAY-18
Eric Peterson	UE7598	00	Assistant Coach - Men's BB	TV009	09-APR-18
Dawn Plitzuweit	UE9835	05	Head Coach - WBB	TV013	21-APR-18
Debra Robertson	UE9812	07	Counselor	TV013	21-MAY-18
Kylea Sheley	UE8223	00	Instructor	TV013	21-MAY-18
Devra Sigle-Hermosilla	UE8178	02	ADR Advisor	TV013	21-MAY-18
Devra Sigle-Hermosilla	UE8178	03	Adjunct Faculty	TV013	21-APR-18
Craig Smith	UE9830	00	Head Coach Men's Basketball	TV009	26-MAR-18
Wendy Stubbs	UE7256	01	Academic Advisor	TV013	21-APR-18
Kayla Tetschlag	UE9826	00	Assistant Coach - WBB	TV009	21-APR-18
Kayla Tetschlag	UE9826	05	Assistant Coach - WBB	TV013	21-APR-18
Howard Thomas	UE8151	01	Adjunct Instructor	TV013	21-MAY-18
Danielle Thu	UE7261	00	Director of Track Operations	TV013	21-APR-18
Joseph Thuente	UE8223	00	Instructor	TV013	21-MAY-18
Sabrina Tiahrt	QE9903	00	Research Associate II	TV011	25-APR-18
Abby Vlastuin	UE8223	00	Instructor	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Deborah Agbeniyi	US8434	02	Summer Housing Staff	Hire Temp Appointment	2270.03	05-MAY-18
Ashley Ahlers	QE8667	00	Standardized Patient	Hire Temp Appointment	210.00	22-MAR-18
TaMicah Allen	US8416	00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
Darko Antevski	US8434	02	Summer Housing Staff	Hire Temp Appointment	2270.03	05-MAY-18
Jackson Armstrong	US8416	00	Admissions Coyote Crew	Hire Temp Appointment	306.56	21-MAY-18
Nadine Axlund	QE8667	00	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18
Nadine Axlund	QE8667	00	Standardized Patient	Hire Temp Appointment	100.00	22-APR-18
Nathan Bachman	US7385	00	Athletics Equip Room Worker	Hire Temp Appointment	1299.90	22-MAR-18
Martin Balmer	US7992	04	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Abigail Beach	US8416	00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Sarah Bechen	US8416	00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Timarie Bergman	US7405	00	Athlete Tutor	Hire Temp Appointment	1733.20	09-MAY-18
Surya Bhandari	US8362	00	Temp Grounds Keeper	Hire Temp Appointment	6759.87	07-MAY-18
Haley Bialas	US8416	00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Thomas Binder	US7405	00	Athlete Tutor	Hire Temp Appointment	1733.20	09-MAY-18
Makena Bischoff	US8506	00	Front Desk Assistant	Hire Temp Appointment	4601.65	07-MAY-18
Rachel Blackmun	US8416	00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
Christine Blunck	US7992	02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Temiloluwa Bolaji-Oyenekan	US8434	01	Summer Housing Staff	Hire Temp Appointment	2270.03	05-MAY-18
Brennen Bollinger	QE8667	00	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18
Samantha Bollinger	QE8667	00	Standardized Patient	Hire Temp Appointment	200.00	22-MAR-18
Alissa Bonham	US8416	00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
Lucas Bonham	US7385	00	Athletics FB Videographer	Hire Temp Appointment	1299.90	22-MAR-18
Grace Boone	UW8509	00	Wellness Center Summer WS	Hire Temp Appointment	2270.03	07-MAY-18

Alyssa Bossman	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Isaac Bouwman	US7402 01	IP Student Assistant	Hire Temp Appointment	510.00	21-APR-18
Isaac Bouwman	US7402 01	IP Student Assistant	Hire Temp Appointment	510.00	21-MAY-18
Ashley Brage	UW8302 00	Student Lab Consultant	Hire Temp Appointment	2301.09	07-MAY-18
Ashley Brage	UW8302 00	Student Lab Consultant	Hire Temp Appointment	3700.00	15-MAY-18
Alycia Brantz	QE8667 00	Standardized Patient	Hire Temp Appointment	240.00	22-MAR-18
Danielle Brown	US7421 00	U Discover 2018	Hire Temp Appointment	5200.00	14-MAY-18
Katy Brown	QE8667 00	Standardized Patient	Hire Temp Appointment	155.00	22-MAR-18
Laura Brown	US8434 04	Central Office Desk Worker	Hire Temp Appointment	2282.85	07-MAY-18
Kassidi Browning	US8443 00	Teacher's Assistant	Hire Temp Appointment	766.94	07-MAY-18
Alayna Bruflat	QE8667 00	Standardized Patient	Hire Temp Appointment	210.00	22-MAR-18
Alayna Bruflat	QE8667 01	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18
Kristyne Bruggeman	US8118 00	Research Assistant	Hire Temp Appointment	500.00	22-MAR-18
Hunter Bryan	UW8004 00	Art Assistant	Hire Temp Appointment	3600.00	07-MAY-18
Mary Bullerdick	US8199 02	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Mary Bullerdick	US8479 00	SGA External Comm Manager	Hire Temp Appointment	531.00	22-MAR-18
Taylor Bunkers	US7992 00	Student Office Assistant	Hire Temp Appointment	690.30	22-APR-18
Jay Burns	UG8703 00	GAA - Athletics/Football	Hire Temp Appointment	4222.08	14-MAY-18
Cassidy Campbell Halls	QS9459 00	Dental Assistant	Hire Temp Appointment	300.00	22-APR-18
Morgan Carnes	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18
Frajdrach Chequetti Da Rocha	US8299 00	ITS Student Lab Consultant	Hire Temp Appointment	1725.75	04-MAY-18
Anthony Combs	UW7378 00	SVRC Summer Work Study	Hire Temp Appointment	5199.90	07-MAY-18
Anthony Combs	UW7378 00	SVRC Summer Work Study	Hire Temp Appointment	4500.00	15-MAY-18
Rebecca Cooper	QS9540 01	Student Tutor	Hire Temp Appointment	1080.00	22-MAR-18
Connor Corcoran	US7385 00	Athletics Equip Room Worker	Hire Temp Appointment	1299.90	22-MAR-18
Rebecca Cordie	US8100 00	Chemistry Student Assistant	Hire Temp Appointment	8666.50	07-MAY-18
Ernst Coriolan	US7385 00	Athletics Equip Room Worker	Hire Temp Appointment	1299.90	22-MAR-18
Carolynn Costar	QE8667 00	Standardized Patient	Hire Temp Appointment	50.00	22-APR-18
Courtney Cowan	US7394 00	Lifeguard	Hire Temp Appointment	5459.58	07-MAY-18
Courtney Cowan	US7394 01	Swim Lesson Instructor	Hire Temp Appointment	5979.54	07-MAY-18
Samuel Craig	US8434 01	Summer Housing Staff	Hire Temp Appointment	2270.03	05-MAY-18
Ramzie Cronin	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Michaella Crouch	US8434 03	Summer Housing Staff	Hire Temp Appointment	1150.41	05-MAY-18
Cynthia Curtis	US7508 00	BME Research Assistant	Hire Temp Appointment	1126.58	22-APR-18
Duc DO	US7508 00	BME Research Assistant	Hire Temp Appointment	1126.58	10-APR-18
Natalia Davila	QE8682 00	Temp Research Assistant	Hire Temp Appointment	8160.00	22-APR-18
Jessica Delgado	US8208 00	HS Sitter	Hire Temp Appointment	1062.00	22-MAR-18
Jessica Delgado	US8208 01	EHS Sitter	Hire Temp Appointment	1062.00	22-MAR-18
Marcus Destin	US7378 00	CDC Student Assistant	Hire Temp Appointment	1533.88	22-MAR-18
Tasha Determan	US7421 00	U Discover 2018	Hire Temp Appointment	5200.00	14-MAY-18
Mary Devish	QE8667 00	Standardized Patient	Hire Temp Appointment	45.00	22-APR-18
Evelyn Dosoo	US8434 01	Summer Housing Staff	Hire Temp Appointment	2270.03	06-MAY-18
David Doss	QS9477 01	BBS BRIN Student Lab Asst	Hire Temp Appointment	6933.20	21-MAY-18
Anthony Drazick	US8416 00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
Caitlin Duffy	US7385 03	Ath Events Ticket Taker/Usher	Hire Temp Appointment	866.60	01-MAY-18
Ciara Duffy	US7385 03	Ath Events Ticket Taker/Usher	Hire Temp Appointment	866.60	01-MAY-18
Michael Dzordzormenyoh	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18
Miranda Ebach	US8416 01	Admissions Student Worker I	Hire Temp Appointment	3172.12	07-MAY-18
Cassandria Echols	UW8410 00	Financial Aid Smr Work Study	Hire Temp Appointment	6933.20	07-MAY-18
Cassandria Echols	UW8410 00	Financial Aid Smr Work Study	Hire Temp Appointment	3640.00	15-MAY-18
Meredith Ellis	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Katerina Estrada	QS9477 01	BBS MSRP Student Lab Assistant	Hire Temp Appointment	8122.24	14-MAY-18
Taylor Faw	QS9477 00	BBS Student Lab Assistant	Hire Temp Appointment	1559.88	05-MAY-18
Bridget Fenger	US8434 01	Summer Housing Staff	Hire Temp Appointment	2270.03	05-MAY-18
Madison Fick	US8506 01	Front Desk Assistant	Hire Temp Appointment	4679.64	22-APR-18
Noah Fiegen	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Jody Fleischhacker	QE8667 00	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18
Alexis Flynn	US8443 00	Teacher Assistant	Hire Temp Appointment	1150.41	22-MAR-18
Jaedon Foreman	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Jared Fox	US7385 00	Athletics FB Videographer	Hire Temp Appointment	1299.90	22-MAR-18
Colette Free	QS9324 00	Graduate Student Worker	Hire Temp Appointment	3648.00	22-MAR-18
Connor Fullerton	QS9477 00	BBS MSRP Student Lab Assistant	Hire Temp Appointment	8122.24	14-MAY-18
Matthew Gaynor	US7402 02	Human Subjects Student Worker	Hire Temp Appointment	2517.22	06-MAY-18
Adam Gerard	US7377 00	Charlie Coyote	Hire Temp Appointment	5199.60	07-MAY-18
Seth Gerberding	US7421 00	U Discover 2018	Hire Temp Appointment	5200.00	14-MAY-18
Spencer Gerdes	US7983 04	Cabaret Pit Band	Hire Temp Appointment	685.00	22-MAR-18
Naomi Giesen	US8434 00	Summer Housing Staff	Hire Temp Appointment	2270.03	05-MAY-18
Jennifer Gillaspie	QS9477 02	BBS Student Lab Assistant	Hire Temp Appointment	4601.65	07-MAY-18

Binda Godlove Aka	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18
Megan Goldammer	QG9246 00	BBS Grad Asst - Admin	Hire Temp Appointment	15000.00	22-APR-18
Rebecca Goth	US8416 00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
Madison Green	US8479 00	SGA Vice President	Hire Temp Appointment	708.00	22-MAR-18
Natalie Gronlund	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Ashlee Gruenhagen	UG7905 00	Graduate Admin Assistant	Appointment	7795.20	17-MAY-18
Nicholas Gusso	US7385 00	Athletics FB Videographer	Hire Temp Appointment	1299.90	22-MAR-18
Andre Hafner	QS9477 01	BBS Student Lab Assistant	Hire Temp Appointment	6457.90	22-APR-18
Alex Hanson	QS9477 04	BBS MSRP Student Lab Assistant	Hire Temp Appointment	8122.24	14-MAY-18
Emma Harkleroad	US7405 00	Tutor	Hire Temp Appointment	1234.91	22-MAR-18
Clinton Harvey-Olivier	QE8667 00	Standardized Patient	Hire Temp Appointment	190.00	22-APR-18
Judith Haushalter	QE8667 00	Standardized Patient	Hire Temp Appointment	45.00	22-MAR-18
Judith Haushalter	QE8667 00	Standardized Patient	Hire Temp Appointment	50.00	22-APR-18
Isabelle Hayes	US7402 00	Human Subjects Student Asst.	Hire Temp Appointment	1473.22	16-APR-18
Josie Heeren	US8443 00	Teacher Assistant	Hire Temp Appointment	766.94	11-MAY-18
Tonya Heers	QE8667 00	Standardized Patient	Hire Temp Appointment	100.00	22-APR-18
Dustin Heiden	QS9477 01	BBS Student Lab Assistant	Hire Temp Appointment	766.94	22-MAR-18
Dustin Heiden	US7421 00	U Discover 2018	Hire Temp Appointment	5200.00	14-MAY-18
Cole Hein	US8145 00	Student Labor	Hire Temp Appointment	142.50	22-APR-18
Quinci Herll	QS9477 01	BBS SPURA Student Lab Asst	Hire Temp Appointment	6933.20	14-MAY-18
Victoria Hesse	UW8410 00	Financial Aid Smr Work Study	Hire Temp Appointment	3466.80	08-MAY-18
Victoria Hesse	UW8410 00	Financial Aid Smr Work Study	Hire Temp Appointment	3750.00	15-MAY-18
Hadi Hindieh	US8416 00	Admissions Student Worker	Hire Temp Appointment	1533.88	07-MAY-18
Meghan Hoben	US7397 00	AWOL Learning Partner	Hire Temp Appointment	767.03	05-MAY-18
Tayler Hoekstra	UG7415 03	GMP Research Assistant	Hire Temp Appointment	1600.00	22-APR-18
Allie Holland	US7405 00	Tutor	Hire Temp Appointment	909.93	01-APR-18
Krista Honomichl	US8073 02	Student Labor	Hire Temp Appointment	900.00	22-APR-18
Claire Hoogland	US8434 00	Operations Crew	Hire Temp Appointment	2270.03	07-MAY-18
Thodah Hovor	US8434 01	Summer Housing Staff	Hire Temp Appointment	1150.41	06-MAY-18
Kelly Howell	US8362 00	Temp Grounds Keeper	Hire Temp Appointment	6586.54	07-MAY-18
Amber Hulse	US8479 00	SGA Office Manager	Hire Temp Appointment	531.00	22-MAR-18
Paden Hunt	US8425 00	MUC Information Desk Worker	Hire Temp Appointment	2270.03	07-MAY-18
Taran Hunt	UW7378 00	SVRC Summer Work Study	Hire Temp Appointment	5199.90	07-MAY-18
Taran Hunt	UW7378 00	SVRC Summer Work Study	Hire Temp Appointment	3500.00	15-MAY-18
Bridger Irons	US8416 01	Admissions Student Worker I	Hire Temp Appointment	3172.12	07-MAY-18
Amanda Jandt	US8443 01	Teacher Assistant	Hire Temp Appointment	1150.41	22-MAR-18
Meredith Jenkins	US7382 00	UDiscover	Hire Temp Appointment	3900.00	22-APR-18
Hannah Johnson	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Tait Johnson	US8362 00	Temp Grounds Keeper	Hire Temp Appointment	6586.54	09-MAY-18
Seth Jones	US8145 00	Student Labor	Hire Temp Appointment	165.00	22-APR-18
Lindsay Joyce	US8416 03	Admissions Coyote Crew & Ambsd	Hire Temp Appointment	3172.12	14-MAY-18
Kathleen Juffer	US8199 02	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Austin Jungers	US8434 02	Summer Housing Staff	Hire Temp Appointment	1156.91	05-MAY-18
Tomas Kamenik	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Kayla Kennedy	US8452 00	Upward Bound Student Worker	Hire Temp Appointment	3600.00	07-MAY-18
Laurel Ketelhut	US8362 00	Temp Grounds Keeper	Hire Temp Appointment	6586.54	14-MAY-18
Travis Ketterling	QE8667 00	Standardized Patient	Hire Temp Appointment	40.00	22-APR-18
Shovanjit Khatua	US8380 00	Temp Facility Worker	Hire Temp Appointment	6586.54	07-MAY-18
Dallas Kiehn	US8506 01	Front Desk Assistant	Hire Temp Appointment	4679.64	07-MAY-18
Saah Kindy	US8001 00	Student Art Model	Hire Temp Appointment	1733.20	29-MAR-18
Kimberley Klein	US8362 01	Temp Grounds Keeper	Hire Temp Appointment	6759.87	07-MAY-18
Colewyn Knoblich	US8100 00	Chemistry Student Assistant	Hire Temp Appointment	8666.50	14-MAY-18
Kayla Knutson	QS9477 00	BBS MSRP Student Lab Assistant	Hire Temp Appointment	8122.24	14-MAY-18
Rachelle Kotnour	US7405 00	Fast Track Assistant	Hire Temp Appointment	2112.77	05-MAY-18
Rachelle Kotnour	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18
Zachary Krogman Behrens	UW8410 01	Financial Aid Smr Work Study	Hire Temp Appointment	5200.00	09-MAY-18
Taylor Kruisselbrink	US8416 03	Admissions Student Worker I	Hire Temp Appointment	4683.34	07-MAY-18
McKenna Kutz	UW7985 00	Student Technical Assistant	Hire Temp Appointment	1227.14	28-MAR-18
Damon Lamberty	US7992 01	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Alec Lamoreux	QS9477 00	BBS BRIN Student Lab Assistant	Hire Temp Appointment	6933.20	21-MAY-18
Wendy Lampe	QE8667 00	Standardized Patient	Hire Temp Appointment	210.00	22-MAR-18
Wendy Lampe	QE8667 00	Standardized Patient	Hire Temp Appointment	190.00	22-APR-18
Wendy Lampe	QE8667 01	Standardized Patient	Hire Temp Appointment	40.00	22-MAR-18
Megan Langley	US7410 00	Lib Student Assistant	Hire Temp Appointment	1227.32	07-MAY-18
Javier Lara-Ruiz	US8010 00	Oscar Howe Curatorial Fellow	Hire Temp Appointment	3000.00	22-MAR-18
Payton Larsen	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Noah Larson	US7992 01	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Skye Lawlor	QS9540 00	Student Tutor	Hire Temp Appointment	480.00	22-APR-18

Payton Lee	US8506 00	Front Desk Assistant	Hire Temp Appointment	5199.60	07-MAY-18
Jodi Lienhard	QE8667 00	Sonographer	Hire Temp Appointment	116.66	22-MAR-18
Jodi Lienhard	QE8667 00	Ultrasound Tech	Hire Temp Appointment	50.00	22-APR-18
Sophia Lima	US8199 02	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Sophia Lima	US8479 00	SGA Business Manager	Hire Temp Appointment	531.00	22-MAR-18
Santina Lokonobei	QS9477 00	BBS SPURA Student Lab Asst	Hire Temp Appointment	6933.20	14-MAY-18
Anna Loseke	US8416 00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
Lucas Lund	US7421 00	U Discover 2018	Hire Temp Appointment	5200.00	14-MAY-18
Alicia Luther	QE8667 00	Standardized Patient	Hire Temp Appointment	350.00	22-MAR-18
Alicia Luther	QE8667 01	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18
Amber Maher	US8416 00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
M Rasel Mahmud	US8299 00	ITS Student Lab Consultant	Hire Temp Appointment	1917.44	04-MAY-18
M Rasel Mahmud	US8380 00	Temp Facility Worker	Hire Temp Appointment	6586.54	07-MAY-18
Layani Makwinja	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18
Tho Man	US8371 00	Temp Building Maintenance	Hire Temp Appointment	6586.54	07-MAY-18
Tho Man	US8416 00	Reycling Student Worker	Hire Temp Appointment	766.94	22-APR-18
Abby Maresh	US7405 00	Office Assistant	Hire Temp Appointment	3466.80	05-MAY-18
Lauren Mattison	QS9477 00	BBS Spura Student Lab Asst	Hire Temp Appointment	6933.20	14-MAY-18
Sasha McDowell	US7992 02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Sasha McDowell	US8046 03	English Ambassador	Hire Temp Appointment	250.00	22-MAR-18
Carlotta McKittrick	QE8667 00	Standardized Patient	Hire Temp Appointment	50.00	22-APR-18
Theodora McMahon	US7983 00	Student Technical Assistant	Hire Temp Appointment	1227.14	22-MAR-18
Theodora McMahon	US8199 02	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Heather Mead	QS9459 01	Dental Assistant	Hire Temp Appointment	300.00	22-APR-18
Mary Merxbauer	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Callie Meyer	US8371 00	Temp Building Maintenance	Hire Temp Appointment	6586.54	07-MAY-18
Brooke Miller	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Madison Miller	US8434 01	Summer Housing Staff	Hire Temp Appointment	2270.03	05-MAY-18
Kayla Mitzel	US7376 00	SFL Summer Student Worker	Hire Temp Appointment	1299.90	14-MAY-18
Kayla Mitzel	US8416 00	Admissions Student Worker	Hire Temp Appointment	6135.88	07-MAY-18
Conrad Mohr-Eymer	QS9477 00	BBS Spura Student Lab Assistan	Hire Temp Appointment	6933.20	14-MAY-18
John Morris	UW7378 01	SVRC Summer Work Study	Hire Temp Appointment	5190.00	07-MAY-18
Ericka Muchow	US8506 01	Front Desk Assistant	Hire Temp Appointment	4679.64	07-MAY-18
Caroline Mulder	US8434 00	Operations Crew	Hire Temp Appointment	2270.03	21-MAY-18
Taylor Muller	UW8509 00	Wellness Center Summer WS	Hire Temp Appointment	2436.75	07-MAY-18
Taylor Muller	UW8509 00	Wellness Center Summer WS	Hire Temp Appointment	2800.00	15-MAY-18
John Murphy	QE8667 00	Standardized Patient	Hire Temp Appointment	40.00	22-MAR-18
John Murphy	QE8667 01	Standardized Patient	Hire Temp Appointment	40.00	22-MAR-18
Jill Nelsen	US8199 01	Peer Advisors	Hire Temp Appointment	200.00	22-APR-18
Anlis Nelson	QE8667 00	Sonographer	Hire Temp Appointment	116.66	22-MAR-18
Anlis Nelson	QE8667 00	Ultrasound Tech	Hire Temp Appointment	50.00	22-APR-18
Blaine Nelson	QS9477 01	BBS BRIN Student Lab Asst	Hire Temp Appointment	6933.20	21-MAY-18
Gavin Nelson	QS9477 00	BBS MSRP Student Lab Asst	Hire Temp Appointment	8122.24	14-MAY-18
Jennifer Nelson	US8434 01	Summer Housing Staff	Hire Temp Appointment	2282.85	05-MAY-18
Elisha Nez	UW8076 00	Work Study	Hire Temp Appointment	2000.00	07-MAY-18
Kouadio Niamba	US8362 00	Temp Grounds Keeper	Hire Temp Appointment	6586.54	08-MAY-18
Nijie Niamba	US8362 00	Temp Grounds Keeper	Hire Temp Appointment	1646.64	07-MAY-18
Rachel Nwogo	US8380 00	Temp Facility Worker	Hire Temp Appointment	6586.54	07-MAY-18
Benjamin O'Bryan	US7992 01	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Benedict Odai	US8371 00	Temp Building Maintenance	Hire Temp Appointment	6586.54	07-MAY-18
Michael Olivier	QE8667 00	Standardized Patient	Hire Temp Appointment	360.00	22-MAR-18
Selena Olvera	US8010 00	Oscar Howe Curatorial Fellow	Hire Temp Appointment	3000.00	22-MAR-18
Bernard Onserio	US8380 00	Temp Facility Worker	Hire Temp Appointment	6586.54	07-MAY-18
Kathryn Opitz	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Azra Osmancevic	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18
Seth Overbay	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Subharaj Pal	US8416 00	Recycling Worker	Hire Temp Appointment	3068.12	11-MAY-18
Naivetya Patle	US7974 01	Library Student Assistant	Hire Temp Appointment	1840.71	13-APR-18
Naivetya Patle	US8425 00	MUC Information Desk Worker	Hire Temp Appointment	9080.10	07-MAY-18
Sidney Pepple	US8425 00	MUC Information Desk Worker	Hire Temp Appointment	9080.10	07-MAY-18
Sidney Pepple	US8434 00	Operations Crew	Hire Temp Appointment	2270.03	21-MAY-18
Logan Peterson	US8416 00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
Daniel Petra	QS9477 00	BBS Student Lab Assistant	Hire Temp Appointment	1866.66	05-MAY-18
Nicole Pierson	US7992 02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Preston Pratt	US8416 03	Admissions Student Worker I	Hire Temp Appointment	4222.40	07-MAY-18
Jordan Preuss	US8506 03	Building Manager	Hire Temp Appointment	1760.00	22-APR-18
Amanda Przymus	UE8268 00	Group Counseling Supervisor	Hire Temp Appointment	1000.00	22-APR-18
Filip Radev	QS9477 06	BBS Student Lab Assistant	Hire Temp Appointment	866.60	05-MAY-18

Kirk Rangel	QE8667 00	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18
Ritesh Ray	US8362 00	Temp Grounds Keeper	Hire Temp Appointment	6586.54	07-MAY-18
Grace Reeves	QE8667 00	Standardized Patient	Hire Temp Appointment	220.00	22-MAR-18
Grace Reeves	QE8667 01	Standardized Patient	Hire Temp Appointment	230.00	22-MAR-18
Casey Reihe	QS9477 02	BBS MSRP Student Lab Asst	Hire Temp Appointment	8122.24	14-MAY-18
Keeley Rexwinkel	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	6135.88	28-APR-18
Austin Rhodes	UW7379 00	SVRC Spring Work Study	Hire Temp Appointment	1710.00	22-MAR-18
Alex Rickel	UG7414 03	GMP Research Assistant	Hire Temp Appointment	1500.00	22-APR-18
Christy Ritesman	QE8667 00	Standardized Patient	Hire Temp Appointment	210.00	22-MAR-18
Christy Ritesman	QE8667 00	Standardized Patient	Hire Temp Appointment	80.00	22-APR-18
Christy Ritesman	QE8667 01	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18
David Robinson	UW7378 01	SVRC Summer Work Study	Hire Temp Appointment	5199.90	07-MAY-18
Mason Rogers	QS9567 00	CD Student Assistant	Hire Temp Appointment	5200.00	08-MAY-18
Desiree Rohrbach	US8425 00	Student Mocktail/Canvas Artist	Hire Temp Appointment	50.00	22-MAR-18
Desiree Rohrbach	US8434 02	Summer Housing Staff	Hire Temp Appointment	2270.03	05-MAY-18
Kelsey Rokahr	UW8446 01	Reading Tutor	Hire Temp Appointment	4602.00	07-MAY-18
Jared Roland	US8371 00	Temp Building Maintenance	Hire Temp Appointment	6586.54	10-MAY-18
Kelsey Rollins	US8443 00	Teacher Assistant	Hire Temp Appointment	1533.88	07-MAY-18
Matthew Rosburg	QE8667 00	Standardized Patient	Hire Temp Appointment	40.00	22-MAR-18
Matthew Rosburg	QE8667 00	Standardized Patient	Hire Temp Appointment	160.00	22-APR-18
Matthew Rosburg	QE8667 01	Standardized Patient	Hire Temp Appointment	40.00	22-MAR-18
Hannah Ross	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Rachel Rucker	QS9477 00	BBS Spura Student Lab Assist	Hire Temp Appointment	6933.20	14-MAY-18
Rachel Ruffinott	UG8716 01	Graduate Admin Assistant	Hire Temp Appointment	6775.47	07-MAY-18
Emily Ruzhitsky	US8416 00	Admissions Student Ambassador	Hire Temp Appointment	613.48	28-APR-18
Katelyn Ryan	US8145 00	Student Labor	Hire Temp Appointment	180.00	22-APR-18
Katelyn Ryan	US8488 00	Marketing Photo/Video Worker	Hire Temp Appointment	767.03	07-MAY-18
Jessie Sadlon	QS9477 00	BBS Student Lab Assistant	Hire Temp Appointment	4601.65	14-MAY-18
Hanna Sanyour	UG7417 08	GMP Research Assistant	Hire Temp Appointment	3000.00	22-APR-18
Richard Sauer	US8434 04	Operations Crew	Hire Temp Appointment	2321.33	07-MAY-18
Logan Schiebout	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Haley Schild	US8506 00	Front Desk Assistant	Hire Temp Appointment	1150.41	22-MAR-18
Thomas Schnabel	QE8667 00	Standardized Patient	Hire Temp Appointment	40.00	22-MAR-18
Sadie Schoenfelder	US8506 00	Front Desk Assistant	Hire Temp Appointment	4601.65	07-MAY-18
Kathy Schrad	QE8667 00	Standardized Patient	Hire Temp Appointment	100.00	22-APR-18
Emily Schreur	QE8667 00	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18
Emily Schreur	QE8667 01	Standardized Patient	Hire Temp Appointment	20.00	22-MAR-18
Molly Schroeder	US7992 02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Mckinley Schubert	UW8130 01	Work Study	Hire Temp Appointment	3999.50	07-MAY-18
Mckinley Schubert	UW8130 01	Work Study	Hire Temp Appointment	4000.00	15-MAY-18
Katelyn Schultz	US8506 00	Front Desk Assistant	Hire Temp Appointment	4601.65	22-APR-18
Rachael Severson	US8506 01	Front Desk Assistant	Hire Temp Appointment	433.30	07-MAY-18
Monika Shrestha	US8434 00	Summer Housing Staff	Hire Temp Appointment	2821.50	07-MAY-18
Jackson Shriver	QS9477 02	BBS MSRP Student Lab Asst	Hire Temp Appointment	8122.24	07-MAY-18
Jacob Simmons	US8416 00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18
Whitney Sitzman	US8416 00	Admissions Student Worker	Hire Temp Appointment	4295.08	07-MAY-18
Hannah Sjerven	US7385 01	Ath Events Ticket Taker/Usher	Hire Temp Appointment	866.60	01-MAY-18
Elizabeth Skye	US7421 00	U Discover 2018	Hire Temp Appointment	5200.00	14-MAY-18
Joshua Sorbe	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18
Joshua Sorbe	US8479 00	SGA President	Hire Temp Appointment	849.60	22-MAR-18
Gavyn Spotted Tail	US8064 00	Student Labor	Hire Temp Appointment	800.00	22-APR-18
Matthew Springer	QS9450 00	Undergraduate Student Worker	Hire Temp Appointment	849.60	30-APR-18
Dillon Starner	US7992 02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Skyler Steffey	US7992 02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18
Alexander Steinley	QS9477 00	BBS BRIN Student Lab Asst	Hire Temp Appointment	5199.60	21-MAY-18
Cazzie Steinzor	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18
Michaela Sterrett	US8506 00	Front Desk Assistant	Hire Temp Appointment	4679.64	07-MAY-18
Tyler Stewart	US7385 00	Athletics FB Videographer	Hire Temp Appointment	1299.90	22-MAR-18
Camren Strecker	US7974 00	Library Student Assistant	Hire Temp Appointment	1840.71	26-MAR-18
Yuzina Subedi	US7974 00	Library Student Assistant	Hire Temp Appointment	1840.71	05-APR-18
Lane Suing	QS9477 01	BBS Spura Student Lab Asst	Hire Temp Appointment	6933.20	14-MAY-18
Shawn Sullivan II	US7402 00	Human Subjects Student Asst.	Hire Temp Appointment	1473.22	16-APR-18
Megan Swets	US7421 00	U Discover 2018	Hire Temp Appointment	5200.00	14-MAY-18
Kulatheepan Thanabalasingam	UG7901 01	EH&S Grad Admin Assistant	Hire Temp Appointment	4207.32	07-MAY-18
Mikayla Thomas	US8416 01	Admissions Student Worker I	Appointment	6021.60	07-MAY-18
Brenda Tibbetts	QE8667 00	Standardized Patient	Hire Temp Appointment	50.00	22-APR-18
Taige Tople	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18
Shelby Torstenson	UW8500 00	HR Summer WS	Hire Temp Appointment	1800.00	17-MAY-18

Kastuv Tuladhar	US8371 00	Temp Building Maintenance	Hire Temp Appointment	6586.54	07-MAY-18	
Alexis Tuttle	US7983 00	Cabaret Pit Band	Hire Temp Appointment	685.00	22-MAR-18	
Derek Tuttle	UE8441 00	Lead Worker Operations Crew	Hire Temp Appointment	855.00	07-MAY-18	
Haley Unzen	UW8265 00	Student Office Assistant	Hire Temp Appointment	2000.00	07-MAY-18	
Lauren Van Hove	QS9477 01	BBS MSRP Student Lab Assistant	Hire Temp Appointment	8122.24	14-MAY-18	
Chelsey Van Ness	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18	
Allison VanLaecken	QS9477 00	BBS Student Lab Assistant	Hire Temp Appointment	4601.65	16-MAY-18	
Joyce Vander Lugt	QE8667 00	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18	
Joyce Vander Lugt	QE8667 00	Standardized Patient	Hire Temp Appointment	100.00	22-APR-18	
Vinay Vanteddu	US8371 00	Temp Building Maintenance	Hire Temp Appointment	6586.54	07-MAY-18	
Thomas Vierhout	US7508 00	Research Assistant	Hire Temp Appointment	13866.40	22-MAR-18	
Jennifer Vincent	US8362 00	Temp Grounds Keeper	Hire Temp Appointment	6586.54	07-MAY-18	
Nikul Vyas	US8362 01	Temp Grounds Keeper	Hire Temp Appointment	6759.87	07-MAY-18	
Jared Waltz	US8199 01	Peer Advisor	Hire Temp Appointment	200.00	22-APR-18	
Sheng Wang	US7992 02	USD Opera Orchestra	Hire Temp Appointment	230.10	22-APR-18	
Blake Warner	US7405 00	Athlete Tutor	Hire Temp Appointment	1733.20	09-MAY-18	
Eldon Warner	US8416 00	Admissions Coyote Crew	Hire Temp Appointment	3068.12	21-MAY-18	
Megan Wegher	QS9450 03	Graduate Student Worker	Hire Temp Appointment	2275.00	22-MAR-18	
Logan Welker	US7414 00	Diversity Facilitator	Hire Temp Appointment	150.00	22-MAR-18	
Daniel Whirlwind Soldier Petit	US8028 00	River REU Program Participant	Hire Temp Appointment	5500.03	07-MAY-18	
Danielle Wilson	QS9477 00	BBS SPURA Student Lab Asst	Hire Temp Appointment	6933.20	14-MAY-18	
Patrick Wilson	QS9477 04	BBS Student Lab Assistant	Hire Temp Appointment	1733.20	05-MAY-18	
Jessica Winterringer	US8425 02	MUC Information Desk Worker	Hire Temp Appointment	2034.48	07-MAY-18	
Jessica Winterringer	US8506 00	Front Desk Assistant	Hire Temp Appointment	389.97	07-MAY-18	
Miranda Winterringer	US8425 00	MUC Information Desk Worker	Hire Temp Appointment	9080.10	07-MAY-18	
Austin Wolfe	QE8667 00	Non-Standardized Patient	Hire Temp Appointment	237.50	22-APR-18	
Cody Wright	QE8667 00	Standardized Patient	Hire Temp Appointment	190.00	22-APR-18	
Robert Wright	QE8667 00	Standardized Patient	Hire Temp Appointment	40.00	22-MAR-18	
Sally Wright	QE8667 00	Standardized Patient	Hire Temp Appointment	115.00	22-MAR-18	
Sally Wright	QE8667 01	Standardized Patient	Hire Temp Appointment	40.00	22-MAR-18	
Terry Zerfas	QE8667 00	Standardized Patient	Hire Temp Appointment	290.00	22-APR-18	
Bailey Zimmerman	US8434 03	Summer Housing Staff	Hire Temp Appointment	2282.85	05-MAY-18	
Ann Wilson	QE9048 01	Temp Education Advisor	Hire Temp Appointment	1725.00	22-APR-18	

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Michael Abbott	UW7412 00		Diversity Fall/Spring WS	Sal Adj-Unusual Circumstance	1000.00	1200.00	200.00	
Michael Abbott	UW7412 00		Diversity Fall/Spring WS	Sal Adj-Unusual Circumstance	1200.00	1300.00	100.00	
Chandler Andrews	UW8436 00		Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	1600.00	2600.00	1000.00	
Haley Andrews	US8416 00		Recycling Program Worker	Permanent Additional Duties	3568.23	3568.23	0.00	
Madeline Aune	US8416 01		Admissions Student Ambassador	Minimum Wage Increase	689.77	689.77	0.00	
Abigail Beeson	UW7381 00		CAP Monitor	Sal Adj-Unusual Circumstance	1600.00	1700.00	100.00	
Elizabeth Bjorklund	UW8436 01		Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	2600.00	2800.00	200.00	
Grace Boone	UW8300 00		Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	1200.00	2200.00	1000.00	
Grace Boone	UW8509 00		Wellness Center Summer WS	Sal Adj-Unusual Circumstance	2270.03	1050.00	-1220.03	
Quintin Brady	UW8436 00		Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	3000.00	5200.00	2200.00	
Hunter Bryan	UW8003 00		Art Assistant	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Eugene Buhian	UW8490 01		Marketing WS Graphics Intern	Sal Adj-Unusual Circumstance	1600.00	2200.00	600.00	
Jenna Corrin	UW7381 01		CAP Monitor	Sal Adj-Unusual Circumstance	1600.00	1700.00	100.00	
Glyniel Costello	UW7403 01		Tutor	Sal Adj-Unusual Circumstance	1800.00	2100.00	300.00	
Emily DO	UW7375 00		CDC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1600.00	1900.00	300.00	
Robin DO	UW7375 00		CDC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Makayla Disburg	US8416 02		Admissions Student Worker	Minimum Wage Increase	3834.71	3834.71	0.00	
Christopher Dupic	UW7985 00		Student Technical Assistant	Sal Adj-Unusual Circumstance	1600.00	2400.00	800.00	
Cassandria Echols	UW8410 00		Financial Aid Smr Work Study	Sal Adj-Unusual Circumstance	3640.00	4500.00	860.00	
Brittany Evans	UW8490 01		Marketing Retail Clerk -WS F/S	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Marie Fennema	UW7421 00		Student Curatorial Assistant	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Madison Fick	UW8300 01		Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	2700.00	2770.00	70.00	
Mikaela Fischer	UW8517 02		Work Study Ath/Sports Medicine	Sal Adj-Unusual Circumstance	1600.00	1700.00	100.00	
Aaron Fleischer	UW8048 03		Writing Center Tutor	Sal Adj-Unusual Circumstance	1600.00	1900.00	300.00	
Ashley Fuerst	UW7381 00		CAP Monitor	Sal Adj-Unusual Circumstance	1600.00	1700.00	100.00	
Bridget Geerts	UW8201 00		Work Study	Sal Adj-Unusual Circumstance	1600.00	2150.00	550.00	
Johanna Girard	UW7381 01		CAP Monitor	Sal Adj-Unusual Circumstance	1600.00	1700.00	100.00	
Natalie Gronlund	UW8048 01		Writing Center Receptionist	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Daniel Hade	UW8201 00		Work Study	Sal Adj-Unusual Circumstance	1600.00	1900.00	300.00	

Tanner Hall	UW8111 00	Lab Assistant	Sal Adj-Unusual Circumstance	1600.00	2700.00	1100.00
Justin Heinrichs	UW8436 00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	2600.00	2800.00	200.00
Jessica Jandera	UW7403 02	Career Svcs Workstudy	Sal Adj-Unusual Circumstance	1600.00	1750.00	150.00
Ethan Jennings	UW8030 00	Work Study	Sal Adj-Unusual Circumstance	800.00	1500.00	700.00
Trenity Kenobbie	UW8300 03	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	5100.00	5400.00	300.00
Michael Kopren	UW8012 00	Student Office Assistant III	Sal Adj-Unusual Circumstance	1600.00	2200.00	600.00
Michael Kopren	UW8012 00	Student Office Assistant III	Sal Adj-Unusual Circumstance	2200.00	2300.00	100.00
Zachary Krogman Behrens	UW8410 01	Financial Aid Smr Work Study	Sal Adj-Unusual Circumstance	5200.00	3000.00	-2200.00
Clay LaPlante	UW7985 00	Theatre Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1336.76	2650.00	1313.24
Megan Langley	UW7408 02	Fall/Spring Library Workstudy	Sal Adj-Unusual Circumstance	1600.00	1750.00	150.00
Payton Lee	UW8300 00	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	5100.00	5600.00	500.00
Kriston Lynn	UW7958 02	Sponsored Programs Work Study	Sal Adj-Unusual Circumstance	3200.00	4050.00	850.00
Kriston Lynn	UW7958 02	Sponsored Programs Work Study	Sal Adj-Unusual Circumstance	4050.00	4350.00	300.00
Abby Maresh	UW7403 00	ACPC Work Study	Sal Adj-Unusual Circumstance	1800.00	2000.00	200.00
Makena Masuen	UW8165 00	Work Study	Sal Adj-Unusual Circumstance	1600.00	1850.00	250.00
Morgan McAllister	UW8445 00	Reading Tutor	Sal Adj-Unusual Circumstance	2400.00	2600.00	200.00
Nicholas Mettler	UW7994 00	Student Office Assistant III	Sal Adj-Unusual Circumstance	3150.00	3450.00	300.00
Madison Michels	UW8418 02	Admissions WS Student Worker	Sal Adj-Unusual Circumstance	4500.00	6200.00	1700.00
Erica Miller	UW7403 01	Tutor	Sal Adj-Unusual Circumstance	2000.00	2250.00	250.00
Afiwa Missoh	UW8436 00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	5500.00	5700.00	200.00
John Morris	UW7378 01	SVRC Summer Work Study	Sal Adj-Unusual Circumstance	5190.00	4500.00	-690.00
Cori Nath	UW8418 01	Admissions Telecounselor	Sal Adj-Unusual Circumstance	1600.00	1900.00	300.00
Kalie Peters	UW8517 00	Work Study/Athletic-Football	Sal Adj-Unusual Circumstance	1600.00	1950.00	350.00
Megan Peters	UW8436 00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	3000.00	4000.00	1000.00
Megan Peters	UW8436 00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	4000.00	4200.00	200.00
Hannah Poppens	US8416 01	Admissions Student Ambassador	Sal Adj-Unusual Circumstance	689.77	4683.34	3993.57
Filip Radev	QW9479 03	BBS Work Study Lab Assistant	Sal Adj-Unusual Circumstance	4200.00	4450.00	250.00
Gabriela Revolorio	UW7375 00	CDC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00
David Robinson	UW7378 01	SVRC Summer Work Study	Sal Adj-Unusual Circumstance	5199.90	3500.00	-1699.90
Kelsey Rokahr	UW8446 01	Reading Tutor	Sal Adj-Unusual Circumstance	4602.00	3500.00	-1102.00
Logan Rolle	UW8048 00	Writing Center Tutor	Sal Adj-Unusual Circumstance	1600.00	2000.00	400.00
Kelsey Rollins	UW8445 00	Reading Tutor	Sal Adj-Unusual Circumstance	1800.00	2600.00	800.00
Ellen Roufs	UW7403 01	Tutor	Sal Adj-Unusual Circumstance	2600.00	2800.00	200.00
Kristie Schmidt	UW7949 00	Honors Work Study	Sal Adj-Unusual Circumstance	3200.00	3500.00	300.00
Katelyn Schultz	UW8300 00	Wellness Center Fall/Spring WS	Sal Adj-Unusual Circumstance	2500.00	2700.00	200.00
Jakob Sjovold	UW7403 00	Desk Assistant	Sal Adj-Unusual Circumstance	1600.00	2000.00	400.00
Reed Solberg	UW8165 00	Work Study	Sal Adj-Unusual Circumstance	1600.00	1850.00	250.00
Scott Stallmann	UW8048 00	Fall/Spring WS	Sal Adj-Unusual Circumstance	1564.00	2200.00	636.00
Shelby Torstenson	UW8500 00	HR Summer WS	Sal Adj-Unusual Circumstance	1800.00	1800.00	0.00
Andrea Tostado	UW8427 00	MUC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1171.82	1800.00	628.18
Genevieve Towner	UW7403 00	ACPC Workstudy	Sal Adj-Unusual Circumstance	3000.00	3150.00	150.00
Genevieve Towner	UW7403 00	ACPC Workstudy	Sal Adj-Unusual Circumstance	1600.00	3150.00	1550.00

Student Employment and NFE Non-Benefit Eligible (NFE2)
Temporary Salary Adjustments(ST)

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

There were no records found for this group.

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Gavin Nelson	QE8958 00		Teaching Lab Assistant	TV001	13-MAY-18
Casey Reihe	QE9904 00		Research Associate I	TV001	11-MAY-18
Savannah Aanderud	US8434 01		Brookman Desk Worker	TV012	21-MAY-18
Michael Abbott	UW7412 00		Diversity Fall/Spring WS	TV012	04-MAY-18
Mary Aberle	QS9477 01		NAHSP Mentor	TV012	21-MAY-18
Supun Randil Abe Abeyratne Her	UG7871 00		Graduate Administrative Assist	TV012	21-MAY-18
Riley Ackerman	US8416 01		Admissions Student Ambassador	TV012	21-MAY-18
Alie Adams	UW8445 00		Reading Tutor	TV012	04-MAY-18
Deborah Agbeniyi	US7427 00		Resident Assistant-ACA	TV012	21-MAY-18
Deborah Agbeniyi	US8434 01		Resident Assistant	TV012	21-MAY-18
Ashley Ahlers	QE8667 00		Standardized Patient	TV013	21-APR-18
Michaela Ahrenholtz	US7424 00		Resident Assistant-ACA	TV012	21-MAY-18

Michaela Ahrenholtz	US8434 00	Resident Assistant	TV012	21-MAY-18
James Ahuna	UG7576 00	Graduate Admin Assistant	TV012	21-MAY-18
Marlise Ahuna	UG7800 00	Graduate Teaching Assistant	TV012	21-MAY-18
Nicholas Akins	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Nicholas Akins	US8001 03	Art Model	TV012	21-MAY-18
Manuel Alarcon Cuellar	US8082 01	Student Math Tutor II	TV012	04-MAY-18
Manuel Alarcon Cuellar	US8199 00	Beacom Tutor	TV012	21-MAY-18
Carley Allen	UW7381 00	CAP Monitor	TV012	04-MAY-18
Atia Amin	UG7892 00	Graduate Research Assistant	TV012	21-MAY-18
Betsy Amundson	UW7430 00	Work Study Student	TV012	04-MAY-18
Benjamin Anane-Asamoah	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Benjamin Anane-Asamoah	US8434 00	Resident Assistant	TV012	21-MAY-18
Hayden Anderson	UW8120 02	Work Study	TV012	04-MAY-18
Joshua Anderson	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Joshua Anderson	US8479 02	Student Life Student Asst	TV012	21-MAY-18
Katelyn Anderson	UG8938 02	GTA	TV012	21-MAY-18
Anna Andrews	UW7430 00	Work Study Student	TV012	04-MAY-18
Chandler Andrews	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Haley Andrews	US8416 00	Recycling Program Worker	TV012	21-MAY-18
Darko Antevski	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Darko Antevski	US8434 01	Resident Assistant	TV012	21-MAY-18
Bogdan Anton	QS9540 00	Student Driver	TV013	21-MAY-18
Ellie Arndt	UG8608 00	Graduate Teaching Assistant	TV012	21-MAY-18
Ellie Arndt	UG8608 02	Grad Instructor of Record	TV013	21-MAY-18
Nakfa Atsemet	UW7430 00	Work Study	TV012	04-MAY-18
Madeline Aune	US7939 02	Tutor	TV012	04-MAY-18
Madeline Aune	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Nadine Axlund	QE8667 00	Standardized Patient	TV013	21-APR-18
Nadine Axlund	QE8667 00	Standardized Patient	TV013	21-MAY-18
Dillon Axtell	US8344 00	Ticket Writer	TV012	21-MAY-18
Dillon Axtell	US8344 01	Special Events	TV012	21-MAY-18
Adrian Aylor	UG8852 01	Graduate Admin Assistant	TV012	21-MAY-18
Allison Bacso	UG7511 00	Graduate Admin Assistant	TV012	21-MAY-18
Emily Badura	UW7403 01	Desk Assistant	TV012	04-MAY-18
Chelsy Bailly	US8434 01	CV Mail Clerk	TV012	21-MAY-18
Haley Baker	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Jack Baker	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Miththira Balasingam	UG8732 01	Grad Assistant - Lab	TV012	21-MAY-18
Kara Balken	UG8854 01	Graduate Admin Assistant	TV012	21-MAY-18
Camyron Ballard	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Martin Balmer	US7992 03	USD Opera Orchestra	TV012	21-APR-18
Martin Balmer	US7992 04	USD Opera Orchestra	TV012	21-MAY-18
Kassitti Balomenos	UG8664 00	Student Activities GAA	TV012	11-MAY-18
Jordyn Bangasser	US8172 01	Student Assistant	TV012	21-MAY-18
Nile Banks	UG8551 00	Graduate Teaching Assistant	TV012	21-MAY-18
Rachel Barclay	US8199 02	Beacom Tutor	TV012	21-MAY-18
Whitney Barnes	US8416 01	Admissions Student Worker/Call	TV012	21-MAY-18
David Barnum	UG7551 00	Graduate Teaching Assistant	TV012	21-MAY-18
Clay Barton	UG7741 02	Graduate Research Assistant	TV012	21-MAY-18
Tabitha Bass	UW7985 01	Student Technical Assistant	TV012	04-MAY-18
Natalie Basta	US7405 00	Tutor	TV012	04-MAY-18
Jonathan Batchelor	UG7523 00	Grad Asst-Athletics Admin	TV012	21-MAY-18
Catherine Beall	UG8763 00	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Jessilynn Bean	UW7377 00	NSS Fall/Spring Work Study	TV012	04-MAY-18
Mekko Bear Killer	UW7377 00	NSS Fall/Spring Work Study	TV012	04-MAY-18
Aidan Beck	UW8427 04	MUC Fall/Spring Work Study	TV012	04-MAY-18
Ethan Beck	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Michaela Beckman	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Samantha Beckman	UW7381 00	CAP Monitor	TV012	04-MAY-18
Sophia Beers	UW8445 01	Reading Tutor	TV012	04-MAY-18
Abigail Beeson	UW7381 00	CAP Monitor	TV012	04-MAY-18
Eden Bekele	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Eden Bekele	US8208 00	HS Sitter	TV012	21-MAY-18
Eden Bekele	US8434 00	Resident Assistant	TV012	21-MAY-18
Julianna Benge	US8416 00	Reycling Student Worker	TV012	10-MAY-18
Emily Benson	UG8851 00	Graduate Admin Assistant	TV012	21-MAY-18
Kelsey Berger	US8425 00	MUC Information Desk Worker	TV012	21-MAY-18
Katherine Bergheim	UW8463 00	SCC Fall/Spring Work Study	TV012	04-MAY-18

Timarie Bergman	UW8084 00	Student Math Tutor II	TV012	04-MAY-18
Carmen Bermudez	US8434 00	Desk Worker-Central Office	TV012	21-MAY-18
Abby Berryman	US8461 02	Safe Ride Monitor	TV012	21-MAY-18
Surya Bhandari	UG8744 00	Graduate Research Assistant	TV012	21-MAY-18
Thakur Bhatta	UG7747 00	Graduate Research Assistant	TV012	21-MAY-18
Sanjay Bhattarai	UG7748 00	Graduate Research Assistant	TV012	21-MAY-18
Arjun Bhowmick	UG8734 00	Grad Assistant - Lab	TV012	21-MAY-18
Victoria Biach	QS9540 00	Student Driver	TV013	21-MAY-18
Gretchen Biersbach	US8046 01	Writing Center Tutor	TV012	21-MAY-18
Frae Binder	UG8681 00	SFL GAA	TV012	11-MAY-18
Thomas Binder	UG7745 02	Graduate Research Assistant	TV012	21-MAY-18
Makena Bischoff	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Elizabeth Bjorklund	UW8436 01	Housing Fall/Spring WS	TV012	04-MAY-18
Josey Blare	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Ashlynn Blenner	US8199 00	Beacom Tutor	TV012	21-MAY-18
Christine Blunck	US7992 01	USD Opera Orchestra	TV012	21-APR-18
Christine Blunck	US7992 02	USD Opera Orchestra	TV012	21-MAY-18
Sydney Bodensteiner	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Benjamin Boehrns	UW8201 00	Beacom Work Study	TV012	04-MAY-18
Jessica Boerner	QS9540 01	Student Driver	TV013	21-MAY-18
Sidney Bohnet	UW8517 00	Work Study/Ath-Arena Equip Rm	TV012	04-MAY-18
Kaylin Bohr	US8309 00	Note Taker	TV012	21-MAY-18
Temiloluwa Bolaji-Oyenekan	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Temiloluwa Bolaji-Oyenekan	US8434 00	Resident Assistant	TV012	21-MAY-18
Brennen Bollinger	QE8667 00	Standardized Patient	TV013	21-APR-18
Samantha Bollinger	QE8667 00	Standardized Patient	TV013	21-APR-18
Caitlin Bolte	QW9353 03	Occ Therapy Workstudy Student	TV012	04-MAY-18
Chase Bolte	UW7399 00	Office Assistant	TV012	04-MAY-18
Alissa Bonham	QW9461 00	Dental Hygiene workstudy	TV012	04-MAY-18
Grace Boone	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Isaac Bouwman	US7402 00	Student Technicial Writer	TV013	04-MAY-18
Alison Boysen	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Alison Boysen	US8434 00	Resident Assistant	TV012	21-MAY-18
Quintin Brady	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Ashley Brage	US8299 01	Student Lab Consultant	TV012	04-MAY-18
Alycia Brantz	QE8667 00	Standardized Patient	TV013	21-APR-18
Jessica Brave Heart	UW8517 01	Ath Work Study/Sports Medicine	TV012	04-MAY-18
Keith Braveheart	UG7674 00	Graduate Teaching Assistant	TV013	21-MAY-18
Jeremiah Braxton	UW8409 00	Financial Aid Work-Study Asst	TV012	04-MAY-18
Brenna Bray	QS9478 00	NAHSP Mentor	TV012	21-MAY-18
Sydney Breen	UG8846 00	Graduate Admin Assistant	TV012	21-MAY-18
Luke Brenden	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Cathrine Brendstuen	UG7901 00	Intl Ofc Graduate Assistant	TV012	21-MAY-18
Kelsie Briggs	UG7565 00	GAA-Athletics/Sports Medicine	TV012	21-MAY-18
Nicholas Britten	UG7501 00	Graduate Research Assistant	TV012	21-MAY-18
Kendra Broekhuizen	UW7403 00	Tutor	TV013	04-MAY-18
Kaia Brose	UW7976 00	Library Fall/Spring Work Study	TV012	04-MAY-18
Katy Brown	QE8667 00	Standardized Patient	TV013	21-APR-18
Laura Brown	US8434 03	R/O Desk Worker	TV012	21-MAY-18
Alayna Bruflat	QE8667 00	Standardized Patient	TV013	21-APR-18
Alayna Bruflat	QE8667 01	Standardized Patient	TV013	21-APR-18
Kristyne Bruggeman	US8118 00	Research Assistant	TV012	21-APR-18
Hunter Bryan	UW8003 00	Art Assistant	TV012	04-MAY-18
Dillon Bryant	UW8012 00	Student Gallery Assistant	TV012	04-MAY-18
Bert Bucher	US8172 00	Student Assistant	TV012	21-MAY-18
Jonni Buckman	UW8454 00	TRIO Fall/Spring Work Study	TV012	04-MAY-18
Levenae Buggs	UG7812 02	Graduate Research Assistant	TV012	21-MAY-18
Levenae Buggs	UG7903 00	Student Counseling Ctr GCA	TV012	21-MAY-18
Eugene Buhian	UW8490 01	Marketing WS Graphics Intern	TV012	04-MAY-18
Mary Bullerdick	US8199 02	Peer Advisor	TV012	21-MAY-18
Mary Bullerdick	US8479 00	SGA External Comm Manager	TV012	21-MAY-18
Mary Bullerdick	US8488 01	Marketing Student Assistant	TV012	21-MAY-18
Taylor Bunkers	US7992 00	Student Office Assistant	TV012	04-MAY-18
Taylor Bunkers	UW7994 00	Student Office Assistant III	TV012	21-APR-18
Jay Burns	UE7261 00	Football Assistant	TV012	13-MAY-18
Sydney Busch	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Christina Bushinger	US8309 00	Note Taker	TV012	21-MAY-18
Brook Busselman	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18

Alissa Byrd	UW7397 01	Spring Work Study	TV012	04-MAY-18
Hilary Callahan	UG8617 00	Graduate Teaching Assistant	TV012	21-MAY-18
Sean Callahan	US8082 05	Student Math Tutor II	TV012	04-MAY-18
Chelsea Campbell	UG8798 00	Graduate Teaching Assistant	TV012	21-MAY-18
Kaitlyn Campbell	UG7553 00	Graduate Research Assistant	TV012	21-MAY-18
Cassidy Campbell Halls	QS9459 00	Dental Assistant	TV013	21-MAY-18
Arleny Campillo	UW8517 01	Athletics Work Study/Football	TV012	04-MAY-18
Eleanor Carle	UW7985 00	Student Technical Assistant	TV012	04-MAY-18
Dennis Carlson	UW7430 03	Work Study Student	TV012	04-MAY-18
Dylan Carlson	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Morgan Carnes	UG7698 00	Graduate Research Assistant	TV012	21-MAY-18
Morgan Carnes	US7414 00	Diversity Facilitator	TV012	21-APR-18
Erica Carrels	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Mei Kwan Chan	UG8822 00	Graduate Teaching Assist IOR	TV012	21-MAY-18
Hyun Woong Chang	UG8566 00	Graduate Research Assistant	TV013	21-MAY-18
Cley Charlson	US7405 00	Tutor	TV012	04-MAY-18
Cley Charlson	US8082 03	Student Math Tutor II	TV012	04-MAY-18
Danielle Charron	US8344 00	Ticket Writer	TV012	21-MAY-18
Danielle Charron	US8344 01	Speical Events	TV012	21-MAY-18
Frajdrach Chequetti Da Rocha	US8082 06	Student Math Tutor II	TV012	04-MAY-18
Frajdrach Chequetti Da Rocha	US8425 00	MUC Information Desk Worker	TV012	21-MAY-18
Ashleigh Chov	US8100 01	Chemistry Student Assistant	TV012	21-MAY-18
David Christianson	QS9477 00	NAHSP Mentor	TV012	21-MAY-18
Caitlyn Christy	UW7994 01	Student Office Assistant III	TV012	04-MAY-18
Annalea Chytka	UW7377 00	NSS Fall/Spring Work Study	TV012	04-MAY-18
Scott Clabough	UW7399 00	Student WS Recycling Assistant	TV012	04-MAY-18
Emily Clark	UW8255 00	UG Student Research Assistant	TV012	04-MAY-18
Erika Clark	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Hope Clarke	UW8499 00	HR Fall/Spring WS	TV012	04-MAY-18
Lyndsay Claussen	UG8711 00	Graduate Research Assistant	TV012	21-MAY-18
Suzannah Cleveland	UW8129 00	Office Assistant	TV012	04-MAY-18
Katherine Coffeen-Spencer	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Alyssa Collett	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Conor Collins	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Conor Collins	US8434 00	Resident Assistant	TV012	21-MAY-18
Conor Collins	US8434 01	B/M Desk Worker	TV012	21-MAY-18
Peggy Sue Collins	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Peggy Sue Collins	US8434 01	R/O Desk Worker	TV012	21-MAY-18
Anthony Combs	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Sean Condon	QS9540 01	Student Driver	TV013	21-MAY-18
Jared Cook	UG7909 01	Graduate Admin Assistant	TV012	21-MAY-18
Samantha Copp	UG7811 00	Head Start Grad Assistant	TV013	21-MAY-18
Brenden Corbett	UW8165 00	Work Study	TV012	04-MAY-18
Rebecca Cordie	QW9479 00	BBS Work Study Student	TV012	04-MAY-18
Jenna Corrin	UW7381 01	CAP Monitor	TV012	04-MAY-18
Carolynn Costar	QE8667 00	Standardized Patient	TV013	21-MAY-18
Glyniel Costello	UW7403 01	Tutor	TV012	04-MAY-18
Courtney Cowan	UW7404 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Linze Cowman	US8434 00	B/M Desk Worker	TV012	21-MAY-18
Kacie Cox	UW7421 00	Student Curatoral Assistant	TV012	04-MAY-18
Daniel Craig	UG8532 00	Graduate Research Assistant	TV012	21-MAY-18
Samuel Craig	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Samuel Craig	US8434 00	Resident Assistant	TV012	21-MAY-18
Michaella Crouch	US7429 01	Resident Assistant-ACA	TV012	21-MAY-18
Michaella Crouch	US8434 02	Resident Assistant	TV012	21-MAY-18
Lucas Crownover	US7424 01	Resident Assistant-ACA	TV012	21-MAY-18
Lucas Crownover	US8434 02	B/M Desk Worker	TV012	21-MAY-18
Lucas Crownover	US8434 03	Resident Assistant	TV012	21-MAY-18
Brittany Cruz	QW9326 00	Health Sciences Work Study	TV013	04-MAY-18
Jordan Cushman	US8416 01	Admissions Telecounselor	TV012	21-MAY-18
Jordan Cushman	US8488 00	Student Video/photographer	TV012	21-MAY-18
Justina Cvach	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Justina Cvach	US8434 00	Resident Assistant	TV012	21-MAY-18
Justina Cvach	US8434 01	CV Desk Worker	TV012	21-MAY-18
Emily DO	UW7375 00	CDC Fall/Spring Work Study	TV012	04-MAY-18
Robin DO	UW7375 00	CDC Fall/Spring Work Study	TV012	04-MAY-18
Saeed Dabbour	US7378 00	CDC Student Assistant	TV012	21-MAY-18
Saeed Dabbour	US8425 00	MUC Info Desk Worker	TV012	21-MAY-18

Courtney Dahlberg	UW7985 01	Student Technical Assistant	TV012	04-MAY-18
Amanda Dalbey	UG8855 00	Graduate Teaching Assdistant	TV012	21-MAY-18
Tony Danh	US7385 00	Athletics/FB Videographer	TV012	21-MAY-18
Amanda Daubendiek	UG8743 00	Graduate Teaching Assistant	TV012	21-MAY-18
Micah Davenport	UW7985 00	Student Technical Assistant	TV013	04-MAY-18
Amy Davis	QW9479 01	BBS Lab Assistant Work Study	TV012	04-MAY-18
Matthew De Jong	US8172 00	Student Assistant	TV012	21-MAY-18
Taya De Vine	UW8057 00	Work Study	TV012	04-MAY-18
Baylor DeVries	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Paula Dean	UG7931 00	Graduate Teaching Assistant	TV012	21-MAY-18
Shaina Dean	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Shaina Dean	US8434 00	Resident Assistant	TV012	21-MAY-18
Breanna Dedeker	US8461 00	Safe Ride Monitor	TV012	21-MAY-18
Kayla Dejong	US7425 01	Resident Assistant-ACA	TV012	21-MAY-18
Kayla Dejong	US8434 02	Resident Assistant	TV012	21-MAY-18
Kristin Derenge	UG7677 00	Graduate Assistant	TV012	21-MAY-18
Marcus Destin	US7378 00	CDC Student Assistant	TV012	21-MAY-18
Marcus Destin	US8425 00	MUC Info Desk Worker	TV012	21-MAY-18
Nicole Detches	UW8517 00	Ath Work Study/SCSC Equip Room	TV012	04-MAY-18
Kierra Determan	US8082 01	Student Math Tutor II	TV012	04-MAY-18
Rachel Deuhr	UW8445 04	Reading Tutor	TV012	04-MAY-18
Mary Devish	QE8667 00	Standardized Patient	TV013	21-MAY-18
Courtney Diddel	US8299 00	ITS Student Lab Manager	TV012	21-MAY-18
Marissa Diede	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Lam Diep	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Makayla Disburg	US8416 02	Admissions Student Worker	TV012	21-MAY-18
Samantha Dlugosh	US8479 00	Student Life Student Assistant	TV012	21-MAY-18
Natalia Dohman	US7939 00	Tutor	TV012	21-MAY-18
Alexandra Dolezal	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-18
Madeline Dolny	UG8698 00	Grad Adm Assistant/Volleyball	TV012	21-MAY-18
Patricia Dombrowski	UG8766 02	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Jose Dominguez	UG8603 01	Graduate Research Assistant	TV012	21-MAY-18
Eric Doney	UW7377 00	NSS Fall/Spring Work Study	TV012	04-MAY-18
Constantine Dorn	UG8627 00	Graduate Teaching Assistant	TV012	21-MAY-18
Evelyn Dosoo	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Evelyn Dosoo	US8434 00	Resident Assistant	TV012	21-MAY-18
David Doss	US8082 05	Student Math Tutor II	TV012	04-MAY-18
Robert Doss	UG8769 00	Grad Teaching Assistant IOR	TV012	21-MAY-18
Robert Doss	UG8769 02	Graduate Teaching Assist IOR	TV012	21-MAY-18
Kaitlyn Dougherty	UG8751 00	Graduate Teaching Assistant	TV012	21-MAY-18
Macey Dozark	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-18
Lori Dressen	UG7929 00	Graduate Teaching Assistant	TV012	21-MAY-18
Kylie Drilling	UW8490 00	Print Graphics WS Student I	TV012	04-MAY-18
Rachel Drown	UG7616 00	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Allysha Duffel	US8461 02	Safe Ride Monitor	TV012	21-MAY-18
Haley Duffield	UW8201 00	Work Study	TV013	04-MAY-18
Ciara Duffy	US7405 00	Tutor	TV012	04-MAY-18
Jarren Duffy	UG7402 00	GAA-Ath/Mktg & Promotions	TV012	21-MAY-18
Christopher Dupic	US7377 00	Charlie Coyote	TV012	21-MAY-18
Christopher Dupic	UW7985 00	Student Technical Assistant	TV012	04-MAY-18
Summer Dupree	US8362 00	Temp Grounds Keeper	TV012	21-MAY-18
Nathaniel Dusini	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Michael Dzordzormenyoh	UG8550 01	Graduate Teaching Assistant	TV012	21-MAY-18
Michael Dzordzormenyoh	US7414 00	Diversity Facilitator	TV012	21-APR-18
Briana Earl	UW7410 00	Fall/Spring Work Study	TV012	04-MAY-18
Miranda Ebach	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Miranda Ebach	US8416 00	Admissions Student Ambassador	TV012	06-MAY-18
Miranda Ebach	US8434 01	Resident Assistant	TV012	21-MAY-18
Anna Eben	UG8528 00	Graduate Research Assistant	TV012	21-MAY-18
Olivia Edoff	US7424 01	Resident Assistant-ACA	TV012	21-MAY-18
Olivia Edoff	US8434 01	Resident Assistant	TV012	21-MAY-18
Katrina Edson	UW7994 01	Student Office Assistant III	TV012	04-MAY-18
Trevor Edwards	US7405 00	Tutor	TV012	04-MAY-18
Austin Eggers	QS9540 01	Student Driver	TV013	21-MAY-18
William Ehrich	US8172 00	Student Assistant	TV012	21-MAY-18
Hailee Eisenbeisz	QG9184 00	LEND Grad Research Assistant	TV012	21-MAY-18
Sara Ellington	UG7726 00	Disabilty Services GAA	TV012	21-MAY-18
Morgan Engelkes	UW8201 01	Work Study	TV013	04-MAY-18

Demi Erickson	QW9479 00	BBS Workstudy Student Lab Asst	TV012	04-MAY-18
Diana Espadas	UW7430 03	Work Study Student	TV012	04-MAY-18
Sydney Esselink	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Abby Esser	UW8400 02	Work Study-Registrar	TV012	04-MAY-18
Katerina Estrada	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Brittany Evans	UW8490 01	Marketing Retail Clerk -WS F/S	TV012	04-MAY-18
Yunjie Fang	UW8012 00	Student Office Assistant III	TV012	04-MAY-18
Talita Fantauzzi	US8425 00	MUC Info Desk Worker	TV012	21-MAY-18
Angela Farrier	UG8567 00	Graduate Research Assistant	TV012	21-MAY-18
Krisztian Fasi	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Solomon Fast Horse	US7426 00	Resident Assistant-ACA	TV012	21-MAY-18
Solomon Fast Horse	US8434 00	Resident Assistant	TV012	21-MAY-18
Taylor Faw	QW9479 01	BBS Work Study Lab Assistant	TV012	04-MAY-18
Megan Feerick	US7405 03	Student Assistant	TV012	04-MAY-18
Megan Feerick	US7428 01	Resident Assistant-ACA	TV012	21-MAY-18
Megan Feerick	US8434 02	Resident Assistant	TV012	21-MAY-18
Megan Feerick	US8452 00	TRIO SSS Tutor	TV012	21-MAY-18
Megan Feller	UG8853 00	Graduate Admin Assistant	TV012	21-MAY-18
Bridget Fenger	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Marie Fennema	UW7421 00	Student Curatorial Assistant	TV012	04-MAY-18
Sandarage Pasan Chinthana Fern	UG7479 00	Graduate Research Asst-Nelson	TV012	21-MAY-18
Madison Fick	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Marie Fischer	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Mikaela Fischer	US7939 03	Tutor	TV012	04-MAY-18
Mikaela Fischer	US8309 00	Note Taker	TV012	21-MAY-18
Mikaela Fischer	UW8517 02	Work Study Ath/Sports Medicine	TV012	04-MAY-18
Hannah Flanery	QS9478 00	NAHSP Mentor	TV012	21-MAY-18
Hannah Flanery	UG8772 00	Graduate Teaching Assist-IOR	TV012	21-MAY-18
Aaron Fleischer	UW8048 03	Writing Center Tutor	TV012	04-MAY-18
Jody Fleischhacker	QE8667 00	Standardized Patient	TV013	21-APR-18
Devin Flesher	UG7675 00	Graduate ResearchAssistant	TV012	21-MAY-18
Timothy Flynn	UW8165 00	Work Study	TV012	04-MAY-18
Sara Folk	UG7702 00	NSS GAA	TV012	21-MAY-18
Dylan Folkens	US7385 05	Athletics/FB Videographer	TV012	21-MAY-18
Jaedon Foreman	US7377 00	Charlie Coyote	TV012	21-MAY-18
Jaedon Foreman	US8199 01	Peer Advisor	TV013	21-MAY-18
Jaycie Foster	UW7985 01	Student Technical Assistant	TV012	04-MAY-18
Whitney Fowkes	US8488 00	Marketing Student Videographer	TV012	21-MAY-18
Dylan Fox	UW7403 01	Tutor	TV012	04-MAY-18
Joshua Fox	US8118 00	Research Assistant	TV012	21-MAY-18
Peter Franz	QS9540 00	Student Driver	TV013	21-MAY-18
Seth Fraser	US7939 01	Tutor	TV013	04-MAY-18
Abigail Freese	UW8264 00	Student Office Assistant	TV012	04-MAY-18
Hailey Freidel	US8416 02	Admissions Student Ambassador	TV012	21-MAY-18
Marshall Freideman	UW7379 00	SVRC Spring Work Study	TV012	04-MAY-18
Derek Friese	US8046 03	Writing Center Tutor	TV012	21-MAY-18
Erin Frink	UG8806 00	Graduate Teaching Assistant	TV012	21-MAY-18
Mariah Fuchs	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Ashley Fuerst	UW7381 00	CAP Monitor	TV012	04-MAY-18
Rathna Garigipati	UG7732 01	Grad Instructor of Record	TV013	21-MAY-18
Braeden Garrett	US7377 00	Charlie Coyote	TV012	21-MAY-18
Kayla Garrett	UG8674 00	SFL GAA	TV012	06-MAY-18
Allyson Gartner	US7425 01	Resident Assistant-ACA	TV012	21-MAY-18
Allyson Gartner	US8434 01	Resident Assistant	TV012	21-MAY-18
David Gaston	US8434 00	OPS Crew	TV012	21-MAY-18
Matthew Gaynor	US7402 01	Human Subjects Student Worker	TV012	05-MAY-18
Cassidy Gebhart	QW9353 00	Occ Therapy Workstudy Student	TV012	04-MAY-18
Bridget Geerts	UW8201 00	Work Study	TV013	04-MAY-18
Dasashe Gelaw	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Dasashe Gelaw	US8434 01	Resident Assistant	TV012	21-MAY-18
Adam Gerard	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Seth Gerberding	US7939 01	Tutor	TV012	04-MAY-18
Seth Gerberding	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Spencer Gerdes	US7983 04	Cabaret Pit Band	TV012	21-APR-18
Benjamin Gerig	US8299 01	ITS Student Computer Sup Spec	TV012	21-MAY-18
Jacie Gerig	US8299 00	Student Lab Consultant	TV012	21-MAY-18
Brandi German	UW7399 01	Int'l Ofc Student Worker	TV012	04-MAY-18
Ethan Gette	UW8490 00	Student Photo/Videographer	TV012	04-MAY-18

Zahra Ghodsi Zadeh	UG7550 00	Graduate Research Assistant	TV012	21-MAY-18
Ashmita Ghosh	US8163 00	Student Assistant Library	TV012	21-MAY-18
Sydney Giese	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-18
Naomi Giesen	US8082 01	Student Math Tutor II	TV012	04-MAY-18
Samuel Giessinger	US8082 01	Student Math Tutor II	TV012	04-MAY-18
Nicholas Gillund	US8461 00	Safe Ride Monitor	TV012	21-MAY-18
Hyeonchang Gim	US7402 00	Temp Part time Lab	TV012	21-MAY-18
Johanna Girard	UW7381 01	CAP Monitor	TV012	04-MAY-18
Geraldine Gnimpieba	US7508 01	Research Assistant	TV012	21-MAY-18
Amanuel Gnorie	UG8752 00	Graduate Teaching Assistant	TV012	21-MAY-18
Binda Godlove Aka	UG7886 00	Graduate Research Assistant	TV012	21-MAY-18
Binda Godlove Aka	US7414 00	Diversity Facilitator	TV012	21-APR-18
Michaela Goldammer	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Autumn Gomez	UW8012 00	Student Office Assistant III	TV012	04-MAY-18
Delia Gonzales	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Elvira Gonzalez	UG8844 00	Graduate Research Assistant	TV012	21-MAY-18
Austin Gooden	UW8264 00	Student Office Assisstant	TV012	04-MAY-18
Shanel Goranowski	US8416 01	Admissions Student Worker	TV012	21-MAY-18
Julia Gorham	US7939 01	Tutor	TV012	04-MAY-18
Hannah Grantham	UG7587 01	Graduate Research Assistant	TV012	21-MAY-18
Amanda Gravholt	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Brandon Gray	UG8865 00	Grad Teaching Assistant IOR	TV012	21-MAY-18
Justin Gray	UG8778 01	Graduate Teaching Assistant	TV012	21-MAY-18
Tara Gray	US8434 05	Brookman Desk Worker	TV012	21-MAY-18
Tara Gray	US8434 06	CV Mail Clerk	TV012	21-MAY-18
Madison Green	US8479 00	SGA Vice President	TV012	21-MAY-18
Natalie Gronlund	US8199 01	Peer Advisor	TV012	21-MAY-18
Natalie Gronlund	UW8048 01	Writing Center Receptionist	TV012	04-MAY-18
Tory Gross	QG9223 00	LEND Grad Research Assistant	TV012	21-MAY-18
Lucia Guatney	UG8765 00	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Taylor Gubbrud	US8046 01	Writing Center Tutor	TV012	21-MAY-18
Madison Guhlke	UG7548 00	NSS GAA	TV012	21-MAY-18
Jason Gully	UG8653 00	Grad Teaching Assistant	TV012	21-MAY-18
Jason Gully	US8309 00	Note Taker	TV012	21-MAY-18
Amanda Gunderson	UG7391 00	Graduate Assistant	TV013	21-MAY-18
Christopher Haas	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Daniel Hade	UW8201 00	Work Study	TV013	04-MAY-18
Elin Haegeland	UG8786 00	Graduate Teaching Assistant	TV012	21-MAY-18
Drake Hagen	US8172 00	Student Assistant	TV012	21-MAY-18
Racheal Haiar	US8434 00	McFadden Desk Worker	TV012	21-MAY-18
Ali Haines	QS9540 01	Student Driver	TV013	21-MAY-18
Logan Hale	UG8604 00	Graudate Research Assistant	TV012	21-MAY-18
Steve Hale	UG7515 00	Graduate Teaching Assistant	TV012	21-MAY-18
Tanner Hall	UW8111 00	Lab Assistant	TV012	04-MAY-18
Brooke Hamilton	UW7985 01	Student Technical Assistant	TV012	04-MAY-18
Alyssa Hanisch	US8172 00	Student Assistant	TV012	21-MAY-18
Alex Hanson	QS9477 02	BBS Student Lab Assistant	TV012	21-MAY-18
Andrea Hanson	QG9226 00	LEND Trainee	TV012	21-MAY-18
Cylie Hanson	UG8655 03	GTA	TV012	21-MAY-18
Schae Hanson	QS9540 00	Student Driver	TV013	21-MAY-18
Tage Hanson	UG8848 00	Graduate Admin Assistant	TV012	21-MAY-18
Wesley Hanson	US8434 03	Brookman Desk Worker	TV012	21-MAY-18
Sydney Hardin	US8416 03	Admissions Student Ambassador	TV012	21-MAY-18
Emma Harkleroad	US7405 00	Tutor	TV012	04-MAY-18
Lauren Harrowa	UW7413 00	Ath Work Study/Ticket Office	TV012	04-MAY-18
Clinton Harvey-Olivier	QE8667 00	Standardized Patient	TV013	21-MAY-18
Nathan Hauck	UG8565 01	Graduate Research Assistant	TV012	21-MAY-18
Judith Haushalter	QE8667 00	Standardized Patient	TV013	21-APR-18
Judith Haushalter	QE8667 00	Standardized Patient	TV013	21-MAY-18
Haley Hawk	UW8499 00	HR Fall/Spring WS	TV012	04-MAY-18
Benjamin Hawkins	US8100 03	Chemistry Student Assistant	TV012	21-MAY-18
Holly Hayden	US7426 00	Resident Assistant-ACA	TV012	21-MAY-18
Holly Hayden	US8434 02	Resident Assistant	TV012	21-MAY-18
Holly Hayden	US8434 03	McFadden Desk Worker	TV012	21-MAY-18
Jenna Hayes	UG8792 00	Graduate Teaching Assistant	TV012	21-MAY-18
Joshua Hayes	US8199 00	Kids Count Student Worker	TV012	21-MAY-18
Tonya Heers	QE8667 00	Standardized Patient	TV013	21-MAY-18
Amanda Hegg	UG8764 00	Grad Teaching Assistant - IOR	TV012	21-MAY-18

Kayla Hegna	UG7454 00	Grad Admin Assistant	TV012	21-MAY-18
Dustin Heiden	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-18
Cole Hein	US8145 00	Student Labor	TV012	21-MAY-18
Justin Heinrichs	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Jill Heller	UW7403 00	ACPC Workstudy	TV012	04-MAY-18
De Shonte' Helm	UW7994 00	Student Office Assistant III	TV012	04-MAY-18
Marisa Helm	US7428 01	Resident Assistant-ACA	TV012	21-MAY-18
Marisa Helm	US8434 01	Resident Assistant	TV012	21-MAY-18
Marisa Helm	US8452 00	TRIO SSS Tutor	TV012	21-MAY-18
Riley Heltzel	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Riley Heltzel	US8434 00	Resident Assistant	TV012	21-MAY-18
Kayla Henderson	UG8558 00	Graduate Research Assistant	TV012	21-MAY-18
Brianna Henry	UG7554 05	Graduate Research Assistant	TV012	21-MAY-18
Calli Hensley	US8425 01	MUC Information Desk Worker	TV012	21-MAY-18
Cole Hensley	QS9540 00	Student Driver	TV013	21-MAY-18
Courtney Heppler	UW8445 00	Reading Tutor	TV012	04-MAY-18
Quinci Herll	US8082 01	Student Math Tutor II	TV012	04-MAY-18
Madeline Hermes	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Madeline Hermes	US7939 00	Tutor	TV012	04-MAY-18
Danielle Hertel	UG8635 00	Graduate Research Assistant	TV012	21-MAY-18
Brett Heuer	UW8246 00	Student Office Assistant	TV012	04-MAY-18
Miyuraj Harishchandra Hikkaduw	UG8842 00	Graduate Research Assistant	TV012	21-MAY-18
Joshua Hillard	US8100 01	Chemistry Student Assistant	TV012	31-MAR-18
Brayden Hilton	UW7403 00	Tutor	TV012	04-MAY-18
Meghan Hoben	UG8686 00	Graduate Administrive Assist	TV012	21-MAY-18
Meghan Hoben	US7397 00	AWOL Learning Partner	TV012	21-MAY-18
Brooklynn Hodges	UW7369 00	Intramural Fall/Spring WS	TV012	04-MAY-18
Laura Hodson	US8172 01	Student Assistant	TV012	21-MAY-18
Tayler Hoekstra	UG7415 03	GMP Research Assistant	TV012	21-APR-18
Jade Hofer	UG7464 00	Graduate Admin Assistant	TV012	21-MAY-18
Jessica Hofer	UG7467 00	Wellness Center GAA Fitness	TV012	21-MAY-18
Maxwell Hofer	UW8147 00	Work Study	TV012	04-MAY-18
Meghan Hofer	QW9362 01	Physician Assistant Work Study	TV013	04-MAY-18
Brigid Hoffman	US8163 00	Student Assistant	TV012	21-MAY-18
Hayley Hogan	US8434 00	CV Desk Worker	TV012	21-MAY-18
Layne Hohn	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Allie Holland	UG8755 00	Graduate Teaching Assistant	TV012	21-MAY-18
Allie Holland	US7405 00	Tutor	TV012	04-MAY-18
Andrew Holmes	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Alayna Holmstrom	US8172 01	Student Assistant	TV012	21-MAY-18
McKenzie Holton	US7377 00	Charlie Coyote	TV012	21-MAY-18
Jensen Holzbauer	UW8454 00	Upward Bound Fall/Spring WS	TV012	04-MAY-18
Krista Honomichl	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Krista Honomichl	US8073 01	Student Labor	TV012	21-APR-18
Krista Honomichl	US8073 02	Student Labor	TV012	21-MAY-18
Krista Honomichl	US8434 00	Resident Assistant	TV012	21-MAY-18
Martin Hooi	UW7381 00	CAP Monitor	TV012	04-MAY-18
Hailey Horsley	UW7377 00	NSS Fall/Spring Work Study	TV012	04-MAY-18
Thodah Hovor	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Thodah Hovor	US8434 00	Resident Assistant	TV012	21-MAY-18
Steven Howell	US8461 00	Safe Ride Monitor	TV012	21-MAY-18
Morgan Huber	UW8517 02	Ath Work Study/Volleyball	TV012	04-MAY-18
Lindsay Huff	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Kevin Huizenga	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Amber Hulse	US8479 00	SGA Office Manager	TV012	21-MAY-18
Jordan Hunt	UW8499 00	HR Fall/Spring WS	TV012	04-MAY-18
Paden Hunt	UG8665 00	Student Activities GAA	TV012	11-MAY-18
Taran Hunt	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Keith Hurly	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Maddie Husman	QG9199 00	LEND Grad Research Assisstant	TV012	21-MAY-18
Jassim Hussain	QG8924 00	Grad Admin Assistant	TV012	06-MAY-18
Justin Huston	US8172 00	Library Assistant	TV013	21-MAY-18
Yukyung Hwang	UG7421 00	Graduate Teaching Assistant	TV012	21-MAY-18
Samantha Hyronimus	UW8264 00	Student Office Assistant	TV012	04-MAY-18
Claudia Ibarra	US7428 01	Resident Assistant-ACA	TV012	21-MAY-18
Claudia Ibarra	US8434 01	Resident Assistant	TV012	21-MAY-18
Nadeesha Dilrukshi Illeperuma	UG8767 00	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Lilia Iokhvidov	UG7503 00	Graduate Teaching Assistant	TV012	21-MAY-18

Marcus Ireland	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Marcus Ireland	US8434 01	Resident Assistant	TV012	21-MAY-18
Marcus Ireland	US8434 02	CV Desk Worker	TV012	21-MAY-18
Bridger Irons	US8416 00	Admissions Student Ambassador	TV012	06-MAY-18
Laura Jackson	UG7897 00	Graduate Teaching Assistant	TV012	21-MAY-18
Tanner Jackson	US8172 00	Student Assistant	TV012	21-MAY-18
Kacie Jacobsen	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Nathan Jacobson	QS9477 00	NAHSP Mentor	TV012	21-MAY-18
Connor Jallo	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Jessica Jandera	UW7403 02	Career Svcs Workstudy	TV012	04-MAY-18
Meaghan Janousek	UG7676 00	Graduate Assistant	TV012	21-MAY-18
Amy Jazwinski	US8434 02	R/O Mail Clerk	TV012	21-MAY-18
Amy Jazwinski	US8488 01	Marketing Retail Clerk	TV012	21-MAY-18
Ethan Jennings	UW8030 00	Work Study	TV012	04-MAY-18
Jennifer Jensen	UW8445 00	Reading Tutor	TV012	04-MAY-18
Rachel Jensen	US8028 01	Undergraduate Research	TV012	21-MAY-18
Skyler Jermolenko	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Leah Jeseritz	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Leah Jeseritz	US8434 01	R/O Mail Clerk	TV012	21-MAY-18
Leah Jeseritz	US8434 02	Resident Assistant	TV012	21-MAY-18
Laurie Johns	UG8781 01	Graduate Teaching Assistant	TV012	21-MAY-18
Aaron Johnson	UG8571 00	Graduate Research Assistant	TV012	21-MAY-18
Carli Johnson	US8434 00	B/M Desk Worker	TV012	21-MAY-18
Hannah Johnson	UG8575 00	Graduate Teaching Assistant	TV012	21-MAY-18
Hannah Johnson	US8199 01	Peer Advisor	TV012	21-MAY-18
Hannah Johnson	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Hannah Johnson	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Payton Johnson	US8299 00	Student Lab Consultant	TV012	04-MAY-18
Martha Johnston	UG8849 00	Graduate Admin Assistant	TV012	21-MAY-18
Jordan Jones	UW8300 03	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Justin Jones	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Kelvin Jones	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Marlee Jones	US8082 01	Student Math Tutor II	TV012	04-MAY-18
Michael Jones	UG8832 00	Graduate Teaching Assistant	TV012	21-MAY-18
Nathan Jones	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Nathan Jones	US8434 01	Resident Assistant	TV012	21-MAY-18
Seth Jones	US8145 00	Student Labor	TV012	21-MAY-18
Tess Jones	UW7985 01	Student Technical Assistant	TV012	04-MAY-18
Kathleen Juffer	US8199 02	Peer Advisor	TV013	21-MAY-18
Austin Jungers	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Austin Jungers	US8434 01	Resident Assistant	TV012	21-MAY-18
Toni Kafton	UG7398 00	Graduate Research Assistant	TV012	21-MAY-18
Brooke Kaiser	UW7413 00	Ath Work Study/Ticket Office	TV012	04-MAY-18
Tomas Kamenik	US7389 00	Int'l Ofc Student Worker	TV012	04-MAY-18
Tomas Kamenik	US8199 01	Peer Advisor	TV012	21-MAY-18
Sierra Kamin	US8344 00	Ticket Writer	TV012	21-MAY-18
Casey Kampa	UW8201 01	Work Study	TV013	04-MAY-18
Keri Kamphoff	US8425 00	MUC Information Desk Worker	TV012	21-MAY-18
Abraham Kanz	UG8759 00	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Lydia Kanz	US8001 01	Student Model	TV012	21-MAY-18
Chandra Karki	UG8554 00	EH&S Grad Admin Assistant	TV013	21-MAY-18
Chandra Karki	US7389 02	Int'l Ofc Student Worker	TV012	21-MAY-18
Mollee Karst	UG8666 00	SFL GAA	TV012	06-MAY-18
Anna Kase	UG7424 00	Graduate Research Assistant	TV012	21-MAY-18
Josie Kasik	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Grant Kathol	UW8201 00	Work Study	TV013	04-MAY-18
Enosh Kattinapudi	UG8722 00	Intl Ofc Grad Admin Assistant	TV012	21-MAY-18
Abby Kays	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Emma Kays	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Abigail Kayser	UG7902 00	Graduate Admin Assistant	TV012	04-MAY-18
Mariah Kayser	US8344 00	Special Events	TV012	21-MAY-18
Wyatt Kayser	UW8093 00	Work Study	TV012	04-MAY-18
Nathaniel Keane	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Jasmine Kearney	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-18
Richard Keen	UG7668 00	Housing GAA	TV012	06-MAY-18
Morgan Kellen	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Cecilia Kelly	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Gloria Kelly	US7983 00	Student Technical Assistant	TV012	21-MAY-18

Taylor Kenney	US8425 00	MUC Information Desk Worker	TV012	21-MAY-18
Trenity Kenobbie	UW8300 03	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Loranda Kenyon	US8172 00	Student Assistant	TV012	21-MAY-18
Travis Ketterling	QE8667 00	Standardized Patient	TV013	21-MAY-18
Drew Keuck	QS9477 01	BBS AP Student Lab Assistant	TV012	21-MAY-18
Dallas Kiehn	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Benjamin Kielhold	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Shayla Kiertzner	UW8481 00	Student Service Fall/Spring WS	TV012	04-MAY-18
Shinyoung Kim	US8199 01	Beacom Tutor	TV012	21-MAY-18
Saah Kindy	US8001 00	Student Art Model	TV012	21-MAY-18
Evan King	US8425 00	MUC Info Desk Worker	TV012	21-MAY-18
Alex Kirkvold	US7401 01	Undergraduate Research	TV012	21-MAY-18
Clara Kirkvold	US7939 00	Tutor	TV012	04-MAY-18
Savannah Kirsch	UW7994 01	Student Office Assistant III	TV012	04-MAY-18
Tayler Kirtley	UG8690 00	GAA-Ath Adm/Ops & Fac Mgmt	TV012	21-MAY-18
Landen Kiser	UG8677 01	SFL GAA	TV012	06-MAY-18
Shea Kister	US8010 01	Gallery Student Worker	TV012	21-MAY-18
Shea Kister	US8425 01	MUC Information Desk Worker	TV012	21-MAY-18
Emily Klein	US8416 03	Admissions Student Worker	TV012	21-MAY-18
Hope Knedler	UW7994 01	Student Office Assistant III	TV012	04-MAY-18
Allie Knofczynski	US8046 03	Writing Center Tutor	TV012	21-MAY-18
Megan Knoll	QS9477 02	BBS Student Lab Assistant	TV012	21-MAY-18
Jacob Knowles	UG8691 00	GAA-Ath/Swimming & Diving	TV012	21-MAY-18
Kristin Knutson	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Andrew Koch	UG8630 01	GA SI/Tutoring	TV012	21-MAY-18
Andrew Koch	US7397 00	AWOL Learning Partner	TV012	22-MAR-18
Rachel Kokales	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Brittany Kolbeck	UW7994 02	Student Office Assistant III	TV012	04-MAY-18
Eliza Kolbo	UG8839 00	Graduate Admin Assistant	TV012	21-MAY-18
Barbora Kollarova	US8199 00	Beacom Tutor	TV012	21-MAY-18
Kyler Kooi	US7401 05	Undergraduate Research	TV012	21-MAY-18
Travis Kooima	QS9540 00	Student Driver	TV013	21-MAY-18
Coleman Koons	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Shaniah Koops	US8416 02	Admissions Student Worker	TV012	21-MAY-18
Michael Kopren	UW8012 00	Student Office Assistant III	TV012	04-MAY-18
Rachelle Kotnour	UG7559 01	GA-Teaching Assistant	TV012	04-MAY-18
Rachelle Kotnour	US7414 00	Diversity Facilitator	TV012	21-APR-18
Tyler Kotnour	UG8707 01	Student Counseling Ctr GCA	TV012	21-MAY-18
Ravan Kott	UG8836 00	Graduate Teaching Assistant	TV012	21-MAY-18
Bethany Kozak	US8046 01	Writing Center Tutor	TV012	21-MAY-18
Denis Kozhokar	UG8777 01	Graduate Research Assistant	TV012	21-MAY-18
Denis Kozhokar	UG8777 02	Graduate Research Assistant	TV012	21-MAY-18
Samantha Kratovil	QG9225 00	LEND Trainee	TV012	21-MAY-18
Lauren Kratz	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Lauren Kratz	US8434 01	Resident Assistant	TV012	21-MAY-18
Lauren Kratz	US8434 02	CV Mail Clerk	TV012	21-MAY-18
Zachary Krogman Behrens	UW8409 00	Financial Aid WS Assistant	TV012	04-MAY-18
Laura Krom	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Laura Krom	US8434 00	B/N Desk Worker	TV012	21-MAY-18
Kylie Krueger	QW9479 00	BBS Work Study Lab Assistant	TV012	04-MAY-18
Taylor Kruisselbrink	US8416 02	Admissions Student Ambassador	TV012	06-MAY-18
Alyeska Krull	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Allyson Krupinsky	US8461 00	Student Prevention Intern	TV012	27-APR-18
Kevin Krupp	UW8111 00	Research Assistant	TV012	04-MAY-18
Alexa Kruse	US7939 02	Tutor	TV012	04-MAY-18
Elizabeth Kubal	US8416 02	Admissions Student Ambassador	TV012	21-MAY-18
Jeremy Kudrna	QS9540 01	Student Driver	TV013	21-MAY-18
Brenden Kuhn	UG8697 00	GAA-Athletics/Sports Medicine	TV012	21-MAY-18
Jordan Kuiper	UG7519 05	Graduate Research Assistant	TV012	21-MAY-18
Kathryn Kunkel	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
McKenna Kutz	UW7985 00	Student Technical Assistant	TV012	04-MAY-18
Anna Kuznik	QG9209 00	LEND Grad Research Assistant	TV012	21-MAY-18
Clay LaPlante	UW7985 00	Theatre Fall/Spring Work Study	TV012	04-MAY-18
Damon Lamberty	UG8628 00	Graduate Teaching Assistant	TV012	21-MAY-18
Damon Lamberty	US7992 00	USD Opera Orchestra	TV012	21-APR-18
Damon Lamberty	US7992 01	USD Opera Orchestra	TV012	21-MAY-18
Wendy Lampe	QE8667 00	Standardized Patient	TV013	21-APR-18
Wendy Lampe	QE8667 00	Standardized Patient	TV013	21-MAY-18

Wendy Lampe	QE8667 01	Standardized Patient	TV013	21-APR-18
Jessica Landsman	QG9024 00	LEND Grad Research Assistant	TV012	21-MAY-18
Sarah Lane	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Sarah Lane	US8434 00	Resident Assistant	TV012	21-MAY-18
Megan Langley	UW7408 02	Fall/Spring Library Workstudy	TV012	04-MAY-18
Javier Lara-Ruiz	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Javier Lara-Ruiz	US8010 00	Oscar Howe Curatorial Fellow	TV012	21-MAY-18
Javier Lara-Ruiz	US8434 00	Resident Assistant	TV012	21-MAY-18
Kirstyn Larsen	QG9173 00	LEND Grad Research Assistant	TV012	21-MAY-18
Payton Larsen	US8199 01	Peer Advisor	TV012	21-MAY-18
Alexander Larson	UG7750 00	Graduate Research Assistant	TV012	21-MAY-18
Cody Larson	FS9957 00	Temp. Part-time Tutor	TV012	21-MAY-18
Noah Larson	US7992 00	USD Opera Orchestra	TV012	21-APR-18
Noah Larson	US7992 01	USD Opera Orchestra	TV012	21-MAY-18
Aubrie Laufenberg	UG8692 00	GAA - Athletics/Sports Info	TV012	21-MAY-18
Courtney Lavallie	US8010 01	Gallery Student Assistant	TV012	21-MAY-18
Luke Laycock	UW7403 02	Tutor	TV012	04-MAY-18
Minh Tam Thi Le	US8434 00	B/M Desk Worker	TV012	21-MAY-18
Lila Leader Charge	QG8918 00	Grad Asst-AmIndianUGTransition	TV012	21-MAY-18
Lila Leader Charge	QG9179 00	LEND Grad Research Assistant	TV012	21-MAY-18
Chunghwan Lee	US7389 02	Int'l Ofc Student Worker	TV012	21-MAY-18
Chunghwan Lee	US8299 00	Student Lab Consultant	TV012	21-MAY-18
Chunghwan Lee	US8425 01	MUC Information Desk Worker	TV012	21-MAY-18
Derek Lee	QS9540 01	Student Driver	TV013	21-MAY-18
Kevin Lee	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Kevin Lee	US8434 00	Resident Assistant	TV012	21-MAY-18
Payton Lee	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Talia Lego	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Emily Leitheiser	UG7930 00	Graduate Teaching Assistant	TV012	21-MAY-18
Sara Lemmer	US8309 00	DS Student Staff Asst	TV012	21-MAY-18
Rhye Leonard	US8046 03	Writing Center Tutor	TV012	21-MAY-18
Hanna Leschisin	US8416 02	Admissions Student Assistant	TV012	21-MAY-18
Dylan Lewis	US8100 00	Chemistry Student Assistant	TV012	21-MAY-18
Dylan Lewis	US8109 00	Research Assistant	TV012	21-MAY-18
Brittany Lewno	UG8618 00	Graduate Teaching Assistant	TV012	21-MAY-18
Jianchen Li	UG7388 01	Graduate Research Assistant	TV012	21-MAY-18
Yangyang Li	UG7409 00	Graduate Research Assistant	TV012	21-MAY-18
Ashley Liang	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Ashley Liang	US8082 01	Student Math Tutor II	TV012	04-MAY-18
Aaron Licht	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Jodi Lienhard	QE8667 00	Sonographer	TV013	21-APR-18
Jodi Lienhard	QE8667 00	Ultrasound Tech	TV013	21-MAY-18
Sophia Lima	US8199 01	Student Worker	TV012	21-MAY-18
Sophia Lima	US8199 02	Peer Advisor	TV012	21-MAY-18
Sophia Lima	US8479 00	SGA Business Manager	TV012	21-MAY-18
Austin Lindeman	UW8264 00	Student Office Assistant	TV012	04-MAY-18
Erayna Lister	UW8463 00	SCC Fall/Spring Work Study	TV012	04-MAY-18
Chloe Litzen	US8001 00	Student Art Model	TV012	21-MAY-18
Tamee Livermont	QS9477 02	BBS Student Lab Assistant	TV012	21-MAY-18
Anna Loberg	US8434 00	B/M Mail Clerk	TV012	21-MAY-18
Santina Lokonobei	UW7375 00	CDC Fall/Spring Work Study	TV012	04-MAY-18
Jared Long	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Preston Long	UG8776 01	Grad Teaching Assistant IOR	TV012	21-MAY-18
Xavier Loose	US7508 01	Student Research	TV012	21-MAY-18
Mason Lorber	UW8201 00	Beacom Student Worker	TV012	04-MAY-18
Edrick Louidor	UW7380 00	Work Study	TV012	04-MAY-18
Katelyn Loutsch	QS9540 00	Student Driver	TV013	21-MAY-18
Levi Ludens	US7427 01	Resident Assistant-ACA	TV012	21-MAY-18
Levi Ludens	US8434 03	Resident Assistant	TV012	21-MAY-18
Cassandra Luetje	US7377 00	Dance Captain	TV012	21-APR-18
Jacob Luiken	UG8552 01	GAA-Athletics/Sports Medicine	TV012	21-MAY-18
Lucas Lund	US8479 01	Student Life Student Asst	TV012	21-MAY-18
Montana Lunt	US8434 04	R/O Desk Worker	TV012	21-MAY-18
Alicia Luther	QE8667 00	Standardized Patient	TV013	21-APR-18
Alicia Luther	QE8667 01	Standardized Patient	TV013	21-APR-18
Kriston Lynn	UW7958 02	Sponsored Programs Work Study	TV012	04-MAY-18
Lexus MacDannald	UW8201 00	Work Study	TV013	04-MAY-18
Lucas Mace	US8434 00	Operations Crew	TV012	21-MAY-18

Joseph Madison	UG7393 01	Graduate Research Assistant	TV012	21-MAY-18
Anna Madsen	US8073 01	Student Ambassador	TV012	21-MAY-18
Lauren Maestas	UG7857 00	Graduate Research Assistant	TV012	21-MAY-18
M Rasel Mahmud	UG8745 00	Graduate Research Assistant	TV012	21-MAY-18
Rachel Mairose	US8172 00	Student Assistant	TV012	21-MAY-18
Layani Makwinja	UG7753 00	Office of Diversity GAA	TV012	21-MAY-18
Layani Makwinja	US7414 00	Diversity Facilitator	TV012	21-APR-18
Teresa Mallett	QS9540 00	Student Tutor	TV013	27-MAR-18
Joseph Mammo	UG7389 01	Graduate Research Assistant	TV012	21-MAY-18
Tho Man	US8416 00	Reycling Student Worker	TV012	05-MAY-18
Neil Mancktelow	UG8695 01	GAA-Athletics/Soccer	TV012	21-MAY-18
Teri Mandel	UG8858 00	Graduate Teaching Assistant	TV012	21-MAY-18
Olivia Mann	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Olivia Mann	US8073 16	Student Labor	TV012	21-MAY-18
Olivia Mann	US8434 02	Resident Assistant	TV012	21-MAY-18
Cheyenne Marco	UG8813 04	Graduate Teaching Assistant	TV012	21-MAY-18
Abby Maresh	UW7403 00	ACPC Work Study	TV012	04-MAY-18
Christina Marquez	US8199 00	Beacom Tutor	TV012	21-MAY-18
Miranda Marron	UW8120 00	Work Study	TV012	04-MAY-18
Kyra Martens	UW8445 01	Reading Tutor	TV012	04-MAY-18
Ciarra Martin	UW8129 00	Work Study	TV012	04-MAY-18
Devin Martin	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Jasmine Martin	UG8754 00	Graduate Teaching Assistant	TV012	21-MAY-18
Sara Martin	UW8201 01	Work Study	TV013	04-MAY-18
Siannah Martius	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Siannah Martius	US8434 00	Resident Assistant	TV012	21-MAY-18
Makena Masuen	UW8165 00	Work Study	TV012	04-MAY-18
Morgan Matzen	UW8147 00	Work Study	TV012	04-MAY-18
Carley Maxwell	US8309 00	Note Taker	TV012	21-MAY-18
Kelly Maxwell	US8172 01	Student Assistant	TV013	21-MAY-18
Ofelia May	UG8829 00	Grad Admin Assistant	TV012	21-MAY-18
Paul May	UG8753 00	Graduate Teaching Assistant	TV012	21-MAY-18
Michael Mayrose	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Morgan McAllister	UW8445 00	Reading Tutor	TV012	04-MAY-18
Madison McCleerey	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Dominick McClendon	UW7994 01	Student Office Assistant III	TV012	04-MAY-18
Sasha McDowell	US7992 01	USD Opera Orchestra	TV012	21-APR-18
Sasha McDowell	US7992 02	USD Opera Orchestra	TV012	21-MAY-18
Sasha McDowell	US8046 03	English Ambassador	TV012	21-APR-18
Alexis McGillvrey	FS9957 00	Temp. Part-time Tutor	TV012	21-MAY-18
Michael McGraw	UW8517 01	Ath Work Study/Football	TV012	04-MAY-18
Carlotta McKittrick	QE8667 00	Standardized Patient	TV013	21-MAY-18
Theodora McMahon	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Theodora McMahon	US8199 02	Peer Advisor	TV013	21-MAY-18
Theodora McMahon	UW8201 01	Beacom Work Study	TV012	04-MAY-18
Teagan McNary	UW7375 00	CDC Fall/Spring Work Study	TV012	04-MAY-18
Heather Mead	QS9459 01	Dental Assistant	TV013	21-MAY-18
Stephanie Mead	US8434 00	R/O Desk Worker	TV012	21-MAY-18
Alicia Mefferd	UW8517 00	Work Study Ath/Arena Equip Rm	TV012	04-MAY-18
Keely Mehling	UW8201 00	Work Study	TV013	04-MAY-18
Hao Mei	UG7749 07	Graduate Research Assistant	TV012	21-MAY-18
Rachael Meinders	US8199 00	Student Worker	TV012	21-MAY-18
Katherine Meirose	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Katherine Meirose	US8001 00	Art Model	TV012	21-MAY-18
Sarah Meirose	UG8789 00	Graduate Teaching Assistant	TV012	21-MAY-18
Aryn Menard	UW7377 00	NSS Fall/Spring Work Study	TV012	04-MAY-18
Kianna Menon	US8434 01	McFadden Desk Worker	TV012	21-MAY-18
Brandi Merritt	UW7403 02	ACPC Workstudy	TV012	04-MAY-18
Kathryn Mertens	UW8264 00	Student Office Assistant	TV012	04-MAY-18
Nicholas Mettler	UW7994 00	Student Office Assistant III	TV012	04-MAY-18
Gabrielle Metzger	US8046 03	Writing Center Tutor	TV012	21-MAY-18
Abby Meyer	UG8526 01	Graduate Research Assistant	TV012	21-MAY-18
Madison Michels	UW8418 02	Admissions WS Student Worker	TV012	04-MAY-18
Jennifer Michlitsch	US8172 01	Student Assistant	TV012	21-MAY-18
Erica Miller	UW7403 01	Tutor	TV012	04-MAY-18
Kari Miller	QG9025 00	Graduate Teaching Assistant	TV012	21-MAY-18
Madison Miller	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Madison Miller	US8434 00	Resident Assistant	TV012	21-MAY-18

Rush Milne	US8416 02	Admissions Student Worker	TV012	21-MAY-18
Dusan Mirkovic	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Afiwa Missoh	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Mariah Mogck	UG8856 00	Graduate Teaching Assistant	TV012	21-MAY-18
Hailey Moodie	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Ashton Moody	UG7853 00	Graduate Teaching Assistant	TV012	21-MAY-18
Tyler Moore	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
John Morris	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Alexis Morrison	US8199 00	Kids Count Student Worker	TV012	21-MAY-18
Andrew Morrison	US7385 00	Athletics/FB Videographer	TV012	21-MAY-18
Ericka Muchow	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Brianna Mudder	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Taylor Muller	UW7369 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Chance Mullinix	UW8057 00	Work Study	TV012	04-MAY-18
Caleb Munce	US8073 02	Student Labor	TV012	21-MAY-18
John Murphy	QE8667 00	Standardized Patient	TV013	21-APR-18
John Murphy	QE8667 01	Standardized Patient	TV013	21-APR-18
Kaisee Murphy	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Atalyssa Myron	UW8409 00	Financial Aid WS Assistant	TV012	04-MAY-18
Kaylee Namken	UW8454 00	Upward Bound Fall/Spring WS	TV012	04-MAY-18
Murtaza Nasir	UG8568 00	Graduate Research Assistant	TV013	21-MAY-18
Cori Nath	UW8418 01	Admissions Telecounselor	TV012	04-MAY-18
Dakota Navrkal	UG8728 00	Grad Teaching Assistant IOR	TV012	21-MAY-18
Biswajit Nayak	UG7406 00	Graduate Research Assistant	TV012	21-MAY-18
Biswajit Nayak	UG7406 01	Grad Instructor of Record	TV013	21-MAY-18
Jill Nelsen	US8199 01	Peer Advisors	TV012	21-MAY-18
Anlis Nelson	QE8667 00	Sonographer	TV013	21-APR-18
Anlis Nelson	QE8667 00	Ultrasound Tech	TV013	21-MAY-18
Jennifer Nelson	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Jennifer Nelson	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Jennifer Nelson	US8434 00	Resident Assistant	TV012	21-MAY-18
Haley Nettinga	US8434 01	R/O Desk Worker	TV012	21-MAY-18
Kristina Neumann	QW9353 00	Occ Therapy Workstudy Student	TV012	04-MAY-18
Gretchen Newberry	UG8758 03	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Alexandra Newcomb-Weiland	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Rachel Newville	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Rachel Newville	US8434 01	Resident Assistant	TV012	21-MAY-18
Nijie Niamba	US8362 00	Temp Grounds Keeper	TV012	08-MAY-18
Emily Niebrugge	UG8826 00	Grad Teaching Assistant IOR	TV012	21-MAY-18
Aaron Nielsen	QG9201 00	LEND Grad Research Assistant	TV012	21-MAY-18
Madeline Nooney	UW8165 00	Work Study	TV012	04-MAY-18
Rachelle Norberg	US8172 00	Student Assistant	TV012	21-MAY-18
Brendan Norris	US8199 01	Beacom Tutor	TV012	21-MAY-18
Brittany Norris	UG8670 00	SFL GAA	TV012	06-MAY-18
Trevor Norris	UW8490 00	WS-Marketing Assistant Worker	TV012	04-MAY-18
Michelle Novak	QG8916 00	LEND Grad Research Assistant	TV012	21-MAY-18
Natalie Nulle	UW7430 00	Work Study	TV012	04-MAY-18
Zoey O'Brien	US7424 01	Resident Assistant-ACA	TV012	21-MAY-18
Zoey O'Brien	US8434 01	Resident Assistant	TV012	21-MAY-18
Zoey O'Brien	US8434 02	B/M Desk Worker	TV012	21-MAY-18
Benjamin O'Bryan	US7992 00	USD Opera Orchestra	TV012	21-APR-18
Benjamin O'Bryan	US7992 01	USD Opera Orchestra	TV012	21-MAY-18
Chizoba Obiozor	QS9450 00	Undergraduate Student Worker	TV012	21-APR-18
Paige Oboikovitz	UG8762 01	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Morgan Ohm	UG8648 02	Admsns Recruit Grad Admin Asst	TV012	21-MAY-18
Tupendra Oli	UG7743 02	Graduate Research Assistant	TV012	21-MAY-18
Michael Olivier	QE8667 00	Standardized Patient	TV013	21-APR-18
Shane Olney	US8046 00	Writing Center Tutor	TV012	21-MAY-18
Alivia Olson	UW7985 00	Student Technical Assistant	TV012	04-MAY-18
David Olson	UG7757 01	Graduate Research Assistant	TV012	21-MAY-18
Gunnar Olson	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Gunnar Olson	US8461 00	Safe Ride Monitor	TV012	21-MAY-18
Kanon Olson	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Kanon Olson	US8434 02	Resident Assistant	TV012	21-MAY-18
Maranda Olson	UW7976 02	Library Fall/Spring Work Study	TV012	04-MAY-18
Selena Olvera	US8010 00	Oscar Howe Curatorial Fellow	TV012	21-MAY-18
Selena Olvera	UW7377 00	NSS Fall/Spring Work Study	TV012	04-MAY-18
Bernard Onserio	UG8768 00	Grad Teaching Assistant - IOR	TV012	21-MAY-18

Kathryn Opitz	US8199 01	Peer Advisor	TV012	21-MAY-18
Kathryn Opitz	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Kathryn Opitz	US8425 00	MUC Info Desk Worker	TV012	21-MAY-18
Carson Ortmeier	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Azra Osmancevic	UG8607 00	Graduate Teaching Assistant	TV012	21-MAY-18
Azra Osmancevic	US7414 00	Diversity Facilitator	TV012	21-APR-18
Jayde Ostermyer	UG8644 00	Graduate Admin Assistant	TV012	21-MAY-18
Isaac Otterman	UW7985 00	Student Technical Assistant	TV012	04-MAY-18
Hadassa Pacheco Silva	UG7867 00	Graduate Teaching Assistant	TV012	21-MAY-18
Marissa Painter	UW8517 00	Athletics Work Study/Football	TV012	04-MAY-18
Karissa Palmer	US7939 02	Tutor	TV012	04-MAY-18
Rajendra Panth	UG7742 02	Graduate Research Assistant	TV012	21-MAY-18
Kang Il Park	UG8746 00	Graduate Teaching Assistant	TV012	21-MAY-18
Cody Parker	US7377 00	Charlie Coyote	TV012	21-MAY-18
Karankumar Patel	UG8570 00	Graduate Research Assistant	TV013	21-MAY-18
Karankumar Patel	US8199 00	Beacom Tutor	TV012	21-MAY-18
Laura Patrick	UG8702 00	GAA-Athletics/Track & Field	TV012	21-MAY-18
MD Eashin Patwary	UG7912 01	Graduate Teaching Assistant	TV012	21-MAY-18
Connor Paul	US8434 00	OPS Crew	TV012	21-MAY-18
Kaleb Paulsen	US8172 01	Student Assistant	TV012	21-MAY-18
Kaitlin Pearson	UG8741 00	Graduate Teaching Assistant	TV012	21-MAY-18
Karli Persson	UG8643 00	Graduate Admin Assistant-BV	TV012	21-MAY-18
Ashley Peters	QG9168 00	LEND Grad Research Assistant	TV012	21-MAY-18
Kalie Peters	UW8517 00	Work Study/Athletic-Football	TV012	04-MAY-18
Megan Peters	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Malachi Petersen	UG8649 00	Marketing Graduate Admin Asst	TV012	21-MAY-18
Samantha Petersen	US8434 02	Central Office Desk Worker	TV012	21-MAY-18
Samantha Petersen	US8434 03	B/M Desk Worker	TV012	21-MAY-18
Lindsay Peterson	UG7514 00	Graduate Teaching Assistant	TV012	21-MAY-18
Synnora Peterson	UG7667 00	Housing GAA	TV012	06-MAY-18
Daniel Petra	QW9479 00	BBS Work Study Lab Asst	TV012	04-MAY-18
Brad Pfeifle	UW8066 01	Research Assistant	TV012	04-MAY-18
Gordon Philipp	UW8147 00	Work Study	TV012	04-MAY-18
Heather Phillips	UG8782 00	Graduate Teaching Assistant	TV012	21-MAY-18
Kevin Phillips	UG7696 00	Graduate Teaching Assistant	TV012	21-MAY-18
Jeickson Pichardo Castillo	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Jeickson Pichardo Castillo	US8434 01	Resident Assistant	TV012	21-MAY-18
Andreea Picioroaga	UG8683 01	Graduate Admin Assistant	TV012	04-MAY-18
Clara Pierskalla	UG8634 00	Graduate Research Assistant	TV012	21-MAY-18
Nicole Pierson	US7992 01	USD Opera Orchestra	TV012	21-APR-18
Nicole Pierson	US7992 02	USD Opera Orchestra	TV012	21-MAY-18
Ana Melissa Pinto De Oliveira	UG7866 00	Graduate Teaching Assistant	TV012	21-MAY-18
Curtis Plueger	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Christian Pollema	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Jenae Porter	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Danielle Portz	UW7994 04	Student Office Assistant III	TV012	04-MAY-18
Ashley Potter	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Sudip Poudel	UG7740 05	Graduate Research Assistant	TV012	21-MAY-18
Kylee Pourier	UW7404 00	WC Fall/Spring Work Study	TV012	04-MAY-18
Preston Pratt	US8416 02	Admissions Student Ambassador	TV012	06-MAY-18
Jerry Prentice	US8046 14	Writing Center Tutor	TV012	21-MAY-18
Matthew Preszler	US8299 00	Student Computer Support Spec	TV012	21-MAY-18
Jordan Preuss	UG7468 00	WC Facilities GAA	TV012	21-MAY-18
Jordan Preuss	US8506 03	Building Manager	TV012	21-APR-18
Jordan Preuss	US8506 03	Building Manager	TV012	21-MAY-18
Austin Printz	US8479 00	SRR Assistant	TV012	21-MAY-18
Amanda Przymus	UE8268 00	Group Counseling Supervisor	TV013	21-MAY-18
Katlin Ptacek	UG7564 00	Grad Admin Assistant	TV012	27-APR-18
Amanda Quenemoen	UG8669 00	SFL GAA	TV012	06-MAY-18
S M Gulam Rabbani	UG8735 00	Grad Teach Assist Lab	TV012	21-MAY-18
Filip Radev	QW9479 03	BBS Work Study Lab Assistant	TV012	04-MAY-18
Filip Radev	US7939 04	Tutor	TV012	04-MAY-18
Md Muktadir Rahman	UG7408 00	Graduate Research Assistant	TV012	21-MAY-18
Makayla Raley	US8434 00	B/N Desk Worker	TV012	21-MAY-18
Nicholas Ramos	US8172 00	Student Assistant	TV012	21-MAY-18
Halle Randall	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Kirk Rangel	QE8667 00	Standardized Patient	TV013	21-APR-18
Abby Rank	US8434 00	B/M Desk Worker	TV012	21-MAY-18

Erin Rasmussen	UG8828 00	Grad Admin Assistant	TV012	21-MAY-18
Cody Raterman	US8172 01	Student Assistant	TV012	21-MAY-18
Nawarathna Rathnayake	UG7898 00	Graduate Research Assistant	TV012	21-MAY-18
Daniel Rausch	UG7396 00	Graduate Resarch Assistant	TV012	21-MAY-18
Mathbar Raut	UG7746 00	Graduate Research Assistant	TV012	21-MAY-18
Ritesh Ray	US8416 00	Reycling Student Worker	TV012	10-MAY-18
Kristopher Reed	US8172 01	Student Assistant	TV012	21-MAY-18
Samuelle Reese	UG7630 00	Graduate Teaching Assistant	TV012	21-MAY-18
Grace Reeves	QE8667 00	Standardized Patient	TV013	21-APR-18
Grace Reeves	QE8667 01	Standardized Patient	TV013	21-APR-18
Larissa Reimann	UG8725 00	Graduate Admin Assistant	TV012	21-MAY-18
Madison Reimer	UG7410 OO	Graduate Research Assistant	TV013	21-MAY-18
Marissa Reis	UW7403 02	Career Svcs Workstudy	TV012	04-MAY-18
Kaci Reiser	UW8246 00	Student Office Assistant	TV012	04-MAY-18
Matthew Remmich	UG8838 00	Graduate Admin Assistant	TV012	21-MAY-18
Cameron Renkly	US8010 01	Student Gallery Assistant	TV012	21-MAY-18
Austin Reno	QG9242 00	MDPHD Student	TV012	21-MAY-18
Gabriela Revolorio	UW7375 00	CDC Fall/Spring Work Study	TV012	04-MAY-18
Alexander Rhine	US7429 00	Resident Assistant-ACA	TV012	21-MAY-18
Alexander Rhine	US8434 00	Resident Assistant	TV012	21-MAY-18
Austin Rhodes	UW7379 00	SVRC Spring Work Study	TV012	04-MAY-18
Austin Rick	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Austin Rick	US8434 00	Resident Assistant	TV012	21-MAY-18
Kelly Ricke	UG8827 00	GAA-Athletics/Sports Medicine	TV012	21-MAY-18
Alex Rickel	UG7414 03	GMP Research Assistant	TV013	21-APR-18
Grant Riedel	UG8810 02	Graduate Teaching Assistant	TV012	21-MAY-18
Emily Riedemann	UG7703 01	Coyote Card GAA	TV012	11-MAY-18
Brett Ries	UW7430 00	Work Study Student	TV012	04-MAY-18
Christy Ritesman	QE8667 00	Standardized Patient	TV013	21-APR-18
Christy Ritesman	QE8667 00	Standardized Patient	TV013	21-MAY-18
Christy Ritesman	QE8667 01	Standardized Patient	TV013	21-APR-18
Emma Roach	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Hannah Roberg	QG9174 00	LEND Grad Research Assistant	TV012	21-MAY-18
Alexandrea Roberts	US8299 00	Student Lab Consultant	TV012	04-MAY-18
Alexandrea Roberts	US8434 00	B/N Desk Worker	TV012	21-MAY-18
Eric Roberts	UG8602 00	Grad Teaching Assistant IOR	TV012	21-MAY-18
Meggin Robertson	UG8801 00	Graduate Teaching Assistant	TV012	21-MAY-18
Rachel Robinson	UG8620 00	Graduate Teaching Assistant	TV012	21-MAY-18
Jescy Rodriguez	UG8731 00	Grad Teaching Assistant	TV012	21-MAY-18
Austin Roemeling	US7428 02	Resident Assistant-ACA	TV012	21-MAY-18
Austin Roemeling	US8434 03	Resident Assistant	TV012	21-MAY-18
Mason Rogers	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Mason Rogers	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Mason Rogers	US8434 00	Resident Assistant	TV012	21-MAY-18
Matthew Rohner	UG8825 00	Grad Teaching Assistant	TV012	21-MAY-18
Desiree Rohrbach	US7425 01	Resident Assistant-ACA	TV012	21-MAY-18
Desiree Rohrbach	US8425 00	Student Mocktail/Canvas Artist	TV012	21-APR-18
Desiree Rohrbach	US8434 01	Resident Assistant	TV012	21-MAY-18
Kelsey Rokahr	UW8445 01	Reading Tutor	TV012	04-MAY-18
Logan Rolle	UW8048 00	Writing Center Tutor	TV012	04-MAY-18
Kelsey Rollins	UW8445 00	Reading Tutor	TV012	04-MAY-18
Jake Rosburg	UG8614 00	Graduate Teaching Assistant	TV012	21-MAY-18
Matthew Rosburg	QE8667 00	Standardized Patient	TV013	21-APR-18
Matthew Rosburg	QE8667 00	Standardized Patient	TV013	21-MAY-18
Matthew Rosburg	QE8667 01	Standardized Patient	TV013	21-APR-18
Katie Rosenstengel	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Parisa Rostamkhani	UW7403 00	ACPC Workstudy	TV012	04-MAY-18
Ellen Roufs	UW7403 01	Tutor	TV012	04-MAY-18
M. Raisul Rubel	QW9479 00	BBS Work Study Lab Assistant	TV012	04-MAY-18
Joshua Rudnik	UG8784 01	Graduate Teaching Assistant	TV012	21-MAY-18
Brandon Ruemler	UG7522 00	GAA/Ath-Strength & Condition	TV012	21-MAY-18
Rachel Ruffinott	UG8716 00	Graduate Admin Assistant	TV012	04-MAY-18
Eric Rupe	QG8932 00	Grad Asst-AmIndianUGTransition	TV012	21-MAY-18
Karli Ryan	QW9380 00	Office Assistant	TV013	04-MAY-18
Katelyn Ryan	US8145 00	Student Labor	TV012	21-MAY-18
Katelyn Ryan	UW8156 00	Work Study	TV012	04-MAY-18
Jessica Sandbulte	UG7411 00	Graduate Research Assistant	TV013	21-MAY-18
Samuel Sanderson	US8309 00	Note Taker	TV012	21-MAY-18

Samuel Sanderson	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18
Hanna Sanyour	UG7417 08	GMP Research Assistant	TV013	21-APR-18
Roman Sarder	UG7543 00	Grad Assist - Lab	TV012	21-MAY-18
Mamon Sarkar	UG8736 00	Grad Teach Assistant Lab	TV012	21-MAY-18
Richard Sauer	US7377 00	Charlie Coyote	TV012	21-MAY-18
Richard Sauer	US7428 01	Resident Assistant-ACA	TV012	21-MAY-18
Richard Sauer	US8434 03	Resident Assistant	TV012	21-MAY-18
Sarah Sauer	UW8201 01	Work Study	TV013	04-MAY-18
Nathan Saunders	UG7387 00	Graduate Research Assistant	TV012	21-MAY-18
Stephanie Sauter	UW8201 00	Work Study	TV013	04-MAY-18
Eric Sazama	UG7610 00	Graduate Teaching Assistant	TV012	21-MAY-18
Sydney Schad	QS9477 00	BBS ISI Mentor	TV012	21-MAY-18
Hannah Schaefer	UW8003 00	Art Assistant	TV012	04-MAY-18
Joseph Schaeffer	UG8622 00	Graduate Teaching Assistant	TV012	21-MAY-18
Kiah Schaeffer	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Ashley Schara	UG8640 00	Graduate Teaching Assistant	TV012	21-MAY-18
Mackenze Schauf-Benter	UG7395 00	GAA-Athletics/Mktg & Promotion	TV012	21-MAY-18
Logan Schiebout	US8199 01	Peer Advisor	TV012	21-MAY-18
Autumn Schlotman	US8309 00	Note Taker	TV012	21-MAY-18
Ashley Schmidt	QS9477 00	NAHSP Mentor	TV012	21-MAY-18
Ashley Schmidt	QS9540 00	Student Tutor	TV013	01-MAY-18
Emme Schmidt	US8109 00	Lab Assistant	TV012	21-MAY-18
Kristie Schmidt	UW7949 00	Honors Work Study	TV012	04-MAY-18
Nicole Schmidt	UG8723 00	Financial Aid Grad Admin Asst	TV012	21-MAY-18
Jessica Schmitz	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Thomas Schnabel	QE8667 00	Standardized Patient	TV013	21-APR-18
Bailley Schneider	US8515 00	Ath Ticket Office/Game Day	TV012	04-MAY-18
Jasmine Schneider	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Jasmine Schneider	US8434 00	Resident Assistant	TV012	21-MAY-18
Krayton Schnepf	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Staci Schoenfeld	UG8814 02	Graduate Teaching Assistant	TV012	21-MAY-18
Kathy Schrad	QE8667 00	Standardized Patient	TV013	21-MAY-18
Emily Schreur	QE8667 00	Standardized Patient	TV013	21-APR-18
Emily Schreur	QE8667 01	Standardized Patient	TV013	21-APR-18
Anthony Schroeder	UW7985 00	Scene Shop Assistant	TV012	04-MAY-18
Dane Schroeder	QS9477 00	NAHSP Mentor	TV012	21-MAY-18
Jay Schroeder	UG7697 01	Graduate Teaching Assistant	TV012	21-MAY-18
Molly Schroeder	UG8529 00	Graduate Teaching Assistant	TV012	21-MAY-18
Molly Schroeder	US7992 01	USD Opera Orchestra	TV012	21-APR-18
Molly Schroeder	US7992 02	USD Opera Orchestra	TV012	21-MAY-18
Sammantha Schryvers	UW7994 00	Student Office Assistant III	TV012	04-MAY-18
Mckinley Schubert	UW8129 01	Office Assistant	TV012	04-MAY-18
Katelyn Schultz	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Rebecca Schuster	US7983 03	Student Technical Assistant	TV012	21-MAY-18
Amanda Schwartz	UW7403 02	ACPC Workstudy	TV012	04-MAY-18
Kaley Schweitzer	US8199 00	Beaom Student Worker	TV012	21-MAY-18
Haley Schwenk	UG8843 00	Graduate Research Assistant	TV012	21-MAY-18
Erin Scott	US8172 01	Student Assistant	TV012	21-MAY-18
Tyler Seidel	UW8111 01	Lab Assistant	TV012	04-MAY-18
Alexis Sejnoha	US8416 00	Admissions Telecounselor	TV012	04-MAY-18
Cody Senn	US8073 00	Student Labor	TV012	21-APR-18
Turner Serr	UW8517 00	Ath Work Study/Sports Med	TV012	04-MAY-18
Rachael Severson	QS9477 00	BBS Student AP Lab Assistant	TV012	21-MAY-18
Rachael Severson	US8506 01	Front Desk Assistant	TV012	21-MAY-18
Rachael Severson	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Russell Shaffer	UG8805 00	Graduate Teaching Assistant	TV012	21-MAY-18
Prerana Sharma	UG7416 05	Graduate Research Assistant	TV012	04-MAY-18
Emily Short	UG8625 00	Graduate Teaching Assistant	TV012	21-MAY-18
Anita Shrestha	UG8623 00	Graduate Teaching Assistant	TV012	21-MAY-18
Monika Shrestha	UG8645 00	Housing GAA	TV012	06-MAY-18
Jackson Shriver	QS9477 01	BBS Student Lab Assistant	TV012	21-MAY-18
Jackson Shriver	US8416 03	Admissions Student Ambassador	TV012	21-MAY-18
Alexander Sieg	US8172 01	Student Assistant	TV012	21-MAY-18
Ganesh Sigdel	UG8830 01	Grad Teach Assist- Lab	TV012	21-MAY-18
Rebecca Simoni-Ryan	UG8862 00	Graduate Teaching Assistant	TV012	21-MAY-18
Kanwarjot Singh	US8362 00	Temp Grounds Keeper	TV012	21-MAY-18
Jakob Sjovold	UW7403 00	Desk Assistant	TV012	04-MAY-18
John Slunecka	QS9540 00	Student Driver	TV013	21-MAY-18

Jacob Smets	US8172 00	Student Assistant	TV012	21-MAY-18
Brianna Smith	US8434 00	R/O Desk Worker	TV012	21-MAY-18
Harrison Smith	UG7392 01	TRIO SSS GAA	TV012	21-MAY-18
Hunter Smith	UG8831 00	Graduate Teaching Assistant	TV012	21-MAY-18
Rachel Smith	US8001 01	Student Model	TV012	21-MAY-18
Rachel Smith	UW7985 00	Student Technical Assistant	TV012	04-MAY-18
Madison Sneller	UG8847 00	Graduate Admin Assistant	TV012	21-MAY-18
Michael Snider	UG7858 00	Graduate Admin Assistant-BV	TV012	21-MAY-18
Rebecca Solberg	UG7526 00	Graduate Teaching Assistant	TV012	21-MAY-18
Reed Solberg	UW8165 00	Work Study	TV012	04-MAY-18
Sara Sommers	UG8726 00	Graduate Admin Assistant	TV012	21-MAY-18
Joshua Sorbe	US8073 01	Student Ambassador	TV012	21-MAY-18
Joshua Sorbe	US8199 01	Peer Advisor	TV012	21-MAY-18
Joshua Sorbe	US8479 00	SGA President	TV012	21-MAY-18
Jenna Sorensen	QG9175 00	LEND Grad Research Assistant	TV012	21-MAY-18
Julia Sorfonden	US8416 00	Admissions Student Ambassador	TV012	21-MAY-18
Lauren Soulek	UW8147 00	Work Study	TV012	04-MAY-18
Kaelynn Spanton	UW7404 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Taylor Staab	UW7403 00	Tutor	TV012	04-MAY-18
Lauren Stacks	US7983 01	Student Technical Assistant	TV012	21-MAY-18
Scott Stallmann	UW8048 00	Fall/Spring WS	TV012	04-MAY-18
Mariah Stanek	UG8678 00	SFL GAA	TV012	11-MAY-18
Dillon Starner	US7992 01	USD Opera Orchestra	TV012	21-APR-18
Dillon Starner	US7992 02	USD Opera Orchestra	TV012	21-MAY-18
Skyler Steffey	US7992 01	USD Opera Orchestra	TV012	21-APR-18
Skyler Steffey	US7992 02	USD Opera Orchestra	TV012	21-MAY-18
Lacy Steiger	UW7380 01	Student Assistant	TV012	04-MAY-18
Tanner Steineke	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Tanner Steineke	US8434 00	Resident Assistant	TV012	21-MAY-18
Cazzie Steinzor	UG8610 00	Graduate Research Assistant	TV012	21-MAY-18
Cazzie Steinzor	US7414 00	Diversity Facilitator	TV012	21-APR-18
Lindsay Stephens	UG8818 02	Graduate Teaching Assistant	TV012	21-MAY-18
Elizabeth Sterling	UG8770 00	Grad Teaching Assistant IOR	TV012	21-MAY-18
Carly Sternhagen	US8452 00	TRIO SSS Tutor	TV012	21-MAY-18
Michaela Sterrett	UW8300 02	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Sawyer Stevens	US7377 00	Charlie Coyote	TV012	21-MAY-18
Kianna Stewart	UW8201 00	Work Study	TV012	04-MAY-18
Ryan Stewart	UG8527 00	Graduate Research Assistant	TV012	21-MAY-18
Nathan Stockfleth	UW7379 00	SVRC Fall/Spring Work Study	TV012	04-MAY-18
Lukas Stoebner	UW7994 00	Student Office Assistant	TV012	04-MAY-18
Autumn Stoltenburg	US8344 01	Ticket Writer	TV012	21-MAY-18
Colby Stoos	US7377 00	Charlie Coyote	TV012	21-MAY-18
Adam Stratmeyer	UG7906 00	Human Subjects Grad Assistant	TV012	04-MAY-18
Rachel Struve	US8425 01	MUC Information Desk Worker	TV012	21-MAY-18
Lane Suing	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Britni Summers	US8172 01	Student Assistant	TV012	21-MAY-18
Zbynek Surovec	US8488 01	Student Video/photographer	TV012	21-MAY-18
Sydney Sutten	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Felicia Swallow	UW8463 00	SCC Fall/Spring Work Study	TV012	04-MAY-18
Abigail Swan	UW8012 00	Student Office Assistant III	TV012	04-MAY-18
Cyrisha Swanson	UW8517 00	Work Study Ath/Sports Medicine	TV012	04-MAY-18
Ellie Swanson	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Ellie Swanson	US8434 00	Resident Assistant	TV012	21-MAY-18
Megan Swets	US8046 01	Writing Center Tutor	TV012	21-MAY-18
Sadie Swier	US8262 00	Student Marketing Office Asst	TV012	21-MAY-18
Anna Sykora	UG7944 00	SVRC GAA	TV012	21-MAY-18
Allison Syman	UG8790 01	Graduate Teaching Assistant	TV012	21-MAY-18
Ethan Tasa	UW8012 00	Gallery Assistant	TV012	04-MAY-18
Dakotah Taylor	UG7423 00	Graduate Admin Assistant	TV012	21-MAY-18
Dakotah Taylor	US7377 00	Asst Cheer Coach	TV012	21-MAY-18
Kali Teasley	US7427 00	Resident Assistant-ACA	TV012	21-MAY-18
Kali Teasley	US8434 02	Resident Assistant	TV012	21-MAY-18
Tessa Tecklenburg	US8100 00	Chemistry Student Assistant	TV012	21-MAY-18
Taylor Telford	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Julie Teslow	US8199 01	Beacom Tutor	TV012	21-MAY-18
Kulatheepan Thanabalasingam	UG7904 00	EH&S Grad Admin Assistant	TV012	06-MAY-18
Audrey Thien	UG8857 00	Graduate Teaching Assistant	TV012	21-MAY-18
Paige Thoelke	UW8436 00	Housing Fall/Spring WS	TV012	04-MAY-18

Mikayla Thomas	US8416 00	Admissions Student Ambassador	TV012	06-MAY-18
Ashley Thompson	UG8864 00	Graduate Teaching Assistant	TV012	21-MAY-18
Brittany Thompson	UW8463 00	SCC Fall/Spring WS	TV012	04-MAY-18
Alexondrea Thong Vanh	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Jack Thony	UW7413 02	Ath Work Study/Ticket Office	TV012	04-MAY-18
Kenan Tiahrt	US8299 03	Student Computer Specialist	TV012	21-MAY-18
Junnan Tian	UG7461 00	MUC GAA	TV012	11-MAY-18
Brenda Tibbetts	QE8667 00	Standardized Patient	TV013	21-MAY-18
Kassidy Tighe	UG7910 00	Graduate Admin Assistant	TV012	21-MAY-18
Victoria Tobin	UW8165 00	Work Study	TV012	04-MAY-18
Camden Tolvanen	UW8517 00	Ath Work Study/SCSC Equip Room	TV012	04-MAY-18
Taige Tople	UG7405 00	Career Services Graduate Asst	TV012	04-MAY-18
Taige Tople	US7414 00	Diversity Facilitator	TV012	21-APR-18
Julia Torgersen	QG9205 00	LEND Grad Research Assistant	TV012	21-MAY-18
Shelby Torstenson	UW7985 00	Scene Shop Tech	TV012	04-MAY-18
Andrea Tostado	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Andrea Tostado	UW8427 00	MUC Fall/Spring Work Study	TV012	04-MAY-18
Hanna Tounsley	UW8264 00	Student Office Assistant	TV012	04-MAY-18
Madison Trabing	UW8102 00	Chemistry Office Assistant -WS	TV012	04-MAY-18
Tien Tran	US8299 00	Student Lab Consultant	TV012	21-MAY-18
Hannah Trierweiler	US8082 01	Student Math Tutor II	TV012	04-MAY-18
Roma Trivedi	US7424 00	Resident Assistant-ACA	TV012	21-MAY-18
Roma Trivedi	US8434 00	Resident Assistant	TV012	21-MAY-18
Kastuv Tuladhar	UG7739 01	Graduate Research Assistant	TV012	21-MAY-18
Kastuv Tuladhar	US7389 00	Intl Ofc Student Ambassador	TV012	04-MAY-18
Tristan Tupy	UW8012 02	Student Office Assistant	TV012	04-MAY-18
Alexis Tuttle	UG8740 00	Graduate Teaching Assistant	TV012	21-MAY-18
Alexis Tuttle	US7983 00	Cabaret Pit Band	TV013	21-APR-18
Derek Tuttle	UG8658 01	Housing GAA	TV012	06-MAY-18
Kerstin Tuttle	UG8793 01	Graduate Teaching Assistant	TV012	21-MAY-18
Brittany Two Elk	UW7377 00	NSS Fall/Spring Work Study	TV012	04-MAY-18
Michael Ugrich	UG8742 00	Graduate Teaching Assistant	TV012	21-MAY-18
Haley Unzen	UW8264 01	Student Office Assistant	TV012	04-MAY-18
Audra Van Ekeren	UW8111 00	Research Assistant	TV012	04-MAY-18
Taylor Van Gerpen	QG9171 00	LEND Grad Research Assistant	TV012	21-MAY-18
Lauren Van Hove	QS9477 00	BBS Student Lab Assistant	TV012	21-MAY-18
Chelsey Van Ness	UG8611 00	Graduate Teaching Assistant	TV012	21-MAY-18
Chelsey Van Ness	US7414 00	Diversity Facilitator	TV012	21-APR-18
Parker Van Zee	UG8569 01	Graduate Research Assistante	TV012	21-MAY-18
Denise VanVeldhuizen	US7405 00	Tutor	TV012	04-MAY-18
Lexie Vande Hoef	UG8632 00	Housing GAA	TV012	06-MAY-18
Joyce Vander Lugt	QE8667 00	Standardized Patient	TV013	21-APR-18
Joyce Vander Lugt	QE8667 00	Standardized Patient	TV013	21-MAY-18
Joseph Vanduzer	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Chelsea Vang	UW8301 01	Student Lab Consultant	TV012	04-MAY-18
Madeline Vang	UW8301 01	Student Lab Consultant	TV012	04-MAY-18
Mercy Vedala	UG7433 00	Graduate Research Assistant	TV012	21-MAY-18
Denis Verbovskiy	UW7380 01	Work Study	TV012	04-MAY-18
Amy Vertullo	US8199 00	Beacom Tutor	TV012	21-MAY-18
Austin Vetter	US7983 02	Student Technical Assistant	TV012	21-MAY-18
Matthew Vidal	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Catherine Vietor	US8172 00	Student Assistant	TV012	21-MAY-18
Luis Villamizar Rangel	UG7683 00	Graduate Research Assistant	TV012	21-MAY-18
Alyssa Voege	UW8264 00	Student Office Assistant	TV012	04-MAY-18
Tyler Vogel	US7402 00	IP Student Assistant	TV013	06-MAY-18
Alison Vogelsang	QG9222 00	LEND Grad Research Assistant	TV012	21-MAY-18
Alison Vogelsang	UG7429 00	Graduate Research Assistant	TV012	21-MAY-18
Johnathan Vogl	UG7731 00	Graduate Research Assistant	TV012	21-MAY-18
Chase Vogt	UW8409 00	Financial Aid WS Assistant	TV012	04-MAY-18
Elizabeth Vosburg	UW7994 00	Student Office Assistant III	TV012	04-MAY-18
Hannah Voudry	UW8409 01	Financial Aid WS Assistant	TV012	04-MAY-18
Kiera Vroegop	US8425 01	MUC Information Desk Worker	TV012	21-MAY-18
Tylon Vuong	UG8605 00	Graduate Teaching Assistant	TV012	11-MAY-18
Nikul Vyas	UG7899 00	CDC GAA	TV012	11-MAY-18
Nikul Vyas	US7389 01	Int'l Ofc Student Worker	TV012	04-MAY-18
Mitchell Wagner	UG7751 05	Graduate Research Assistant	TV012	21-MAY-18
Helena Wali	FS9968 00	Temp. Part-time Secretary	TV012	27-APR-18
Ellie Walker	UW8102 00	Chemistry Work Study	TV012	04-MAY-18

Kyle Walters	UG8773 00	Graduate Research Assistant	TV012	21-MAY-18
Elizabeth Waltner	QG9224 00	LEND Grad Research Assistant	TV012	21-MAY-18
Jared Waltz	US8199 01	Peer Advisor	TV012	21-MAY-18
Haidong Wang	UG7549 00	Graduate Research Assistant	TV012	21-MAY-18
Sheng Wang	UG7563 00	Graduate Research Assistant	TV012	21-MAY-18
Sheng Wang	US7992 01	USD Opera Orchestra	TV012	21-APR-18
Sheng Wang	US7992 02	USD Opera Orchestra	TV012	21-MAY-18
Karlie Warne	UG8721 00	Admsns Recruit Grad Admin Asst	TV012	21-MAY-18
Blake Warner	US8461 00	Student Prevention Asst	TV012	21-MAY-18
Tonia Warzecha	UG7534 00	Graduate Teaching Assistant	TV012	21-MAY-18
Grace Waters	US8362 00	Temp Grounds Keeper	TV012	21-MAY-18
Cira Watson	UG8720 00	Scholarship Graduate Assistant	TV012	21-MAY-18
Hailee Watson	US8434 00	B/M Desk Worker	TV012	21-MAY-18
Thayme Watson	UG8840 00	Graduate Admin Assistant	TV012	21-MAY-18
Tiffany Waturuocha	UW8517 00	Work Study Ath/Arena Equip Rm	TV012	04-MAY-18
Patrick Waugh	QS9478 00	NAHSP Mentor	TV012	21-MAY-18
Patrick Waugh	UG8600 00	Graduate Teaching Assistant	TV012	21-MAY-18
Patrick Waugh	UG8600 02	Grad Instructor of Record	TV013	21-MAY-18
Michael Webb	UG8774 00	Graduate Research Assistant	TV012	21-MAY-18
Katie Weber	UW8300 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Morgan Weber	US7405 00	Tutor	TV012	04-MAY-18
Robert Weber	US7425 00	Resident Assistant-ACA	TV012	21-MAY-18
Robert Weber	US8434 00	Resident Assistant	TV012	21-MAY-18
Sarah Weber	UG7928 00	Graduate Teaching Assistant	TV012	21-MAY-18
Megan Wegher	QS9450 03	Graduate Student Worker	TV012	21-MAY-18
Brianna Wegner	UW7403 01	ACPC Workstudy	TV012	04-MAY-18
Amy Weichler	QS9477 02	BBS AP Student Lab Assistant	TV012	21-MAY-18
Megan Weidner	UG8525 00	Graduate Research Assistant	TV012	21-MAY-18
Dakota Weisbecker	US8416 01	Admissions Student Ambassador	TV012	21-MAY-18
Alexis Weisenbach	US8434 00	Central Housing Desk Worker	TV012	21-MAY-18
Kyle Weiss	US7385 00	Athletics/FB Videographer	TV012	21-MAY-18
Laura Weiss	UW8418 01	Admissions Student Worker	TV012	04-MAY-18
Robert Weissinger	US7428 00	Resident Assistant-ACA	TV012	21-MAY-18
Robert Weissinger	US8434 00	Resident Assistant	TV012	21-MAY-18
Austin Welker	US8461 01	Student Prevention Asst	TV012	21-MAY-18
Logan Welker	UG8771 00	Graduate Research Assistant	TV012	21-MAY-18
Logan Welker	US7414 00	Diversity Facilitator	TV012	21-APR-18
Theresa Welter	UG8823 00	Graduate Teaching Assist IOR	TV012	21-MAY-18
Caleb Wenz	QS9540 00	Student Driver	TV013	21-MAY-18
Quincy Wert	UW8165 02	Library Work Study	TV012	04-MAY-18
Amy West	UG8757 00	Grad Teaching Assistant - IOR	TV012	21-MAY-18
Kallan Westergaard	US8046 01	Writing Center Tutor	TV012	21-MAY-18
Wednesday Westerhold	UW8463 00	SCC Fall/Spring WS	TV012	04-MAY-18
Dylan Whalen	UW7403 00	Tutor	TV012	04-MAY-18
Jackson Whitaker	US7983 00	Student Technical Assistant	TV012	21-MAY-18
R James Whitcher	UG7945 01	SVRC GAA	TV012	11-MAY-18
Stephanie Whitlow	UG8861 01	Graduate Teaching Assistant	TV012	21-MAY-18
Hannah Wich	US8199 02	Beacom Tutor	TV012	21-MAY-18
Amber Wickstrom	US8416 00	Recycling Program Worker	TV012	21-MAY-18
Amy Widman	UG8559 00	Graduate Research Assistant	TV012	21-MAY-18
Derek Wiebers	US8362 02	Temp Grounds Assist	TV012	21-MAY-18
Kenna Wieczorek	QW9353 00	Occup Therapy Workstudy	TV012	04-MAY-18
Jonathan Wieger	UG7889 00	Graduate Research Assistant	TV012	21-MAY-18
Madeline Willemssen	UW7404 00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Ella Williams	US7983 00	Student Technical Assistant	TV012	21-MAY-18
Gawain Williams	US8425 00	MUC Information Desk Worker	TV012	21-MAY-18
Monae Williams	UW8436 02	Housing Fall/Spring WS	TV012	04-MAY-18
Nathan Williams	UG8615 00	Graduate Teaching Assistant	TV012	21-MAY-18
Patrick Wilson	QW9479 00	BBS Work Study Lab Assistant	TV012	04-MAY-18
Steven Wilson	US8461 00	Safe Ride Monitor	TV012	21-MAY-18
Tanner Wilson	UG8733 01	Grad Assist - Lab	TV012	21-MAY-18
Jessica Winterringer	UG7900 00	Student Activities GAA	TV012	11-MAY-18
Jessica Winterringer	US8425 02	MUC Information Desk Worker	TV012	21-MAY-18
Jessica Winterringer	US8506 00	Front Desk Assistant	TV012	21-MAY-18
Miranda Winterringer	UW8264 00	Student Office Assistant	TV012	04-MAY-18
Cody Wirth	UW8490 00	WS- Marketing Retail Clerk	TV012	04-MAY-18
Laura Wolf	UW8300 01	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Whitney Wolf	US7983 00	Student Technical Assistant	TV012	21-MAY-18

Austin Wolfe	QE8667	00	Non-Standardized Patient	TV013	21-MAY-18
Nicholas Wood	QS9477	05	BBS Student Lab Assistant	TV012	21-MAY-18
Tatum Wren	US7428	00	Resident Assistant-ACA	TV012	21-MAY-18
Tatum Wren	US8434	00	Resident Assistant	TV012	21-MAY-18
Chase Wright	US7424	00	Resident Assistant-ACA	TV012	21-MAY-18
Chase Wright	US8434	00	Resident Assistant	TV012	21-MAY-18
Cody Wright	QE8667	00	Standardized Patient	TV013	21-MAY-18
Robert Wright	QE8667	00	Standardized Patient	TV013	21-APR-18
Sally Wright	QE8667	00	Standardized Patient	TV013	21-APR-18
Sally Wright	QE8667	01	Standardized Patient	TV013	21-APR-18
Xavier Wright	US8434	04	Desk Worker	TV012	21-MAY-18
Jason Wyenberg	UG7744	02	Graduate Research Assistant	TV012	21-MAY-18
Anuja Yadav	UG7407	00	Graduate Teaching Assistant	TV012	21-MAY-18
John Yeary	UG8809	04	Graduate Teaching Assistant	TV012	21-MAY-18
Andrew Yevugah	US7428	00	Resident Assistant-ACA	TV012	21-MAY-18
Andrew Yevugah	US8434	01	Resident Assistant	TV012	21-MAY-18
Terry Zerfas	QE8667	00	Standardized Patient	TV013	21-MAY-18
Bailey Zimmerman	US7429	00	Resident Assistant-ACA	TV012	21-MAY-18
Bailey Zimmerman	US8434	02	Resident Assistant	TV012	21-MAY-18
Carson Zubke	UW8300	00	Wellness Center Fall/Spring WS	TV012	04-MAY-18
Brad Zwart	UG7463	00	WC Grad Admin Assistant	TV012	21-MAY-18
Meera Venkatachalam	UE9907	00	Assoc Dir of Honors Program	TV001	25-APR-18
Ann Wilson	QE9048	01	Temp Education Advisor	TV013	21-MAY-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jonathan Allender-Zivic	UE9188	01	Opera Lighting	Hire Temp Appointment	200.00	22-APR-18
Michael Allgrunn	UE9071	37	Overload	Appointment	9214.22	22-MAR-18
Richard Braunstein	SE7655	00	Instructor	Supplemental Appointment	250.00	22-APR-18
Kyle Brouwer	UE6917	00	Acting Chair, Comm Disorders	Department Chair/Dean Duties	25983.82	22-MAR-18
S Caraway	UE9191	11	Tremere Award Rcpt.	Hire Temp Appointment	1000.00	22-MAR-18
Shana Cerny	QE9768	08	Assistant Professor	Hire Temp Appointment	200.00	22-MAR-18
Shana Cerny	QE9768	08	Assistant Professor	Hire Temp Appointment	400.00	22-APR-18
Prentiss Clark	UE9527	03	Doyle Award Rcpt.	Hire Temp Appointment	500.00	22-MAR-18
Tyler Custis	UE9184	08	Executive Education	Hire Temp Appointment	1200.00	22-MAR-18
Tyler Custis	UE9184	09	Ath Official/Track & Field	Supplemental Appointment	125.00	22-APR-18
Edwin Gerrish	UE9189	09	Assistant Professor	Continuing Education/Extension	5730.96	22-MAR-18
Susan Gray	UE9175	37	Commencement Organist	Hire Temp Appointment	100.00	22-APR-18
Kenneth Green	UE7153	11	Outstanding Instructor Award	Hire Temp Appointment	1000.00	22-MAR-18
Helene Hegge	QE9792	05	Instructor	Hire Temp Appointment	490.00	22-APR-18
Victor Huber	SE6525	00	Associate Professor	Supplemental Appointment	100.00	22-MAR-18
Wallace Jackmon	QE8687	05	Senior Lecturer	Hire Temp Appointment	500.00	22-MAR-18
Eric Jepsen	UE8914	11	Cutler Award Rcpt.	Hire Temp Appointment	2500.00	22-MAR-18
Maribeth Jorgensen	UE9439	10	Assistant Professor	Supplemental Appointment	2000.00	22-APR-18
Anne Kleinhesselink	QE9925	00	Associate Chair/Instructor	Appointment	100000.00	07-MAY-18
Leon Korte	UE8869	11	Director, Rural Banking	Appointment	6260.00	22-APR-18
Laura Kruger	UE7543	03	Fitness Instructor	Supplemental Appointment	103.50	22-APR-18
Kathryn LaPlante	QE9767	15	Instructor	Hire Temp Appointment	1500.00	22-MAR-18
Kathryn LaPlante	QE9767	16	Instructor	Continuing Education/Extension	1500.00	22-MAR-18
Mary Merrigan	QE9042	15	Lecturer	Hire Temp Appointment	495.00	22-MAR-18
Mary Merrigan	QE9042	16	Lecturer	Continuing Education/Extension	750.00	22-APR-18
Erik Mutterer	QE9846	09	Assistant Professor	Hire Temp Appointment	700.00	22-APR-18
Timothy Pyles	UE9171	03	Commencement Reader	Supplemental Appointment	350.00	22-APR-18
Lee Roripaugh	BE9619	01	Quest Lecturer	Supplemental Appointment	1500.00	22-MAR-18
Joel Sander	UE7378	09	Cutler Award Rcpt.	Hire Temp Appointment	2500.00	22-MAR-18
Angela Schladoer	QE9483	00	BBS Temp Faculty	Hire Temp Appointment	2500.00	22-MAR-18
Timothy Schorn	FE9974	20	OLLI Instructor	Overload for Teaching	140.00	22-MAR-18
Timothy Schorn	FE9974	21	OLLI Instructor	Overload for Teaching	190.00	22-APR-18
Amy Smith	QE9754	28	Lecturer	Hire Temp Appointment	608.00	22-APR-18
John Smith	QE9816	29	Dentist	Hire Temp Appointment	1050.00	22-APR-18
Stephanie Spars	UE6818	18	Lecturer	Continuing Education/Extension	1000.00	22-APR-18
Martha Steil	QE9046	22	Instructor	Hire Temp Appointment	1050.00	22-APR-18
Holly Straub	UE9131	27	Fitness Instructor	Supplemental Appointment	286.83	22-APR-18
Joseph Tinguely	UE9426	01	Cutler Award Rcpt.	Hire Temp Appointment	2500.00	22-MAR-18
Daniel Tracy	UE9024	35	Executive Education	Hire Temp Appointment	3900.00	22-APR-18

Luis Viquez Cordoba	UE9014	07	USD Opera Orchestra	Hire Temp Appointment	750.00	22-APR-18
Darin Wadley	UE9412	30	Fitness Instructor	Supplemental Appointment	681.38	22-APR-18
Mandie Weinandt	UE7369	10	Fast Track Advisor	Hire Temp Appointment	150.00	22-APR-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Kyle Brouwer	UE9510	00	Associate Professor	Change in Appointment Type	82741.74	68951.45	-13790.29	

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Anne Kleinhesselink	QE8657	00	Instructor	TV000	06-MAY-18
Anne Kleinhesselink	QE9941	00	Stu Services Director	TV000	06-MAY-18
Angela Schladoer	QE9483	00	BBS Temp Faculty	TV000	21-APR-18
Gabriela Walker	UE7588	00	Assistant Professor	TL000	21-MAY-18
Jonathan Allender-Zivic	UE9188	01	Opera Lighting	TV013	21-MAY-18
Michael Allgrunn	UE9071	37	Overload	TV013	21-MAY-18
Stephen Bambas	QE8939	13	Instructor	TV013	21-MAY-18
Teresa Bellis	UE9196	08	LEND Discipline Head	TV013	21-MAY-18
Kathryn Birkeland	UE9016	29	E-Learning Coordinator	TV013	21-MAY-18
Richard Braunstein	SE7655	00	Instructor	TV013	21-MAY-18
Richard Braunstein	UE9195	48	Professor	TV013	21-MAY-18
Barbara Brockevelt	QE9830	37	Professor	TV013	21-MAY-18
S Caraway	UE9191	10	LEND Discipline Head	TV013	21-MAY-18
S Caraway	UE9191	11	Tremere Award Rcpt.	TV013	21-APR-18
Shana Cerny	QE9768	07	LEND Discipline Head	TV013	21-MAY-18
Shana Cerny	QE9768	08	Assistant Professor	TV013	21-APR-18
Shana Cerny	QE9768	08	Assistant Professor	TV013	21-MAY-18
Dale Clark	UE9136	01	Lecturer	TV013	21-MAY-18
Prentiss Clark	UE9527	03	Doyle Award Rcpt.	TV013	21-APR-18
Tyler Custis	UE9184	08	Executive Education	TV013	21-APR-18
Tyler Custis	UE9184	09	Ath Official/Track & Field	TV013	21-MAY-18
Thomas Davies	UE9065	33	Professor	TV013	21-MAY-18
Matthew Fairholm	UE9523	24	Professor	TV013	21-MAY-18
Gina Forster	QE9804	00	Professor	TV009	21-MAY-18
Stephanie Fuller	UE8468	05	SCC Student Supervisor	TV012	21-MAY-18
Edwin Gerrish	UE9189	09	Assistant Professor	TV013	21-APR-18
Susan Gray	UE9175	37	Commencement Organist	TV013	21-MAY-18
Kenneth Green	UE7153	11	Outstanding Instructor Award	TV013	21-APR-18
Daniel Hajovsky	UE9436	03	LEND Discipline Head	TV013	21-MAY-18
Elizabeth Hanson	UE9517	15	LEND Discipline Head	TV013	21-MAY-18
Bartlomiej Hanus	UE9012	01	Assistant Professor	TV013	21-MAY-18
Helene Hegge	QE9792	05	Instructor	TV013	21-MAY-18
Thomas Horton	UE9128	17	Heidepriem Fellowship	TV013	21-MAY-18
Victor Huber	SE6525	00	Associate Professor	TV013	21-APR-18
Wallace Jackmon	QE8687	05	Senior Lecturer	TV013	21-APR-18
Eric Jepsen	UE8914	11	Cutler Award Rcpt.	TV012	21-APR-18
Julie Johnson	QE9737	02	Associate Professor	TV013	21-MAY-18
Marni Johnson Martin	UE9506	05	LEND Discipline Head	TV013	21-MAY-18
Maribeth Jorgensen	UE9439	10	Assistant Professor	TV013	21-MAY-18
Kris Knisely-Southerland	UE8944	02	Assistant Professor	TV013	21-MAY-18
Leon Korte	UE7436	00	Coord, Accounting Internships	TR001	21-MAY-18
Leon Korte	UE8869	11	Director, Rural Banking	TV013	21-MAY-18
Leon Korte	UE9163	00	Dir Rural Bank/Assoc Professor	TR001	21-MAY-18
Leon Korte	UE9163	32	Associate Professor	TV013	21-MAY-18
Laura Kruger	UE7543	03	Fitness Instructor	TV013	21-MAY-18
Kathryn LaPlante	QE9767	15	Instructor	TV013	21-APR-18
Kathryn LaPlante	QE9767	16	Instructor	TV013	21-APR-18
Whitney Lucas Molitor	QE8680	02	Assistant Professor	TV013	21-MAY-18
Mark Madsen	UE7077	16	Instructor	TV013	21-MAY-18
Thomas Martin	UE7771	11	Instructor Oper. Mgmt	TV013	21-MAY-18
Kristen Maxon	UE7593	42	Instructor	TV013	21-MAY-18

Mary Merrigan	QE9042	15	Lecturer	TV013	21-APR-18
Mary Merrigan	QE9042	16	Lecturer	TV013	21-MAY-18
David Moskowitz	UE9158	42	Professor	TV013	21-MAY-18
Erik Mutterer	QE9846	09	Assistant Professor	TV013	21-MAY-18
Lynita Newswander	UE9183	13	Assistant Professor	TV013	21-MAY-18
Erin Nielsen Ogdahl	QE8903	43	Instructor	TV013	21-MAY-18
Jack Niemonen	UE8877	00	Professor	TR001	21-MAY-18
Wade Nilson	QE9777	01	Associate Professor	TV013	21-MAY-18
Evelyn Norton	UE7462	02	Adjunct Instructor	TV013	21-MAY-18
Seth Olson	UE9433	31	Associate Professor	TV013	21-MAY-18
Jason Porter	UE7444	13	Associate Professor	TV013	21-MAY-18
Timothy Pyles	UE9171	03	Commencement Reader	TV013	21-MAY-18
Katherine Rasmussen	UE9560	26	Instructor	TV013	21-MAY-18
Gary Reeves	UE9146	00	Associate Professor	TR001	21-MAY-18
Deborah Ripperda	QE8910	02	LEND Discipline Head	TV013	21-MAY-18
Lee Roripaugh	BE9619	01	Quest Lecturer	TV013	21-APR-18
Joel Sander	UE7378	09	Cutler Award Rcpt.	TV013	21-APR-18
David Sanderson	UE9182	03	Associate Professor	TV013	21-MAY-18
Ana Sariol	UE9020	06	Assistant Professor	TV013	21-MAY-18
Timothy Schorn	FE9974	20	OLLI Instructor	TV013	21-APR-18
Timothy Schorn	FE9974	21	OLLI Instructor	TV013	21-MAY-18
Gemma Skillman	UE6813	19	Lecturer	TV013	21-MAY-18
Amy Smith	QE9754	28	Lecturer	TV013	21-MAY-18
John Smith	QE9816	29	Dentist	TV013	21-MAY-18
Stephanie Spars	UE6818	18	Lecturer	TV013	21-MAY-18
Martha Steil	QE9046	22	Instructor	TV013	21-MAY-18
Holly Straub	UE9131	27	Fitness Instructor	TV013	21-MAY-18
Lana Svien	QE9814	11	LEND Discipline Head	TV013	21-MAY-18
Joseph Tinguely	UE9426	01	Cutler Award Rcpt.	TV013	21-APR-18
Daniel Tracy	UE9024	35	Executive Education	TV013	21-MAY-18
Shelie Vacek	QE8654	01	University Center Librarianshi	TV013	21-MAY-18
Luis Viquez Cordoba	UE9014	07	USD Opera Orchestra	TV013	21-MAY-18
Darin Wadley	UE9412	30	Fitness Instructor	TV013	21-MAY-18
Clarice Wagner	UE9547	00	Instructor	TR001	21-MAY-18
Gabriela Walker	UE7588	06	LEND Discipline Head	TV013	21-MAY-18
XiaoTian Wang	UE9475	00	Professor	TR001	21-MAY-18
Michael Watt	QE9730	00	Associate Professor	TV009	21-MAY-18
Mandie Weinandt	UE7369	10	Fast Track Advisor	TV013	21-MAY-18
Rand Wergin	UE9441	25	Assistant Professor	TV013	21-MAY-18
Katie Williams	QE9039	23	Assistant Professor	TV013	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Pama Banks	QE9393	00	BSN Clinical Faculty - Verm	Hire Temp Appointment	594.00	22-MAR-18
Julie Cox	QE9393	00	BSN Clinical Faculty - Pierre	Hire Temp Appointment	1800.00	22-MAR-18
Melissa Dittberner	QE8664	07	Adjunct Instructor	Continuing Education/Extension	1000.00	22-MAR-18
Carol Dreke	QE9393	04	BSN Clinical Faculty - SF	Hire Temp Appointment	1440.00	22-MAR-18
Marilyn Jensen	UE8268	00	Student Teacher Supervisor	Hire Temp Appointment	1000.00	22-APR-18
Robert Joyce	FE9974	03	OLLI Instructor	Overload for Teaching	105.00	22-MAR-18
Christina Keller	UE7261	00	Athletics Compliance Assistant	Hire Temp Appointment	10399.20	14-MAY-18
Beverly Kennedy	QE9054	01	Temp Instructor	Hire Temp Appointment	2056.00	22-MAR-18
Beverly Kennedy	QE9054	01	Temp Instructor	Hire Temp Appointment	2056.00	22-APR-18
Audrey Larsen	UE7056	04	Adjunct Instructor	Hire Temp Appointment	300.00	22-MAR-18
Matthew Leedom	QE9384	00	Adjunct Faculty	Hire Temp Appointment	2615.00	22-MAR-18
Kathryn Mathews	UE7998	01	Cello Lessons	Hire Temp Appointment	240.00	22-MAR-18
Michelle Mayes	QE9393	06	BSN Clinical Faculty - Verm	Hire Temp Appointment	1100.50	22-MAR-18
Carrie Menke	QE9357	00	Adjunct Professor	Hire Temp Appointment	250.00	22-APR-18
Sandra Mollman	UE7054	13	Adjunct Instructor	Continuing Education/Extension	5790.00	22-MAR-18
Marilyn Moor	QE8625	00	Academic Instructor	Hire Temp Appointment	1031.25	22-MAR-18
Beryl Olson	QE9357	08	Adjunct Instructor	Hire Temp Appointment	937.50	22-MAR-18
Carolyn Prentice	UE7475	00	Adjunct Instructor	Continuing Education/Extension	4146.00	22-MAR-18
Richard Rognstad	UE7998	05	Cello Lessons	Hire Temp Appointment	180.00	22-MAR-18
Dawn Sawtell	QE9393	05	BSN Clinical Faculty - Verm	Hire Temp Appointment	678.14	22-APR-18
John Seabolt	QE8664	03	Adjunct Instructor	Continuing Education/Extension	1000.00	21-MAY-18
Aimee Shea	UE7053	12	Adjunct Instructor	Continuing Education/Extension	3390.00	22-MAR-18

Mark Skaff	UE7056	03	Adjunct Instructor	Continuing Education/Extension	3390.00	21-MAY-18
Michael Snell	UE7055	03	Adjunct Instructor	Continuing Education/Extension	4500.00	21-MAY-18
Kenneth Tusha	QE9054	01	Temp Dentist	Hire Temp Appointment	1875.00	22-MAR-18
Staci Wietfeld	QE9384	10	Adjunct Faculty	Hire Temp Appointment	1650.00	22-MAR-18
Zachary Wilson	QE8625	00	Respiratory Therapist	Hire Temp Appointment	83.33	22-MAR-18
Debra Young	QE9357	00	Adjunct Guest Lecture	Hire Temp Appointment	110.00	22-MAR-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Frederick Aderhold	UE7053	03	Adjunct Instructor	TV013	21-MAY-18
Saira Akhlaq	QE8664	01	Adjunct Instructor	TV013	21-MAY-18
Shari Alarie	QE9393	04	BSN Clinical Faculty - SF	TV013	21-MAY-18
Ariadne Albright	UE7054	00	Adjunct Instructor	TV013	21-MAY-18
Melissa Allen	QE8664	04	Adjunct Instructor	TV013	21-MAY-18
Douglas Anderson	UE7056	00	Adjunct Instructor	TV013	21-MAY-18
Susan Anderson	UE8205	01	Adjunct	TV013	21-MAY-18
William Armstrong	UE7056	01	Adjunct Instructor	TV013	21-MAY-18
Meredyth Arnott	QE8664	00	Adjunct Instructor	TV013	21-MAY-18
Mark Baas	UE7053	01	Adjunct Instructor	TV013	21-MAY-18
Rebecca Bailey	UE7989	02	Theatre Adjunct	TV013	21-MAY-18
Kendra Baily	UE8142	03	Adjunct Instructor	TV013	21-MAY-18
Ashley Baker	UE7053	05	Adjunct Instructor	TV013	21-MAY-18
Pama Banks	QE9393	00	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Lisa Bannwarth	UE8259	00	Adjunct Instructor	TV013	21-MAY-18
Kimberly Bartling	UE7054	03	Adjunct Instructor	TV013	21-MAY-18
Bradley Beauvais	QE8664	04	Adjunct Instructor	TV013	21-MAY-18
Michael Berhow	UE7056	03	Adjunct Instructor	TV013	21-MAY-18
Gregory Bertsch	UE7055	02	Adjunct Instructor	TV013	21-MAY-18
Heather Bleecker	UE7053	00	Adjunct Instructor	TV013	21-MAY-18
Bridgett Block	QE9393	05	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Lacey Bodensteiner	UE7053	01	Adjunct Instructor	TV013	21-MAY-18
Carly Borr	QE9393	01	BSN Clinical Faculty - SF	TV013	21-MAY-18
Alison Boughn	UE8007	04	Adjunct Instructor	TV013	21-MAY-18
Katie Brockberg	QE9393	05	BSN Clinical Faculty - SF	TV013	21-MAY-18
Michael Burgeson	UE8079	01	Adjunct Instructor	TV013	21-MAY-18
Andrew Burroughs	UE7053	00	Adjunct Instructor	TV013	21-MAY-18
Barbara Buss	QE9393	02	BSN Clinical Faculty - Verm	TV013	21-APR-18
Terryl Cadwell	UE7056	03	Adjunct Instructor	TV013	21-MAY-18
Timothy Case	UE7989	02	Theatre Adjunct	TV013	21-MAY-18
Laney Clark	QE9393	01	BSN Clinical Faculty - RC	TV013	21-MAY-18
Shannon Cole	UE8052	03	Adjunct Instructor	TV013	21-MAY-18
Benjamin Connors	UE8133	00	Adjunct Instructor	TV013	21-MAY-18
William Cooper	UE7056	05	Adjunct Instructor	TV013	21-MAY-18
Lucien Costley	QE8664	03	Adjunct Instructor	TV013	21-MAY-18
Julie Cox	QE9393	00	BSN Clinical Faculty - Pierre	TV013	21-APR-18
Terry Crandall	UE8259	00	Adjunct Instructor	TV013	21-MAY-18
Iris Craver	QE8664	03	Adjunct Instructor	TV013	21-MAY-18
Marshall Damgaard	UE7056	01	Adjunct Instructor	TV013	21-MAY-18
Marshall Damgaard	UE8079	13	Adjunct Instructor	TV013	21-MAY-18
Melissa Dittberner	QE8664	06	Adjunct Instructor	TV013	21-MAY-18
Melissa Dittberner	QE8664	07	Adjunct Instructor	TV013	21-APR-18
Carol Dreke	QE9393	04	BSN Clinical Faculty - SF	TV013	21-MAY-18
Amanda Dullerud	QE9393	03	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Tracie Erdmann	UE8259	00	Adjunct Instructor	TV013	21-MAY-18
David Erickson	UE7056	04	Adjunct Instructor	TV013	21-MAY-18
Beth Etler-Thornton	UE7475	03	Adjunct Instructor	TV013	21-MAY-18
Amy Etter	QE9393	06	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Jeff Fisher	UE7054	05	Adjunct Instructor	TV013	21-MAY-18
Scott Fleming	SE6117	00	Instructor	TV013	21-MAY-18
Sarah Fowler	UE8007	01	Art Adjunct	TV013	21-MAY-18
Mary Ann Francis	UE7056	05	Adjunct Instructor	TV013	21-MAY-18
Rupam Gakhar	QE8664	00	Adjunct Instructor	TV013	21-MAY-18
Armando Galicia-Silva	UE7056	00	Adjunct Instructor	TV013	21-MAY-18
Armando Galicia-Silva	UE8061	00	Adjunct Instructor	TV013	21-MAY-18

Rachel Gangle	QE8664 03	Adjunct Instructor	TV013	21-MAY-18
Shelly Grinde	UE8142 07	Adjunct Instructor	TV013	21-MAY-18
Hillary Hagge	QE9393 00	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Reagan Hammer	QE9393 01	BSN Clinical Faculty - Verm	TV013	21-APR-18
Maren Hansen	UE7056 01	Adjunct Instructor	TV013	21-MAY-18
Timothy Heaton	UE7056 00	Adjunct Instructor	TV013	21-MAY-18
Jeffrey Henry	QE8663 02	Adjunct Instructor	TV013	21-MAY-18
Michael Hilson	UE7998 32	Adjunct Instructor	TV013	21-MAY-18
Michael Hilson	UE7998 33	Music Lessons Adjunct	TV013	21-MAY-18
Nicole Holmberg	QE9393 03	BSN Clinical Faculty - SF	TV013	21-MAY-18
Joshua Hughes	QE8663 03	Adjunct Instructor	TV013	21-MAY-18
Lynne Hunter	QE8664 03	Adjunct Instructor	TV013	21-MAY-18
Ann Huss Mollman	QE8664 03	Adjunct Instructor	TV013	21-MAY-18
Megan Ibach	QE9393 04	BSN Clinical Faculty - SF	TV013	21-MAY-18
Kyle Irvin	SE6144 06	Temporary Lecturer	TV013	21-MAY-18
Linda Jackson	QE9393 07	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Marilyn Jensen	UE7475 07	Adjunct Instructor	TV013	21-MAY-18
Marilyn Jensen	UE8268 00	Student Teacher Supervisor	TV013	21-MAY-18
Carli Johnson	QE9393 01	BSN Clinical Faculty - SF	TV013	21-MAY-18
Nicole Johnson	UE7056 00	Adjunct Instructor	TV013	21-MAY-18
Robert Joyce	FE9974 03	OLLI Instructor	TV013	21-APR-18
Robert Joyce	UE7054 03	Adjunct Instructor	TV013	21-MAY-18
Jennifer Jungemann	QE9393 00	BSN Clincal Faculty - Verm	TV013	21-MAY-18
Beverly Kennedy	QE9054 00	Temp Instructor	TV013	21-MAY-18
Beverly Kennedy	QE9054 01	Temp Instructor	TV013	21-APR-18
Beverly Kennedy	QE9054 01	Temp Instructor	TV013	21-MAY-18
Michael Killian	QE8664 01	Adjunct Instructor	TV013	21-MAY-18
Michael Killian	QE8685 00	Adjunct Instructor	TV013	21-MAY-18
Wayne Kindle	UE7053 00	Adjunct Instructor	TV013	21-MAY-18
David Knoff	UE8178 00	Adjunct Faculty	TV013	21-APR-18
Lori Kober	UE8142 04	Adjunct Instructor	TV013	21-MAY-18
Stephanie Kocher	UE7998 38	Music Lessons Adjunct	TV013	21-MAY-18
Audrey Larsen	UE7056 03	Adjunct Instructor	TV013	21-MAY-18
Audrey Larsen	UE7056 04	Adjunct Instructor	TV013	21-APR-18
Amy Laursen	UE7054 00	Adjunct Instructor	TV013	21-MAY-18
Amy Laursen	UE7998 02	Adjunct Instructor	TV013	21-MAY-18
Travis Lee	UE8205 00	Adjunct	TV013	21-MAY-18
Matthew Leedom	QE9384 00	Adjunct Faculty	TV013	21-APR-18
Meghan Leifheit	QE9393 00	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Kristi Leisinger	QE8664 05	Adjunct Instructor	TV013	21-MAY-18
David Levine	UE7475 01	Adjunct Instructor	TV013	21-MAY-18
Mark Lindell	UE7475 03	Adjunct Instructor	TV013	21-MAY-18
Malene Little	UE7056 03	Adjunct Instructor	TV013	21-MAY-18
Kathryn Mathews	UE7998 01	Cello Lessons	TV013	21-APR-18
Cristina Matos	UE7053 00	Adjunct Instructor	TV013	21-MAY-18
Michelle Mayes	QE9393 06	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Robert McCauley	QE9393 00	BSN Clinical Faculty - Verm	TV013	21-APR-18
Carrie Menke	QE9357 00	Adjunct Professor	TV013	21-MAY-18
Nathalie Meyer	UE7475 13	Adjunct Instructor	TV013	21-MAY-18
Zachary Meyer	QE9393 00	BSN Clinical Faculty - SF	TV013	21-MAY-18
Lisa Millen	UE7056 06	Adjunct Instructor	TV013	21-MAY-18
Stephen Miller	UE8097 14	Adjunct Instructor	TV013	21-MAY-18
Sarah Molina	UE7056 03	Adjunct Instructor	TV013	21-MAY-18
Daniel Mollet	UE7056 01	Adjunct Instructor	TV013	21-MAY-18
Sandra Mollman	UE7054 12	Adjunct Instructor	TV013	21-MAY-18
Sandra Mollman	UE7054 13	Adjunct Instructor	TV013	21-MAY-18
Brian Molyneaux	UE7056 01	Adjunct Instructor	TV013	21-MAY-18
Marilyn Moor	QE8625 00	Academic Instructor	TV013	21-APR-18
Martha Muellenberg	UE8259 00	Adjunct Lecturer	TV013	21-MAY-18
Richard Muller	UE7055 05	Adjunct Instructor	TV013	21-MAY-18
Rachel Nelson	UE7056 00	Adjunct Instructor	TV013	21-MAY-18
Crystal Nesheim-Johnson	UE7056 00	Adjunct Instructor	TV013	21-MAY-18
Mara Obbink	QE9393 00	BSN Clinical Faculty - SF	TV013	21-APR-18
Beryl Olson	QE9357 08	Adjunct Instructor	TV013	21-APR-18
Kristi Oskar-Groen	UE8250 00	Adjunct Instructor	TV013	21-MAY-18
Cynthia Ostrom	UE7056 03	Adjunct Instructor	TV013	21-MAY-18
Xavier Pastrano	UE7475 04	Adjunct Instructor	TV013	21-MAY-18
Kim Patrick	UE8178 02	Adjunct Faculty	TV013	21-APR-18

Thomas Penisten	UE8205 06	Adjunct Instructor	TV013	21-MAY-18
Beth Peterson	QE9393 04	BSN Clinical Faculty - SF	TV013	21-MAY-18
Jessica Peterson	UE7056 00	Adjunct Instructor	TV013	21-MAY-18
Joleen Pietrzak	UE7056 08	Adjunct Instructor	TV013	21-MAY-18
Kristopher Pitcher	UE8115 00	Adjunct Instructor	TV013	21-MAY-18
Michael Powers	UE7056 01	Adjunct Instructor	TV013	21-MAY-18
Carolyn Prentice	UE7475 00	Adjunct Instructor	TV013	21-APR-18
Robyn Rentschler	QE9393 01	BSN Clincal Faculty - Verm	TV013	21-MAY-18
Alexander Roberts	UE8079 00	Adjunct Instructor	TV013	21-MAY-18
Mary Rogers	QE8664 06	Adjunct Instructor	TV013	21-MAY-18
Richard Rognstad	UE7998 04	Double Bass Lessons	TV013	21-MAY-18
Richard Rognstad	UE7998 05	Cello Lessons	TV013	21-APR-18
Matthew Rumsey	UE8142 05	Adjunct Instructor	TV013	21-MAY-18
Mallory Rykhus	QE9393 02	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Dawn Sawtell	QE9393 04	BSN Clinical Faculty - Verm	TV013	21-APR-18
Dawn Sawtell	QE9393 05	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Stacy Schepel	QE8664 03	Adjunct Instructor	TV013	21-MAY-18
Melissa Schlichting	UE8178 01	Adjunct Faculty	TV013	21-APR-18
Bo Schoenwald	UE7056 03	Adjunct Instructor	TV013	21-MAY-18
Molly Scott	UE7998 03	Adjunct Lessons Oboe	TV013	21-MAY-18
John Seabolt	QE8773 01	Adjunct Instructor	TV013	21-MAY-18
Aimee Shea	UE7053 11	Adjunct Instructor	TV013	21-MAY-18
Aimee Shea	UE7053 12	Adjunct Instructor	TV013	21-MAY-18
Heather Siebert	UE7056 05	Adjunct Instructor	TV013	21-MAY-18
Tanner Sifferath	UE7056 02	Adjunct Instructor	TV013	21-MAY-18
Michael Slabaugh	UE7056 05	Adjunct Instructor	TV013	21-MAY-18
Christin Slemp	QE9393 02	BSN Clinical Faculty - Verm	TV013	21-MAY-18
Rexann Smith	QE8773 00	Temp Instructor	TV013	21-MAY-18
Dawn Spurlin	QE9393 09	BSN Clinical Faculty - SF	TV013	21-MAY-18
Erin Stabnow	UE7053 00	Adjunct Instructor	TV013	21-MAY-18
Erin Stabnow	UE7053 01	Adjunct Instructor	TV013	21-MAY-18
William Stoos	UE8178 03	Adjunct Faculty	TV013	21-APR-18
Daniela Syed	UE7053 03	Adjunct Instructor	TV013	21-MAY-18
Loretta Thomas	UE7998 31	Adjunct Lessons Bassoon	TV013	21-MAY-18
Tyra Thomas-Moore	UE7056 02	Adjunct Instructor	TV013	21-MAY-18
Tyler Tigges	UE8178 04	Adjunct Faculty	TV013	21-APR-18
Tyler Tigges	UE8178 05	ADR Advisor	TV013	21-APR-18
Marilyn Trefz	UE8178 03	Adjunct Professor	TV013	21-APR-18
Kenneth Tusha	QE9054 01	Temp Dentist	TV013	21-APR-18
Richard Van Lente	UE7056 07	Adjunct Instructor	TV013	21-MAY-18
Keith Venhuizen	QE9465 00	Temp Dentist	TV013	21-MAY-18
Anna Vorhes Sandberg	UE7054 03	Adjunct Instructor	TV013	21-MAY-18
Margaret Walker	QE8664 03	Adjunct Instructor	TV013	21-MAY-18
Robert Welch	SE6900 00	Temporary Lecturer	TV013	21-MAY-18
Robert Welch	UE7831 01	Adjunt Faculty	TV013	21-MAY-18
Katie Westra	UE7056 03	Adjunct Instructor	TV013	21-MAY-18
Amanda Wetz	QE8664 00	Adjunct Instructor	TV013	21-MAY-18
Staci Wietfeld	QE9384 10	Adjunct Faculty	TV013	21-APR-18
Zachary Wilson	QE8625 00	Respiratory Therapist	TV013	21-APR-18
Aubrey Windish	UE7475 01	Adjunct Instructor	TV013	21-MAY-18
Steven Wise	UE7056 03	Adjunct Instructor	TV013	21-MAY-18
Sandra Wollan	QE9393 05	BSN Clinical Faculty - SF	TV013	21-MAY-18
Debra Young	QE8664 01	Adjunct Instructor	TV013	21-MAY-18
Debra Young	QE9357 00	Adjunct Guest Lecture	TV013	21-APR-18
Barbara Yutrzenka	UE8124 00	Adjunct Professor	TV013	21-MAY-18
Adam Zellmer	UE7053 05	Adjunct Instructor	TV013	21-MAY-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00227931	Bernadette Muyomi	Center for Disabilities	USD
A00156950	Erica Beare	Child Care Services	USD
A00165556	Noel Bjerken	Child Care Services	USD
A00219651	Kellie Brassfield	Child Care Services	USD
A00165555	Brooke Doty	Child Care Services	USD
A00228325	Jillian Estes	Child Care Services	USD

A00215966	Kelsey Foxhoven	Child Care Services	USD
A00227617	Laura Freeman	Child Care Services	USD
A00216061	Paige Groetlan	Child Care Services	USD
A00198053	Grayson Gruenhagen	Child Care Services	USD
A00224061	Molly Hall	Child Care Services	USD
A00179218	Taylor Hanson	Child Care Services	USD
A00175634	Paige Harpenau	Child Care Services	USD
A00216062	Ashley Heine	Child Care Services	USD
A00227827	Katy Honeywell	Child Care Services	USD
A00216399	Kaylee Jacobs	Child Care Services	USD
A00228311	Victoria Jones	Child Care Services	USD
A00204859	Abbigail Josta	Child Care Services	USD
A00213979	Jack Lawrence	Child Care Services	USD
A00227594	Cynthia Luna	Child Care Services	USD
A00205780	Jazmyn Miller	Child Care Services	USD
A00187049	Tori Nelsen	Child Care Services	USD
A00215971	Benjamin Olson	Child Care Services	USD
A00216410	Mallary Paitz	Child Care Services	USD
A00215972	Madeline Peters	Child Care Services	USD
A00228360	Jessica Reishus	Child Care Services	USD
A00157080	Melissa Tauer	Child Care Services	USD
A00203569	Cole Uithoven	Child Care Services	USD
A00216064	Blythe Zimmerman	Child Care Services	USD
A00179463	Megan Jorgensen	Dean of the Med - Basic Biomed Sc	USD
A00227577	Marc Capitano	Internal Medicine	USD
A00227578	Jon DeMuth	Internal Medicine	USD
A00227579	Alex Mulmi	Internal Medicine	USD
A00227581	Jennifer Reiner	Internal Medicine	USD
A00227582	Rena Serieux	Internal Medicine	USD
A00227583	Oluwagbenga Serrano	Internal Medicine	USD
A00227584	Michael Shirley	Internal Medicine	USD
A00227585	Hamza Tantoush	Internal Medicine	USD
A00227586	Jeffrey Wilson	Internal Medicine	USD
A00227587	Amad Zineldine	Internal Medicine	USD
A00227580	Daniel Rasmussen	Neurosciences	USD
A00228277	Jennifer Coates	Occupational Therapy	USD
A00227377	Rodger Hahne	Physical Therapy	USD
A00228274	Victoria Hansen	Physical Therapy	USD
A00163061	Nicole Koskovich	Physical Therapy	USD
A00228282	Brynn Ladd	Physical Therapy	USD
A00228276	Greg Lenz	Physical Therapy	USD
A00227376	Stephen Mehrer	Physical Therapy	USD
A00228278	Rachel Pruessing	Physical Therapy	USD
A00228281	Elizabeth Sander	Physical Therapy	USD
A00228275	Matthew Starkey	Physical Therapy	USD
A00228280	Jamie Weishaar	Physical Therapy	USD
A00228273	Mark Abraham	Physician Assistant	USD
A00196058	Jami Kortan	Physician Assistant	USD
A00227378	Erick Temoka	Physician Assistant	USD
A00146562	Irene Hovorka	Pol Science & Criminal Justice	USD
A00203848	Isabella Jones	Pol Science & Criminal Justice	USD
A00228333	Emma Nelsen	Pol Science & Criminal Justice	USD
A00227017	Gang Huangfu	Psychology	USD
A00192470	Clare Campbell	Social Work	USD
A00213319	McKayla Foust	Social Work	USD
A00188678	Margaret Gell	Social Work	USD
A00156134	Maxwell Hunhoff	Social Work	USD
A00208549	Maria Letcher	Social Work	USD

Clinical Faculty Rank

ID	NAME	RANK	DEPARTMENT	Rank Effective Date
A00227587	Amad Zineldine	Assistant Professor	Internal Medicine	3/22/2018

A00227586	Jeffrey Wilson	Instructor	Internal Medicine	3/22/2018
A00227585	Hamza Tantoush	Assistant Professor	Internal Medicine	3/22/2018
A00227584	Michael Shirley	Assistant Professor	Internal Medicine	3/22/2018
A00227583	Oluwagbenga Serrano	Assistant Professor	Internal Medicine	3/22/2018
A00227582	Rena Serieux	Assistant Professor	Internal Medicine	3/22/2018
A00227581	Jennifer Reiner	Assistant Professor	Internal Medicine	3/22/2018
A00227579	Alex Mulmi	Assistant Professor	Internal Medicine	3/22/2018
A00227578	Jon DeMuth	Assistant Professor	Internal Medicine	3/22/2018
A00227577	Marc Capitano	Assistant Professor	Internal Medicine	3/22/2018
A00225672	Munis Mattu	Assistant Professor	Internal Medicine	1/22/2018
A00222697	Murat Sincan	Assistant Professor	Internal Medicine	11/22/2017
A00225548	Jing Zhao	Assistant Professor	Internal Medicine	1/22/2018
A00222117	Alisha Hemraj	Assistant Professor	Internal Medicine	10/24/2017
A00222112	Mohammad Ahmed	Instructor	Internal Medicine	10/25/2017
A00225541	Marcus Frohm	Assistant Professor	Internal Medicine	1/22/2018
A00225540	Radowan Elnair	Instructor	Internal Medicine	1/22/2018
A00225526	Joe Devasahayam	Assistant Professor	Internal Medicine	1/22/2018
A00225514	Jonathan Buchanan	Assistant Professor	Internal Medicine	1/22/2018
A00225545	Shelley Nielson	Assistant Professor	Obstetrics-Gynecology	1/22/2018
A00005627	Brooke Jones	Assistant Professor	Pediatrics	11/22/2017
A00222695	Daniel Mark	Assistant Professor	Pediatrics	12/1/2017
A00124900	Laura Jarding	Instructor	Pediatrics	1/22/2018
A00225519	Arielle Deutsch	Assistant Professor	Pediatrics	1/22/2018
A00225291	Jesse Barondeau	Assistant Professor	Pediatrics	2/1/2018
A00063219	Emily Murphy	Assistant Professor	Surgery	1/22/2018
A00225543	Christopher Huot	Assistant Professor	Surgery	1/22/2018
A00225518	Gregory Danielson	Assistant Professor	Surgery	1/22/2018
A00225516	Margaret Carmody	Instructor	Surgery	1/22/2018
A00225292	Matthew Blake	Assistant Professor	Surgery	1/22/2018
A00227580	Daniel Rasmussen	Assistant Professor	Neurosciences	3/22/2018
A00225544	Catherine Mamah	Assistant Professor	Neurosciences	1/22/2018
A00225547	Alfred Swanson	Instructor	Family Medicine	1/22/2018
A00225546	Andrea Pham	Assistant Professor	Family Medicine	1/22/2018
A00148604	Taylor Kapsch	Instructor	Family Medicine	1/22/2018
A00225542	Hollan Harper	Instructor	Family Medicine	1/22/2018

PZRNJOB South Dakota Board of Regents
BOR Routine 05/30/2018 14:56:12
Date Range : 22-MAR-18 thru 21-MAY-18
For :SDSBVI

Ver: 072011.28a

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Kathleen Karjalainen	VE9960	00	Cook	Sal Adj to 5% Range at 6 mo	16785.28	17627.66	842.38	

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Harlow Peterson	VE9966	00	Physical Plant Manager I	TR001	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Kassidy Richter	NS9450	00	Notetaker-MATH 103N01-SP2018	Hire Temp Appointment	0.00	22-APR-18

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Tamara Guthmiller	VE9940	00	Houseparent-Labor	TV013	21-APR-18
Raymond Mehlhoff	VE9939	00	Cook - Labor	TV013	21-APR-18
Juanita Misslitz	VE9939	00	Cook - Labor	TV013	21-APR-18
Kassidy Richter	NS9450	00	Notetaker-MATH 103N01-SP2018	TV012	21-MAY-18
Laryn Warkenthien	NW8309	00	W/S Off-campus SDSBVI	TV012	04-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Laurel McNickle	VE9978	00	Instructional Assistant	TR001	21-MAY-18

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

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Robert McLaughlin	VE9946	00	Sub - Labor	TV013	21-APR-18

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Tevan Fischbach	NE9669	01	Adj Inst SPED 436/536	TV013	21-MAY-18
Sandra Payne	VE9991	00	Teacher	TR001	21-MAY-18

Northern State University								
Name	**Title**	**Effective Date**	**Job Change Reason**	**Rate**	**Salary**	**Prev. Rate**	**Prev. Salary**	**% Increase**
Nichole Chapin	Facility Worker	22-Apr-18	Change Salary Rate/Pay Grade	$12.00	$24,959.52	$11.25	$23,399.55	6.67%
Brian Kendall	Facilities Worker	22-Apr-18	Change Salary Rate/Pay Grade	$12.00	$24,959.52	$11.25	$23,399.55	6.67%
Tim Medenwald	Facility Worker	22-Apr-18	Change Salary Rate/Pay Grade	$12.00	$24,959.52	$11.25	$23,399.55	6.67%
Linda Waltman	Facility Worker	22-Apr-18	Change Salary Rate/Pay Grade	$12.00	$24,959.52	$11.25	$23,399.55	6.67%
Jay Wetenkamp	Facility Worker	22-Apr-18	Change Salary Rate/Pay Grade	$12.00	$24,959.52	$11.25	$23,399.55	6.67%
South Dakota State University								
Name	**Title**	**Effective Date**	**Job Change Reason**	**Rate**	**Salary**	**Prev. Rate**	**Prev. Salary**	**% Increase**
Kathy Busch	Financial Analyst	22-Apr-18	Change Salary Rate/Pay Grade	$28.85	$60,000.00	$26.48	$55,073.00	8.95%
Sydney Chapman	Financial Aid Counselor	22-Apr-18	Change Salary Rate/Pay Grade	$16.30	$33,903.35	$15.40	$32,031.38	5.84%
Amanda Dixon	Program Assistant II	22-Mar-18	Change Salary Rate/Pay Grade	$18.20	$37,855.27	$16.93	$35,213.72	7.50%
Sarah Halsey	Senior Secretary	22-Apr-18	Reclassification	$15.29	$31,802.59	$13.90	$28,911.44	10.00%
Kyle Hoffman	Building Maintenance Specialist	22-Mar-18	Reclassification	$18.09	$37,626.48	$14.89	$30,970.60	21.49%
Karen Mammenga	Instructor	22-Mar-18	Change Salary Rate/Pay Grade	$68.37	$8,614.00	$62.41	$7,864.00	9.55%
James Rogers	Assistant Coach-Football	22-Mar-18	Change Salary Rate/Pay Grade	$30.29	$63,000.00	$25.51	$53,055.00	18.74%
Ryan Vande Kieft	Transfer Student Coordinator	22-Mar-18	Change Salary Rate/Pay Grade	$25.47	$52,982.00	$23.81	$49,516.00	6.97%

University of South Dakota								
Name	**Title**	**Effective Date**	**Job Change Reason**	**Rate**	**Salary**	**Prev. Rate**	**Prev. Salary**	**% Increase**
Jason Madsen	Academic Support Advisor	22-Mar-18	Sal Adj-Unusual Circumstance	$22.12	$46,000.00	$20.51	$42,659.77	7.85%
Robin Miskimins	Professor	22-Apr-18	Permanent Additional Duties	$110.45	$57,430.96	$91.22	$47,430.96	21.08%
Joel Spaans	Systems Software Specialist	22-Apr-18	Reclassification	$35.91	$74,689.00	$28.37	$59,002.51	26.58%

SOUTH DAKOTA BOARD OF REGENTS

Board Work

AGENDA ITEM: 1 – D
DATE: June 26-28, 2018

****

SUBJECT

Rolling Calendar

CONTROLLING STATUTE, RULE, OR POLICY

Board of Regents' By-Laws, Section 5.0

BACKGROUND / DISCUSSION

The Board of Regents schedules its Board meetings using a rolling calendar. At each regularly scheduled business meeting, the Board approves the dates and location of the meeting that will take place the following year. This allows the Board to have a year's worth of regularly scheduled meetings on the calendar at all times.

IMPACT AND RECOMMENDATIONS

This will establish the June 2019 Board of Regents' meeting dates and location as June 25-27, 2019 at Dakota State University in Madison.

ATTACHMENTS

Attachment I – Proposed calendar of 2019 dates and locations
Attachment II – Important dates to avoid
Attachment III – 2019 calendar
Attachment IV – Dates and locations for BOR meetings over the previous 10 years

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DRAFT MOTION 20180626_1-D:

I move to approve June 25-27 as the dates, and DSU in Madison as the location for the June 2019 Board of Regents' meeting.

2019 Calendar

BOR ITEMS DUE (from campus)	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION	BOR APPROVAL DATE	COPS TOPICS DUE (from COPS)	COPS MAILOUT	COPS MEETING
March 8	March 26	April 2-4, 2019 (Tues-Thurs)	BHSU, Spearfish	3/28/18	April 11	April 16	April 23
April 19	May 7	May 14-16, 2019 (Tues-Thurs)	SDSU, Brookings	5/9/18	May 23	May 28	June 4
May 31	June 18	June 25-27, 2019 (Tues-Thurs)	DSU, Madison		July 3	July 9	July 16
July 12	July 30	August 6-8, 2019 (Tues-Thurs)	Pierre		August 15	August 20	August 27
Sept. 6	Sept. 24	Oct. 1-3, 2019 (Tues-Thurs)	SD Mines, Rapid City		Oct. 10	Oct. 15	Oct. 22
Nov. 7	Nov. 26	Dec. 3-5, 2019 (Tues-Thurs)	USD, Vermillion		Dec.12	Dec.13	Dec.17

DRAFT

DATES TO KEEP IN MIND
2019

January 1, Tuesday	**New Year Holiday Observed**
January 8, Tuesday	Session Begins
January 21, Monday	**Martin Luther King Jr. Day**
February 18, Monday	**President's Day**
March 4-8, Mon-Fri	Spring Break
March 13, Wednesday	Last day of main run of session
March 17, Sunday	St. Patrick's Day
March 29, Friday	**Veto Day**
April 19, Friday	Good Friday
April 21, Sunday	**Easter**
April 14-16, Sun-Tues	National Conference on Trusteeship (AGB) (Orlando, FL)
April 29-May 3, Mon-Fri	Finals Week at Campuses
May 4, Saturday	Commencements
May 20-21, Mon-Tues	WICHE (TBD)
May 27, Monday	**Memorial Day**
June 23-26, Sun-Wed	NACUA Annual Conference (Denver, CO)
July 4, Thursday	**Independence Day**
July 15-19, Mon-Friday	SHEEO Annual Meeting (Little Rock, AR)
August 5-11, Mon-Sun	Sturgis Rally
August 5-9, Mon-Thurs	SHEEO Higher Education Policy Conference (Boston, MA)
September 2, Monday	**Labor Day**
September 26-28, Thurs-Sat	Buffalo Roundup
October 14, Monday	**Native American Day**
October 19, Saturday	First day of Pheasant Hunting Season
October 26-27, Sat-Sun	Governor's Hunt
November 11, Monday	**Veterans Day**
November 28, Thursday	**Thanksgiving**
December 12-18, Thurs-Wed	Finals Week at Campuses
December 14, Saturday	Commencement at SDSM&T
December 21, Saturday	Commencement at DSU, BHSU, NSU
December 25, Wednesday	**Christmas**

HOLIDAYS IN 2019

NEW YEAR'S DAY
Tuesday, January 1

M.L. KING JR. DAY
Monday, January 21

PRESIDENT'S DAY
Monday, February 18

ASH WEDNESDAY
Wednesday, March 6

ST. PATRICK'S DAY
Sunday, March 17

GOOD FRIDAY
Friday, April 19

PASSOVER
Sundown, April19 through April 27

EASTER
Sunday, April 21

MOTHER'S DAY
Sunday, May 12

MEMORIAL DAY
Monday, May 27

FATHER'S DAY
Sunday, June 16

INDEPENDENCE DAY
Thursday, July 4

LABOR DAY
Monday, September 2

ROSH HASHANAH
Sundown, Sept. 29 through Sept. 30

YOM KIPPUR
Sundown, Oct. 8 through Oct. 9

COLUMBUS DAY
Monday, October 14

ELECTION DAY
Tuesday, November 5

VETERANS DAY
Monday, November 11

THANKSGIVING DAY
Thursday, November 28

HANUKKAH
Sundown, Dec. 22 through Dec. 30

CHRISTMAS
Wednesday, December 25

2019

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YEAR	January	March/April	May	June	August	October	December
2019		4/2-4, BHSU	14-16, SDSU				
2018		3/27-29, BHSU	8-10, USD	26-28, SDSU	7-9, Pierre	2-4, SDSMT	4-6, NSU
2017		3/28-30, BHSU	9-11, SDSU	27-29, NSU	8-10, Pierre	3-5, DSU	5-7, SDSD
2016		3/30-4/1, SDSM&T	10-12, SDSU	28-30, DSU	2-4, Pierre	4-6, NSU	6-8, USD
2015		3/31-4/2, USD	12, Phone	9-11, DSU	10-12, Pierre	6-8, NSU	1-3, BHSU
2014		4/1-3, DSU	13, Phone	10-12, USD	12-14, Pierre	7-9, NSU	2-4, SDSMT
2013		4/3-4, NSU	15-16, SDSU	19-20, USD	14-15, SF	9-10, BHSU	4-5, SDSMT
2012	25 – Pierre	3/28-29, NSU/SDSBVI	16-17, SDSU	28-29, DSU	8-9, Pierre	10-11, USD	12-13, BHSU
2011		3/31-4/1, SDSU	19-20, NSU	29-30, DSU	9-11, BHSU	12-13, USD	15-16 SDSMT
2010		3/31-4/1, NSU	13-14, USD	24-25, SDSU	11-13, BHSU	13-14, SDSMT	16-17 Pierre
2009	28 – Pierre	4/2-3, NSU	21-22, USD	25-26, Pierre	5-7, BHSU	14-15, SDSMT	17-18 DSU
2008	21 – Pierre	3/27-28, Pierre	29-30, NSU	26-27, SDSU	6-8, BHSU	22-23, SDSMT	18-19 DSU
2007	23 – Pierre	4/12-13 USD/SDSD - SF	17-18, NSU	28-29 SDSU	8-10 BHSU	18-19, SDSMT	13-14 DSU
2006	16 – Pierre	3/23-24 USD/ Med Sch. SF	8-9, NSU	22-23, SDSU	9-11 BHSU	19-20 DSU	13-14 SDSMT

SOUTH DAKOTA BOARD OF REGENTS

FY20 Informal Budget Hearings

AGENDA ITEM: 2 – A
DATE: June 26-28, 2018

****

SUBJECT

President Retreat Summary & System Budget Priorities

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 4-7-7 Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

The university presidents held a retreat at the end of May. An overview of the retreat will be provided by President Tom Jackson, BHSU. During the retreat the presidents agreed to the following commitments:

a) Development of a collaborative system-wide entrepreneurship program consisting of a 12-credit certificate and an 18-credit minor. Courses will be cross-listed and transcripted with opportunity for institutional variation (e.g., SDSU – Ag entrepreneurship, DSU – Tech entrepreneurship, etc.) The primary purpose of this recommendation is to expose all disciplines to entrepreneurship in order to encourage students to consider entrepreneurial opportunities and to support economic development in South Dakota. We will have the provosts work together on this development.
b) Each institution will work with the Oklahoma, CUPA and Delaware Cost Study data to identify peer institutions and compare salaries and costs against them. In specialty areas where comparative data may not be sufficient for comparison, specific market analyses will be conducted.
c) Each institution is committed to developing a solution to achieving the 2% M&R goal. To understand the magnitude of space issues on campus, a study of space utilization as well as space quality is necessary. President Dunn is contacting Joe Bilotta to provide an update to campuses who have utilized his services in the past as well as expanding those consulting services to be comprehensive through the system. It is important to understand not only utilization of space but also quality of existing space as we tackle the M&R issue as a system.

Two of the consensus commitments that came out of the meeting will be discussed: 1) Collaborative system-wide entrepreneurship program – President Jim Rankin, SDSM&T; and 2) Study of space utilization and space quality – President Sheila Gestring, USD.

(Continued)

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INFORMATIONAL ITEM

The presidents also agreed on two system budget priorities for FY20. President Dunn will present the Dakota's Promise Scholarship Program request for the universities. President Downs will present the salary competitiveness request.

Each campus will individually present an institution specific or collaborative research proposal and their highest institution-specific need. The Special Schools will also present their highest budget priorities. The Board office summaries of the Dakota's Promise Scholarship Program, the CUPA Salary Competiveness data, and the Math Pathway Budget Proposal are included in Attachment I. The institutions' budget priorities and narratives are included in Attachment II.

IMPACT AND RECOMMENDATIONS

Time has been 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 FY20 budget request that will be approved at the August Board Meeting.

FY20 Informal Budget Hearings
Presidents' Retreat Summary, President Tom Jackson, BHSU
Collaborative System-wide Entrepreneurship Program, President Jim Rankin, SDSM&T
Study of Space Utilization & Space Quality, President Sheila Gestring, USD
Dakota's Promise Scholarship Program, President Barry Dunn, SDSU
Salary Competitiveness, President Tim Downs, NSU
Institutional Budget Priorities
SDSU-EXT-AES
USD-LAW-MED
SDSBVI & SDSD
SDSM&T
DSU
NSU
BHSU
Board Office
Board Deliberations

ATTACHMENTS

Attachment I – Historical Summaries
Attachment II – FY20 Informal Budget Briefing

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)
FY19	$208,584,808	$1,911,374	$2,894,336	$213,390,518	2.30%
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
FY19	1.20%	0.00%	1.20%
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 Tution & Fees**	Dollar Change	Percentage Change
FY19	$9,018.01	$206.76	2.35%
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 FY19 Board of Regents Request and Appropriated				
General Funds Base				
	General	**FTE**	**General**	**FTE**
FY18 Base Budget	$208,584,808	5,155.2	$208,584,808	5,155.2
Priorities	**Requested**		**Appropriated**	
The Dakota Promise - Student Aid Model (year 1)	$3,504,243	0.0	$0	0.0
General Fund M&R Recovery	$1,826,040	0.0	$796,691	0.0
Student Success Initiatives				
Mathematics in Engineering & Cyber Initiatives				
SDSM&T - SD Mathematics for Engineering Institute	$250,000	3.5	$0	0.0
SDSU - Math Success Initiative	$254,574	0.0	$0	0.0
DSU - Computer & Cyber Sciences Math Initiative	$165,000	0.0	$0	0.0
Mathematics Initiatives				
BHSU - Student Success in Math Initiative	$165,000	2.0	$0	0.0
NSU - Student Success in Mathematics	$165,000	0.5	$0	0.0
USD - Mathematics at USD	$165,000	2.0	$0	0.0
USD Law School Appropration	$0	0.0	$300,000	5.0
Base Budget Maintenance				
South Dakota Opportunity Scholarship	$614,038	0.0	$614,038	0.0
SDOS Home School Scholarship		0.0	$9,076	0.0
Post-Secondary Scholarship		0.0	$12,775	0.0
Fund Shift for Veterinary Students	$0	0.0	$642,768	0.0
REED Network Technology Cost Reduction	$0	0.0	($370,656)	0.0
ADRDL Fund Shift	$0	0.0	$250,000	0.0
SDSU - Extension Cut (Moved to Precision Ag Bond)	$0	0.0	($250,000)	0.0
Utilities	$878,431	0.0	$893,832	0.0
Lease Adjustment	($4,188)	0.0	($4,188)	0.0
FY19 Request and Appropriated	$216,402,946	5,161.2	$211,479,144	5,160.2
Increase without Salary Policy	3.6%	0.1%	1.4%	0.1%
Salary Policy Package (To Be Distributed)	$0	0.0	$1,911,374	0.0
FY19 Final Base	$216,402,946	5,161.2	$213,390,518	0.0
Increase with Salary Policy	0.0%	0.0%	2.3%	0.0%

FY19 One-Time General Fund Requests				
REED 100 Gig Network	$3,000,000	0.0	$0	0.0
FY19 Federal Fund Authority Requests				
Authority Changes	-$130,000	0.0	-$130,000	0.0
FY19 Other Fund Authority Requests				
Authority Changes	$7,548,114	9.0	$8,021,114	9.0



FY20 Informal Budget Hearings

June 2018

FY20 Informal Budget Hearings

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South Dakota School of Mines & Technology 30

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South Dakota State University

FY20 Informal Budget Request Narrative

South Dakota State University
South Dakota Board of Regents
June 26, 2018

The submission for the FY20 Informal Budget discussion includes priorities in the areas of access, research, and workforce development, as well as Agricultural Experiment State and SDSU Extension.

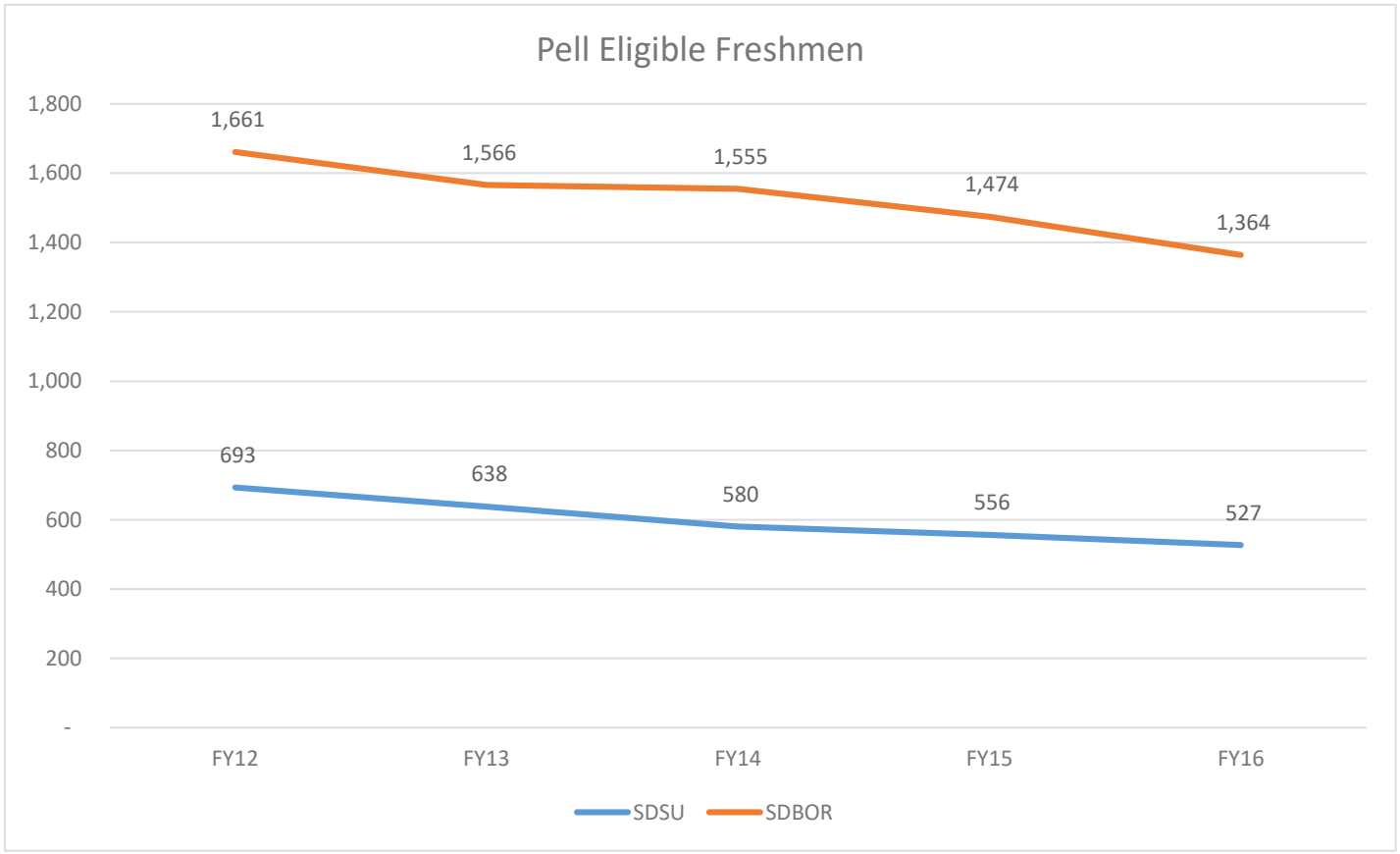
DAKOTA'S PROMISE SCHOLARSHIP | Priority #1

Access is a foundational part of the land grant mission at SDSU. If enacted, the Dakota's Promise Scholarship program will address a critical need for today's students at South Dakota State University and the regental system.

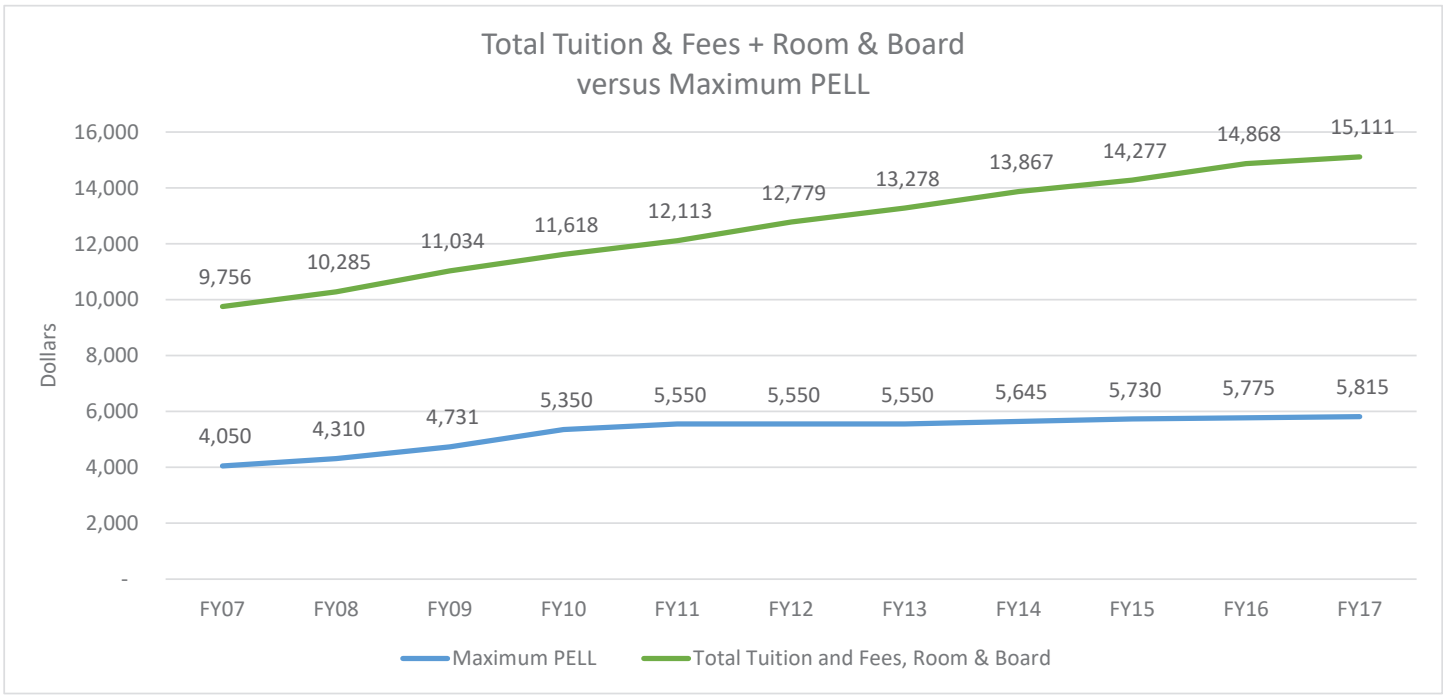
SDSU and the Board of Regents have seen a steady decline in the number of PELL Eligible freshman. In just four years, SDSU has seen a decrease of 24% from 2011 to 2015 according to IPEDS data. Similarly, the Board of Regents system (including SDSU) has seen a decline of 18% over the same period.This trend will have dramatic consequences related to economic development, workforce development and our ability to meet the state's goal of an educated citizenry.

This initiative would also have a significant impact on helping the Board of Regents and the state achieve their goal of having 65 percent of state residents ages 25 to 34 hold some type of post-secondary credential by 2025. Reducing the financial barriers for these students will increase the number of students entering higher education and will increase those students ability to continue to pursue their education. In addition to increasing individual income, advanced educational attainment will also have a significant positive impact on the state and regional economy.





Source: IPEDS data system (first time, full time students)



Source: SDBOR Tuition and Fees and Room and Board Costs for SD Resident (includes the minimum required meal plan for all freshmen living on campus and a double occupancy room).

It is our opinion the widening gap between the maximum PELL grant and cost for students makes higher education less accessible to students who might otherwise attend. The Dakota's Promise Scholarship will decrease the amount of unmet need for South Dakota's students and expand opportunities in post-secondary education for generations to come.

An investment by the state in the Dakota's Promise Scholarship will not only allow SDSU to carry out its mission of providing access to all students, but we believe it will also have a positive impact on enrollment and overall university resources, including food service, housing, and other areas of campus. As illustrated in the BOR's "Shannon's Example," a state investment of $1,762 would generate in an additional $3,875 of federal PELL dollars (average) and $14,130 in student and family contributions. In this example, this program results in a 10:1 return on the state's investment.





RESEARCH INVESTMENT | Priority #2

Capital Funding **$8,900,000**

Precision Agriculture Investment

Precision Agriculture – Berg Agricultural Hall Remodel

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. It positions SDSU graduates to be leading innovators domestically and globally. Evolving precision agriculture by technologies and practices will empower South Dakota agriculture and associated industries to profitably optimize production consistently across highly variable arable lands. This request is for $8,900,000 in capital funds to remodel Berg Agricultural Hall and fulfill the infrastructure requirements in order to fully realize the research, innovation, and education potential of the Precision Agriculture Initiative.

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 was completed in August 2017, incorporating a remodel of existing facilities in Berg Agricultural Hall. In March 2018, House Bill 1264 was signed into law, authorizing construction of a new precision agriculture building and the remodel of the first and second floors of Berg Agricultural Hall at South Dakota State University. State funding was identified to cover the remaining costs of the new building construction, leaving $8,900,000 for the remodel of Berg Agricultural Hall unfunded.

Without access to contemporary facilities, the multidisciplinary team of faculty and staff supporting the Precision Agriculture Initiative will be disadvantaged by the aging 1953 facility that provides real challenges for employee safety, research integrity and overall productivity. Completing the remodel in Berg Agricultural Hall will position SDSU to continue to lead the nation in the cutting edge precision agriculture research and innovation afforded by previous investments by the university, state and industry supporters.

Total project cost of the Precision Agriculture Facility and Berg Agricultural Hall remodel is $55,000,000.

- In 2016, SDSU allocated $7,500,000 of internal funds to the Precision Agriculture capital project.
- Philanthropic fundraising began in 2016 and is ongoing. A total of $14,518,000 of the $16,600,000 goal has been raised, including $6,600,000 from the South Dakota Corn Utilization Council and $5,000,000 from Raven Industries.
- In 2018, House Bill 1264 identified $22,000,000 in funding ($2,000,000 state general fund; $20,000,000 bond authority to be paid off from contributions from a commercial fertilizer inspection fee of $0.25 per ton for licensed distributors and $250,000 recurring general appropriations redirected from SDSU Extension).



WORKFORCE DEVELOPMENT | Priority #3

One-Time Funds	$275,000/year for three years

Rural Veterinary Medical Education: A Collaborative Program with the University of Minnesota

Funds are requested to develop the capacity of the South Dakota State University Department of Veterinary and Biomedical Sciences to deliver the first two years of coursework toward a doctor of veterinary medicine degree program. Students will complete their third and fourth years of coursework at the University of Minnesota College of Veterinary Medicine in St. Paul, with the degrees conferred by the University of Minnesota. SDSU was invited by the University of Minnesota to participate in this partnership opportunity.

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, all 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.

SDSU 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 Minnesota, SDSU can provide the first two years of veterinary education with the final two years of education delivered at Minnesota, also called a 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. Approximately 180 SDSU students are in a "pre-veterinary" course of study. More than three-quarters of students in the fall 2017 pre-veterinary section completed a survey on their initial interests in a veterinary program that would start on the SDSU campus and finish at Minnesota. Among those still considering veterinary school, 82.6 percent (or 38 of 46) answered "yes" when asked if they have interest in this collaborative option with Minnesota. All 38 were freshmen and sophomores, the students who would comprise the first Brookings-based cohort.

Historically, six to 16 South Dakota State University students each year start in one of 30 professional veterinary medicine colleges across the country. Today, 24 students enrolled at the Iowa State University College of Veterinary Medicine receive funding from the State of South Dakota that offsets the difference between in-state and out-of-state tuition. That expenditure — approximately $600,000 annually for six students in each of four cohorts — is funded by tax revenues from the sale of animal endoparasiticides and ectoparasiticides. This request is based on the subsequent investment of those funds, as described in SDCL 13-49-20, toward the new collaborative venture with the University of Minnesota.

The collaborative approach to veterinary medicine has been implemented successfully in three partnerships involving land-grant universities. University leaders from the University of Minnesota and South Dakota State University have now visited each of these institutions.

- University of Nebraska-Lincoln and Iowa State University College of Veterinary Medicine;
- Utah State University and Washington State University College of Veterinary Medicine; and
- University of Alaska-Fairbanks and Colorado State University College of Veterinary Medicine.

The veterinary medical curriculum for the first two years at SDSU will meet the same student-learning objectives as that offered at the University of Minnesota and meet accreditation standards established by the American Veterinary Medical Association Council on Education. The core instruction would be taught at SDSU for two years; it is possible that some specialized clinical or orientation courses could be taught by Minnesota through distance delivery. It also is possible that some third- and fourth-year clinical courses could be delivered in South Dakota.



A financial pro forma, based on information available, works from an assumption of 20 students per cohort. Annual expenses including faculty, support personnel, operating expenses and student scholarship support are planned to be funded by a combination of tuition and fees and the redirection of the state parasiticide tax. Revenues from the state parasiticide tax will be used to support the final cohort of students attending Iowa State through FY24. As each cohort completes its studies at Iowa State, the parasiticide tax revenues will be phased-in to the collaborative program with Minnesota. However, the one-time state funds are needed to help start the program, particularly from FY20 through FY22. The first students will be enrolled in fall 2021 (or FY22). Once two cohorts of students are in place (fall 2022 or FY23), the tuition and fee revenue along with the parasiticide tax will cover the costs of the program and student scholarships. A more descriptive financial model will be developed during FY19.

This request is for three years of one-time funding at $275,000 per year. This appropriation will fund a program director ($143,529), a support position ($84,671) and operating expenses ($46,800) from FY20 through FY22. Following this initial investment, these costs will be covered by the tuition and fees of the program.

The proposed collaborative program for rural veterinary medical education provides several benefits for students and South Dakota, specifically:

- An increased number of new veterinarians with strong ties to South Dakota to support rural veterinary practices;
- More opportunities for South Dakota students to pursue veterinary medical degrees without accumulating additional student debt through out-of-state tuition;
- Additional faculty expertise that strengthens teaching and research in the College of Agriculture, Food and Environmental Sciences at SDSU;
- Faculty expertise that complements the Animal Disease Research and Diagnostic Laboratory;
- A relatively unique program that positions South Dakota State University among the nation's leaders in veterinary medical education, particularly in rural practices; and
- Another accredited professional program in a health-related field.

AGRICULTURAL EXPERIMENT STATION | Priority #4

Base General Funds	$123,794
Personal Services:	$116,794
Operating Expenditures:	$7,000
FTE:	1.0

FTE in Precision Agriculture

New technologies in precision agriculture and their implementation will shape profitability and sustainability of agricultural production long into the future. SDSU is in the process of finalizing an agreement to support a new endowed professorship. The funds from the endowment will support the research program to enable this position to be successful. Base funds are requested to support the salary and benefits for this new Professor or Associate Professor in Precision Agriculture. Funding this position will help South Dakota maintain our competitive edge in research and education in this area of growth and opportunity.

This position will lead a team of scientists and educators that will develop data driven decision making tools. This position will also collaborate with SDSU Extension to disseminate these decision making tools to South Dakota producers and aid in implementation. Potential areas of collaborative research include:

- Soil and plant health;
- Nutrient management and water quality;
- Precision conservation; and
- Sensor technology.

In addition to improving economic profitability and environmental sustainability of agriculture in the variable ecosystems of the Northern Great Plains, this position will enhance research competitiveness, student recruitment, and workforce development.





SDSU EXTENSION PRECISION AGRICULTURE ECONOMICS FIELD SPECIALIST | Priority #5

Base General Funds	**$ 89,586**
Personal Services:	$82,586
Operating Expenditures:	$7,000
FTE:	1.0

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. This request is for an ongoing general fund appropriation to hire one master's-degree prepared Precision Agriculture Economics Field Specialist.

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?”

This is the type of question that SDSU Extension must be well positioned to address. However, the system lacks the appropriately trained personnel. This is an opportunity for SDSU Extension to provide leadership in helping farmers analyze optimal precision agriculture technologies and tools to achieve maximum profitability.



FY20 Informal Budget Hearings
Budget Priorities

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
FTE in Precision Agriculture	$ 95,000	$ 21,794	$ 3,500		$ 1,000	$ 2,500	$ 123,794	1.0
Economics Field Specialist	$ 65,000	$ 17,586	$ 3,500		$ 1,000	$ 2,500	$ 89,586	1.0
Total	$ 160,000	$39,380	$7,000	$0	$2,000	$5,000	$213,380	2.0
Total Base Funding Request	**$ 160,000**	**$39,380**	**$7,000**	**$0**	**$2,000**	**$5,000**	**$213,380**	**2.0**

One-Tme Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Rural Veterinary Medical Education	$ 187,933	$ 40,267	$ 10,000	$ 10,000	$ 5,000	$ 21,800	$ 275,000	
Total	$ 187,933	$40,267	$10,000	$10,000	$5,000	$ 21,800	$ 275,000	0.0
Total One-Time Funding Request	**$ 187,933**	**$40,267**	**$10,000**	**$10,000**	**$5,000**	**$21,800**	**$ 275,000**	**0.0**

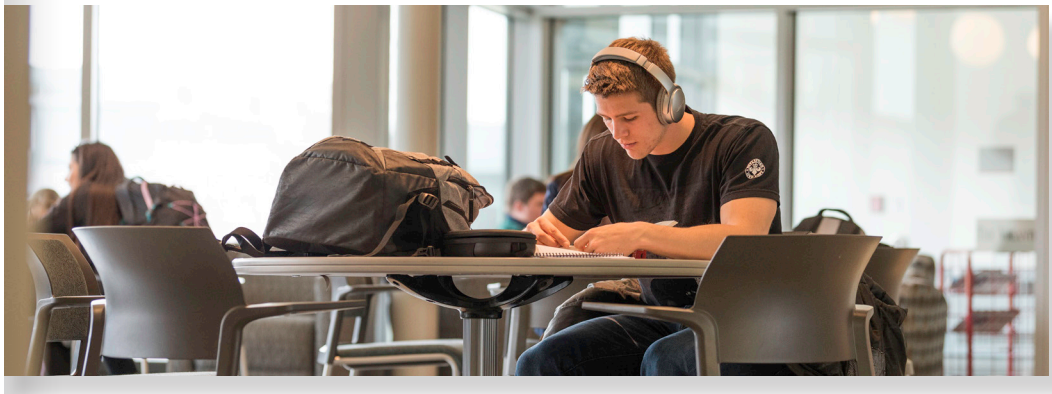
FY20 Informal Budget Hearings
Budget Priorities

Capital Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Precision Agriculture - Berg Agricultural Hall Remodel						$ 8,900,000	$ 8,900,000	
Total	$0	$0	$0	$0	$0	$8,900,000	$8,900,000	0.0
Total Capital Project Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$8,900,000**	**$8,900,000**	**0.0**

UNIVERSITY OF SOUTH DAKOTA

FY2020 Informal Budget Hearings Summary



Dakota's Promise Scholarship

The University of South Dakota's top priority is bridging the gap for South Dakota's students with financial need. The table below identifies needs-based aid programs of contiguous states in 2015–16:

State	Expenditure	Recipients	Per student dollars
Colorado	$115,630,654	61,369	$1,884
Iowa	$50,703,329	12,494	$4,058
Minnesota	$173,493,068	82,416	$2,105
Nebraska	$16,833,918	13,739	$1,225
North Dakota	$11,146,714	6,699	$1,664
South Dakota	$182,503	215	$849
Wyoming	$0	0	$0

The gap between the cost to attend and available federal aid and/or merit-based aid is growing. Currently, a South Dakota Opportunity Scholarship-eligible student with the highest financial need would have a gap of approximately $4,400 between cost and financial aid. The University of South Dakota has been losing PELL eligible students. As the gap grows, enrollment has declined:

Pell trends for USD

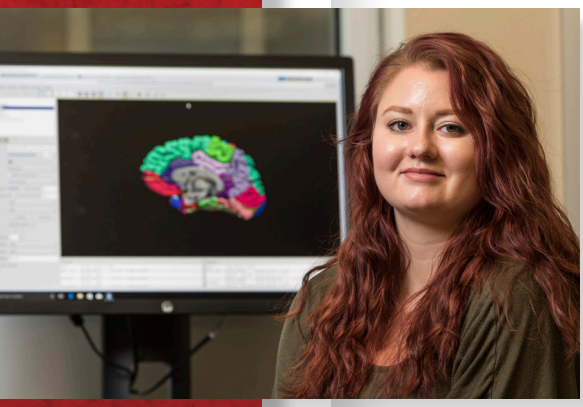
Year	Total Awarded	Total Recipients
2015–2016	$7,320,429	1,938
2014–2015	$8,006,300	2,150
2013–2014	$8,136,866	2,268
2012–2013	$8,557,363	2,396
2011–2012	$8,724,558	2,488

Source: Department of Education

Dakota's Promise can provide a gateway for students with financial need to access an education that can be transformational. Dakota's Promise can fill the workforce need for advancing South Dakota's economic development initiatives.

UNIVERSITY OF SOUTH DAKOTA

Center for Brain and Behavior Research



USD will report $29 million in grants and contracts for FY18 following an average 10 percent growth over the past four years. Much of this growth derives from five well-established STEM research centers on campus. These research centers are critical to the overall research enterprise at the university, benefitting workforce development for South Dakota and producing research products in critical areas. This request is focused on the Center for Brain and Behavior Research (CBBRe) a highly productive interdisciplinary group working in basic biomedical research. CBBRe holds $4M in grants and contracts awarded for FY18 with an additional $11M already awarded for expenditure in future years.

One challenge faced by CBBRe is that, although they generate a high-level of external funding for student support, instrument acquisition, and ground-breaking research activities, funding agencies do not support their internal base operations. The university is requesting state funds to create a stable base of personnel and operations and thereby accelerate the growth of total contracts and grants within CBBRe. An ongoing state investment of $250,000 a year would allow USD to retain talented research scientists and technicians between grants and to seek new grants and contracts. By FY20 CBBRe grants and contracts are projected to match the state investment at a ratio of 21:1, helping advance the South Dakota Board of Regents goal of $150 million in research expenditures by FY20.

Budget Request: $250,000, 2.0 FTE

Office of Title IX and the Center for Prevention & Education

ICARE
BE PART OF THE SOLUTION.

The center would administer the ICARE program, recently established through a grant from the U.S. Department of Justice. The goal of the grant is "to provide a unique opportunity for institutions of higher education to establish multi-disciplinary consortia to combat violent crimes." The grant cycle is for three years, contingent upon USD's commitment to continue the work after the grant ends.

USD requests $293,950 per year to fund the proposed center, which would provide necessary training and programming to prevent sexual violence and teach healthy relationships. The funding includes salary and benefits for a director and violence prevention specialists plus prevention and education programming aimed at a comprehensive initiative reaching all students, faculty and staff.

Budget Request: $293,950, 4.0 FTE

UNIVERSITY OF SOUTH DAKOTA

School of Law Experiential Classroom



USD requests $600,000 in one-time state funding as match to $600,000 in private and other funds to create an experiential learning classroom for the School of Law. Experiential learning—the ability to simulate negotiations, client meetings and trials—is a minimum expectation of prospective students and ABA accreditation standards.

Space in the current law school building can be repurposed, but it will require renovation and the purchase of contemporary equipment with audio and video capabilities. It also requires mobile furnishings so the room can be reconfigured for a courtroom one day and multi-party negotiations the next. The space also will support co-curricular competition teams. The School of Law expects to host the next accreditation site evaluation in the fall of 2019. Having the appropriate experiential classroom will greatly aid in continuing accreditation.

Budget Request: $600,000 one time

UNIVERSITY OF SOUTH DAKOTA

Health Sciences Building

USD's School of Health Sciences is a national leader in inter-professional education, enrolling 2,500 students each year in associate, bachelor, certificate, master's and doctoral degree programs. The school also houses the International Survey of Children's Well-Being and the Center for the Prevention of Child Maltreatment.

Currently the school's programs are scattered across campus, many in older buildings not adequate to keep pace with changes in healthcare. To further advance healthcare in South Dakota and the region, USD proposes a modern building with classrooms, laboratories and clinical facilities. USD requests a capital expenditure of $20 million ($15 million general funds and $5 million private gifts and other funds.) USD has proposed that the new building would also house the Department of Communication Sciences & Disorders, which is a clinically intensive program and part of the College of Arts & Sciences.

Budget Request: $15M one time or annual debt service amount of $1,161,393







Professional Programs

- Addiction Studies
- Dental Hygiene
- Health Sciences
- Medical Laboratory Science
- Nursing
- Occupational Therapy
- Physical Therapy
- Physician Assistant Studies
- Public Health
- Social Work

FY20 Informal Budget Hearings
Budget Priorities
University of South Dakota

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Center for Brain & Behavior Research (CBBRe)	$139,197	$32,853	$10,000	$36,500	$21,450	$ 10,000	$ 250,000	2.0
Office of Title IX and Center for Prevention & Education	$185,000	$58,950	$13,000	$20,000	$15,000	$ 2,000	$ 293,950	4.0
Total	$324,197	$91,803	$23,000	$56,500	$36,450	$12,000	$543,950	6.0
Total Base Funding Request	**$324,197**	**$91,803**	**$23,000**	**$56,500**	**$36,450**	**$12,000**	**$543,950**	**6.0**

One-Tme Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
School of Law Experiential Classroom						$ 600,000	$ 600,000	
Total	$0	$0	$0	$0	$0	$600,000	$600,000	0.0
Total One-Time Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$600,000**	**$600,000**	**0.0**

FY20 Informal Budget Hearings
Budget Priorities
University of South Dakota

Capital Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Health Sciences Building						$ 15,000,000	$ 15,000,000	
Total	$ -	$ -	$ -	$ -	$ -	$ 15,000,000	$ 15,000,000	0.0
Total Capital Project Funding Request	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 15,000,000**	**$ 15,000,000**	**0.0**

Budget Hearings
South Dakota Board of Regents

June 2cπht, 2018

Brookings, SD

Salary Competitiveness

- There is a national shortage of teachers trained in sensory impairments.
- Currently, we have trouble finding trained teachers both in South Dakota or from other states.
- This past year we lost several good candidates and staff members because we couldn’t match salaries.
- We rely on the program at Northern State University for teachers of the visually impaired.
- We are trying to move forward with a program to train teachers of the deaf through University of Nebraska at Lincoln.
- Without certified teachers, our programs cannot provide the necessary supports for students with sensory impairments.

SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

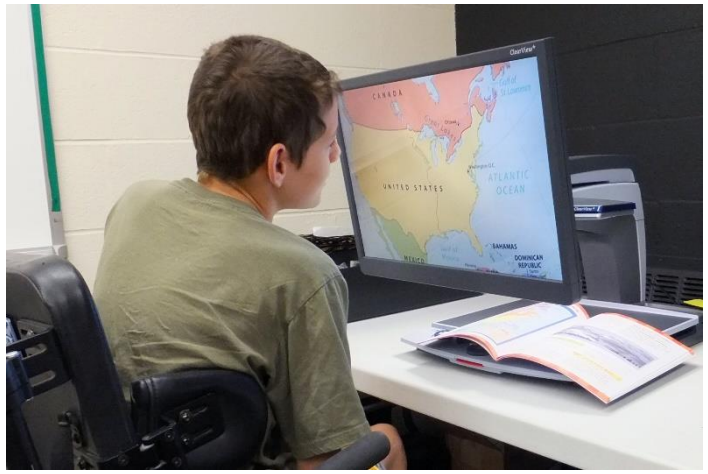


Assistive Technology

- Students need full access to curriculum and classroom materials.
  1) tactile systems for readers who use braille
  2) magnification systems for readers who need print enlarged
- Assistive technology is expensive but necessary.
- Most students will require more than one device. This will prepare them to be job ready and able to adapt to future technologies.
- We select technology appropriate for individual students on our campus and demonstrate its use to local public schools.
- Because the needs will be ongoing we are requesting base funding for technology. Each piece of assistive technology will be on a replacement cycle.

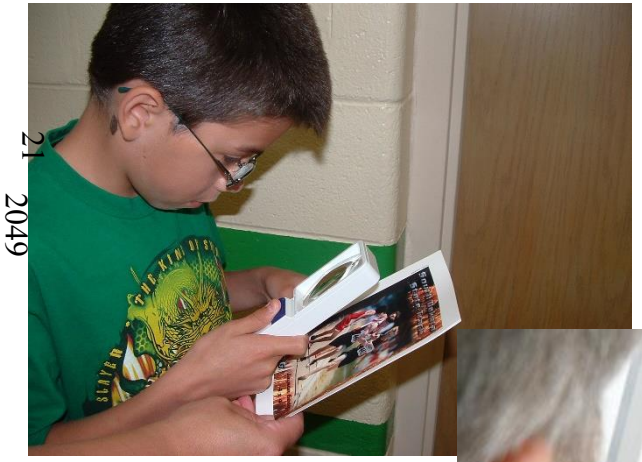


Desktop System: $2,500-$3,000



Lighted Magnifier: $80-$125

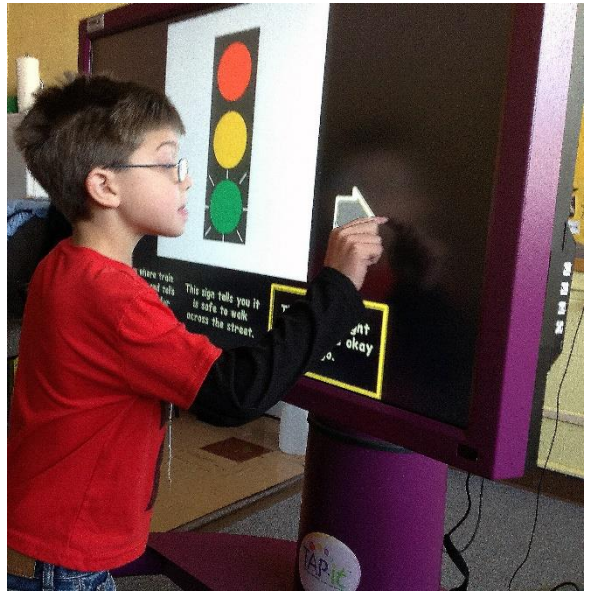




Simple Magnifier: $10-$15



Handheld Device: $1,195



TAP IT: $10,000



Magnification Device: $2,500

AMERICA PROMISES EVERY CHILD AN EQUAL CHANCE TO SUCCEED

To ***Keep the Promise*** we must increase the annual per student allocation from **$269** to **$1,000**.

So why does it cost more to educate a student who is blind?

The chart below demonstrates the need.

Learning Tools for a 10th grade physics class	For a student who is sighted		For a student who is blind	
Writing/Printing Equipment	$218.00	paper, pens, pencils, printer & paper	$5,298.00	braillewriter/braille paper, braille embosser/tractor-feed braille paper
Physics Textbook	$80.00	1 print volume	$26,441.00	38 braille volumes
Calculator	$135.00	graphing calculator	$599.00	graphing calculator with speech
Portable Technology Aids	$150.00	tablet	$1,845.00	tablet with refreshable braille display
Laptop	$1,000.00	laptop	$2,000.00	laptop with screen reader software
	$1,583.00		**$36,183.00**	
	TOTAL COST FOR A STUDENT WHO IS SIGHTED for a 10th grade physics class		**TOTAL COST FOR A STUDENT WHO IS BLIND** for a 10th grade physics class	



Braillewriter



38 braille volumes make one copy of print physics textbook



Refreshable braille display in use with a talking graphing calculator



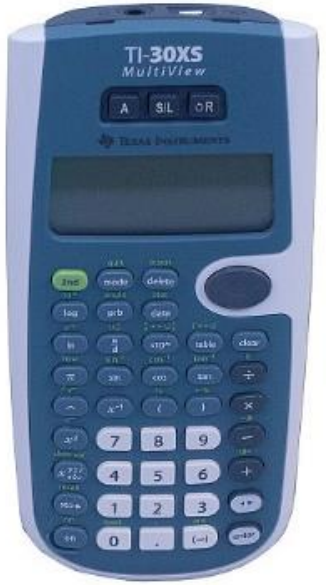
Laptop with screen reader software



Refreshable Braille: $7,795



Talking Graphing Calculator: $600



Braille Embosser: $10,000-$16,000

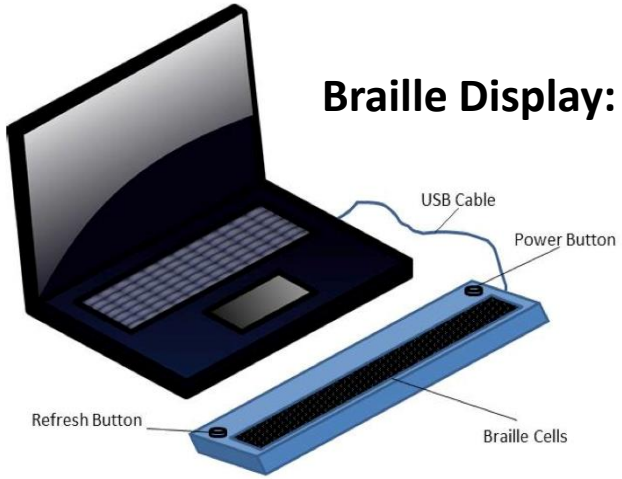


Notetaker: $2,500-$4,000



Braillewriter: $730-$2,000

Braille Display: $3,500 to $15,000





FY20 Informal Budget Hearings
Budget Priorities
South Dakota School for the Blind and Visually Impaired

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Assistive Technology						$20,000	$20,000	0.0
Total	$0	$0	$0	$0	$0	$20,000	$20,000	0.0
Total Base Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$20,000**	**$20,000**	**0.0**

One-Tme Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Total	$0	$0	$0	$0	$0	$0	$0	0.0
Total One-Time Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**0.0**

80 Character Braille Reader - $7,795
Braille Note - $3,995
Handheld Low Vision Device - $1,195
Desktop System (Acrobat) - $3,095

These are specialized items for students. These are not just a one-time purchase but purchases we will continue to update and replace just like we do computers and Ipads. The additional funding is needed for warranty plans.

SOUTH DAKOTA SCHOOL FOR THE DEAF



2053
25



Hands in Motion Summer Program

- This program provides a language rich environment in which both ASL and English are supported. As students take part in a variety of activities, they increase their vocabulary and communication skills.
- Hands in Motion runs half days during the month of July and annually serves approximately 30 students.
- This language enrichment opportunity fits in well with the mandates of HB 1155 (LEAD-K) as it focuses on early language learning.
- We are not asking for any funding for this program, as we will use existing funds previously allocated to the Harrisburg program. We will require .5 FTE.



Teacher of the Deaf Preparation Program

- South Dakota schools, including SDSD, have no pipeline for teachers trained in deaf education.
- The number of children identified with hearing loss is growing. SDSD and public schools have a very hard time finding certified teachers.
- University of Nebraska at Lincoln offers an online program. Teachers would complete a Master's degree with certification in deaf education.
- We are recommending a subsidy to bring costs to in-state tuition levels. We would establish an advisory panel to set the parameters for the program and determine eligibility and terms for participants.
- We are not asking for any funding for this program, as we will use existing funds previously allocated to the Harrisburg program.



Expansion of the SDSD Evaluation Program

- With the passage of HB 1155, there will be greater emphasis on addressing the language development needs of young children (Birth to Five) who have hearing loss.
- The advisory group will be recommending increased evaluation of students to ensure they are meeting language milestones.
- While some testing may occur locally, only the SDSD evaluation team has the expertise to evaluate children for emerging sign language skills.
- We are not asking for any funding for this program, as we will use existing funds previously allocated to the Harrisburg program, but are requesting 1 additional FTE to support evaluation.

FY20 Informal Budget Hearings
Budget Priorities
South Dakota School for the Deaf

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Hands in Motion Summer Program	$0	$0	$0	$0	$0	$0	$0	0.5
Teacher Preparation at UNL	$0	$0	$0	$0	$0	$0	$0	0.0
SDSD Evaluation Program	$0	$0	$0	$0	$0	$0	$0	1.0
Total	$0	$0	$0	$0	$0	$0	$0	1.5
Total Base Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**1.5**

One-Time Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Total	$0	$0	$0	$0	$0	$0	$0	0.0
Total One-Time Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**0.0**

Hands in Motion Summer Program - DOE will discontinue funding of this program in the future. Therefore, we are requesting 0.5 FTE to hire teachers to continue serving these students. The funding will come from the reallocation of the Harrisburg contract.

Teacher Preparation at UNL - This program would be designed similar to the program in veterinary medicine in which out-of-state tuition would be subsidized. This would allow teachers to earn their Master's degree with certification in deaf education. The funding will come from the reallocation of the Harrisburg contract.

SDSD Evaluation Program - Due to the passage of HB 1155 (LEAD-K), we anticipate the need for an additional 1.0 FTE to conduct testing on young children (Birth to Five). The funding will come from the reallocation of the Harrisburg contract.

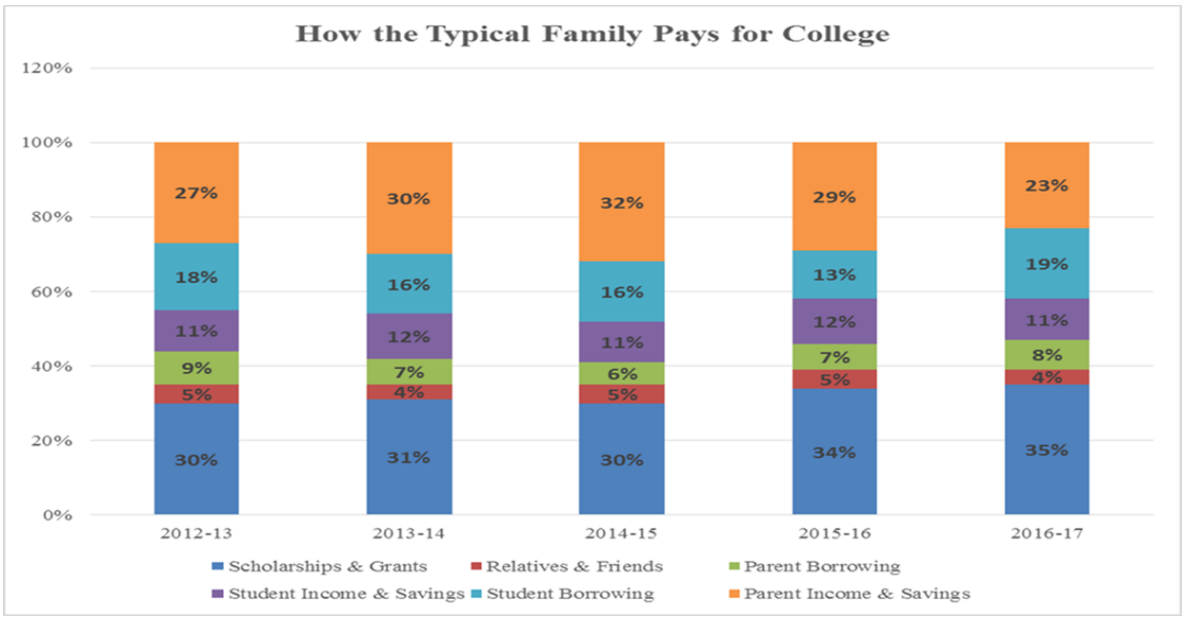
SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY

FY20 INFORMAL BUDGET HEARINGS

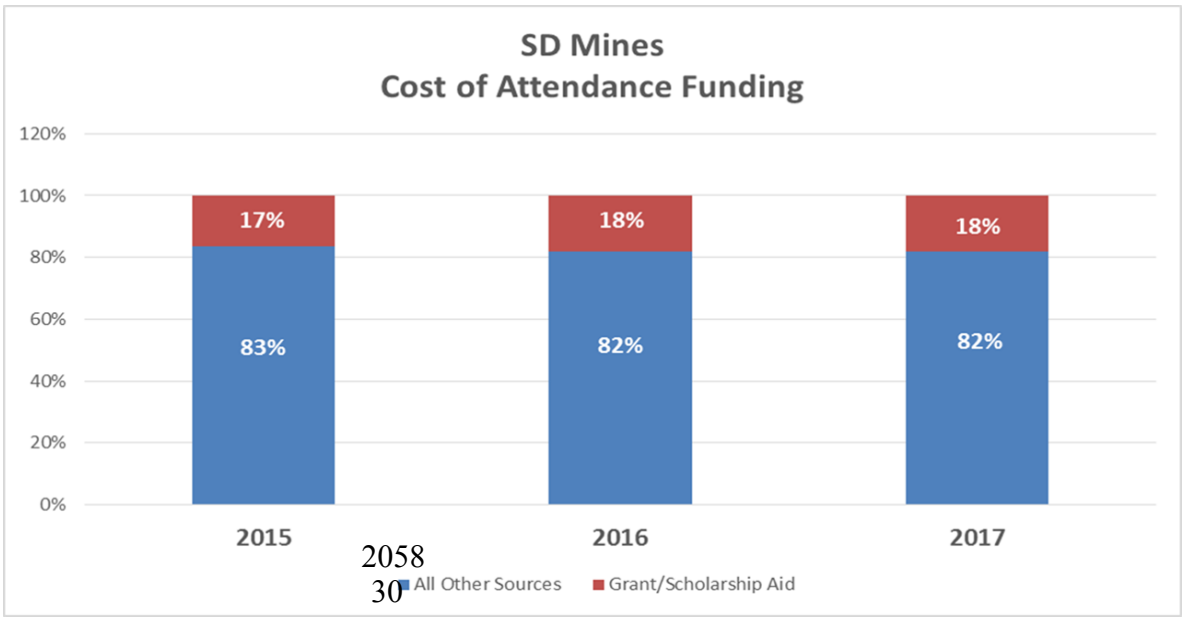
DAKOTA'S PROMISE SCHOLARSHIP

The goal is to create a comprehensive state financial aid program that will close the gap between existing financial aid and family support to meet the cost of attendance for South Dakota's students.

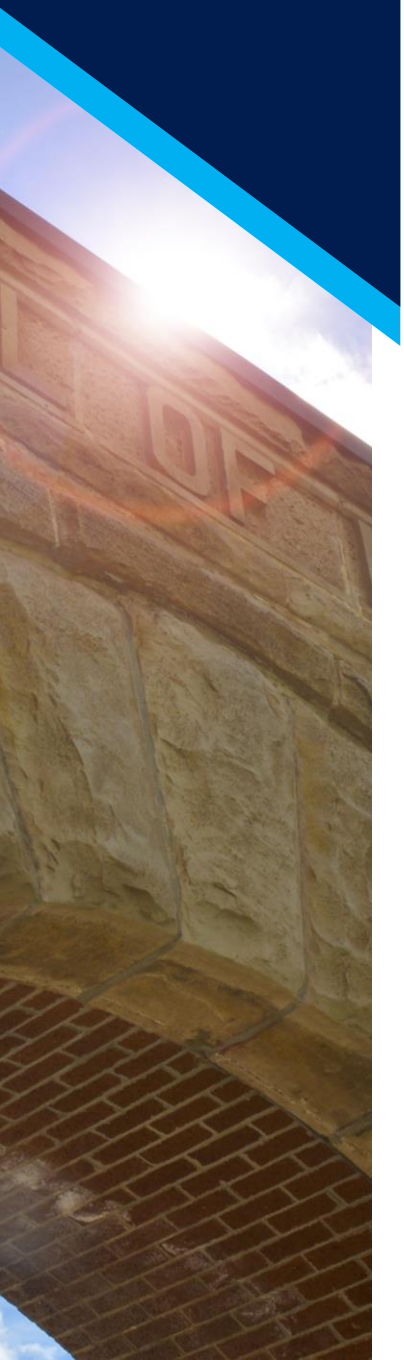
In its recent report, "How American Pays for College 2017," Sallie Mae stated that the typical family received $8,390 in scholarships and grants – enough to cover 35% of their college costs.



At SD Mines, the average student only received enough scholarship and grant funding to cover 18% of their college costs.

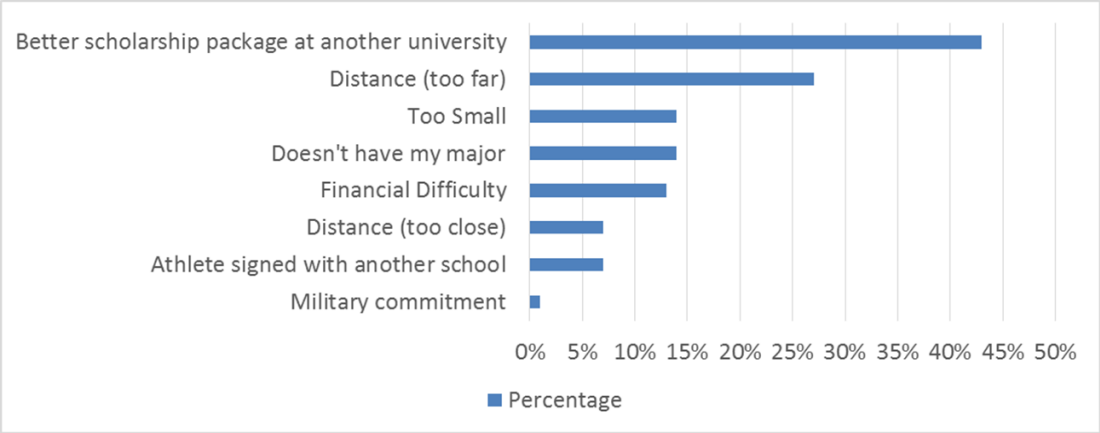


SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY



DAKOTA'S PROMISE SCHOLARSHIP

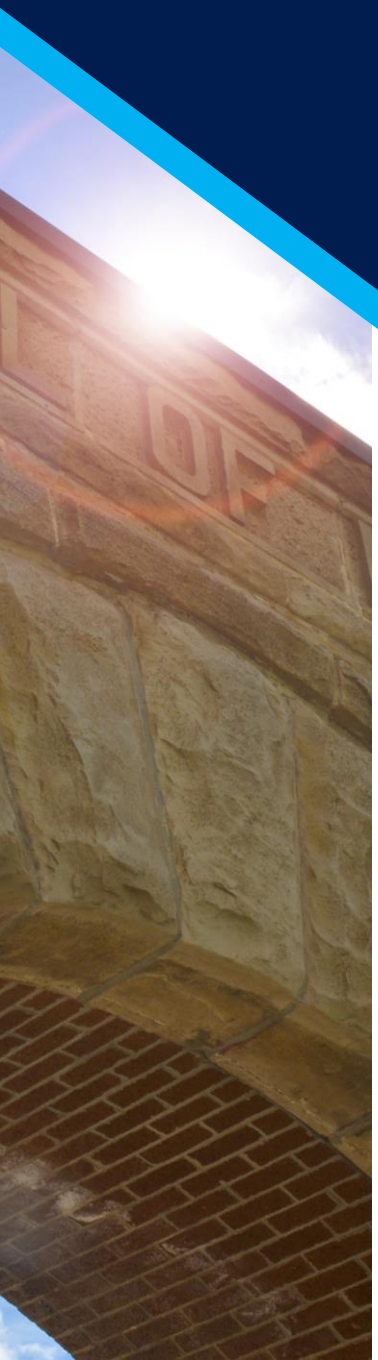
Over 50% of students that have been accepted to SD Mines choosing not to attend cite scholarships and financial difficulty as the main reason.



SD Mines continues to see students choose other schools because the gap between cost of attendance and available financial aid (grants, scholarships, and loans) is too much for them to overcome on their own. From 2011-2012 to 2015-206, SD Mines saw the percentage of enrolled Pell eligible students drop by 5%.

Dakota's Promise is a pathway to a more educated South Dakota, by ensuring that any South Dakotan aspiring to attain a postsecondary education can do so.

SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY



SALARY COMPETITIVENESS

SD Mines is requesting support for General Fund appropriations to fund a 4% - 5% salary policy for faculty and staff, along with appropriate benefits.

The increase in salary policy would assist SD Mines in preserving its qualified workforce. Maintaining skilled personnel during periods of no salary policy and the resulting salary compression as a result of new hires continues to be a challenge for SD Mines.

Since FY16, SD Mines has seen a turnover of nearly 1/3 of its total FTE.

FY	Number of Departures	Leave Payout
16	52	$ 327,000.00
17	50	$ 420,000.00
18	83	$ 421,000.00

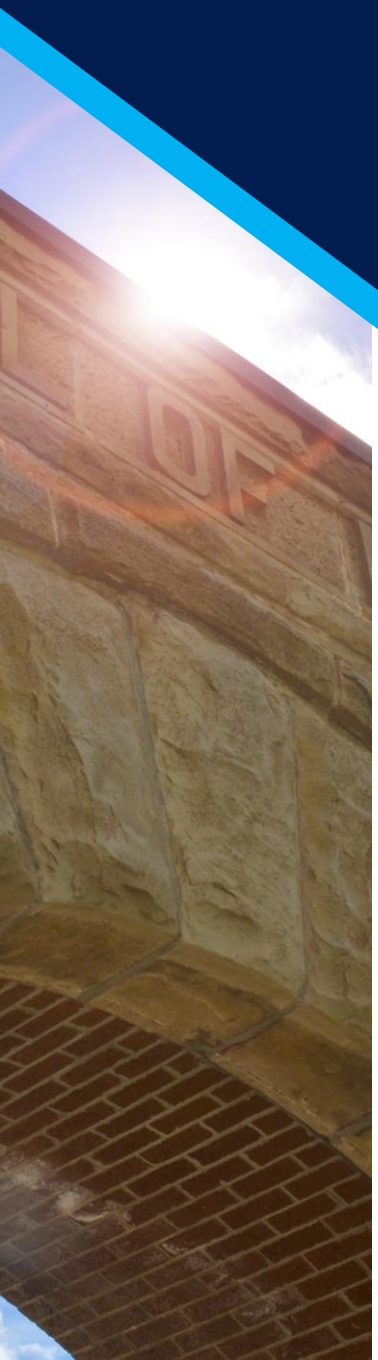
Not all turnover is a result of salary policy issues, but departing employees almost always rate pay as “no advantage” during their exit surveys.

More than 30% of the SD Mines tenured/tenure-track faculty are 80% or below their current market value and 20% of our NFE professional staff are 80% or below their current market value. Those numbers continue to grow because the average increase in market value is greater than salary policy increases.

SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY

SOUTH DAKOTA ADVANCED MATERIALS AND MANUFACTURING INSTITUTE (SDMI)

$581,000 Base Funding



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 local jobs. 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. The request for FY20 is base funding of $581,000 for rental of additional research space, seven additional graduate students (including necessary tuition remission), an institute director, an administrative assistant, and a machinist.

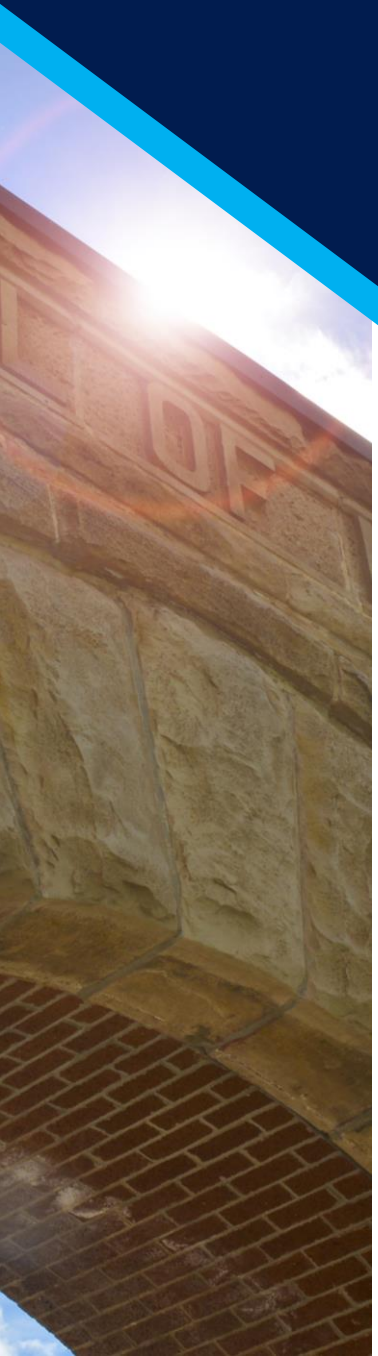
BACKGROUND

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 launched 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 for the last two years.

SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY



SOUTH DAKOTA ADVANCED MATERIALS AND MANUFACTURING INSTITUTE (SDMI)

BACKGROUND CONTINUED

South Dakota has over twelve hundred manufacturers and the state is well-positioned to take advantage of the 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:

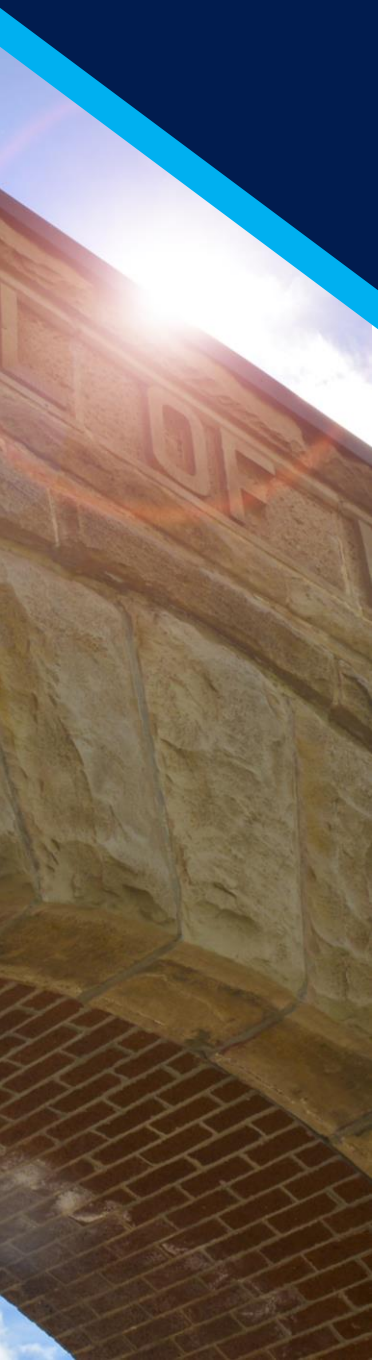
- Composite and Nanocomposite Advanced Manufacturing (CNAM);
- Advanced Manufacturing Process Technology Transition and Training (AMPTECH);
- Repair, Refurbish, and Return to Service Applied Research Center (R3S);
- Security Printing and Anti-Counterfeiting Technology (SPACT);
- Center for Friction Stir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

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 a result of the reputation of SD Mines, Caterpillar opened a design center in Rapid City, which currently employees 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.

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY



SOUTH DAKOTA ADVANCED MATERIALS AND MANUFACTURING INSTITUTE (SDMI)

BACKGROUND CONTINUED

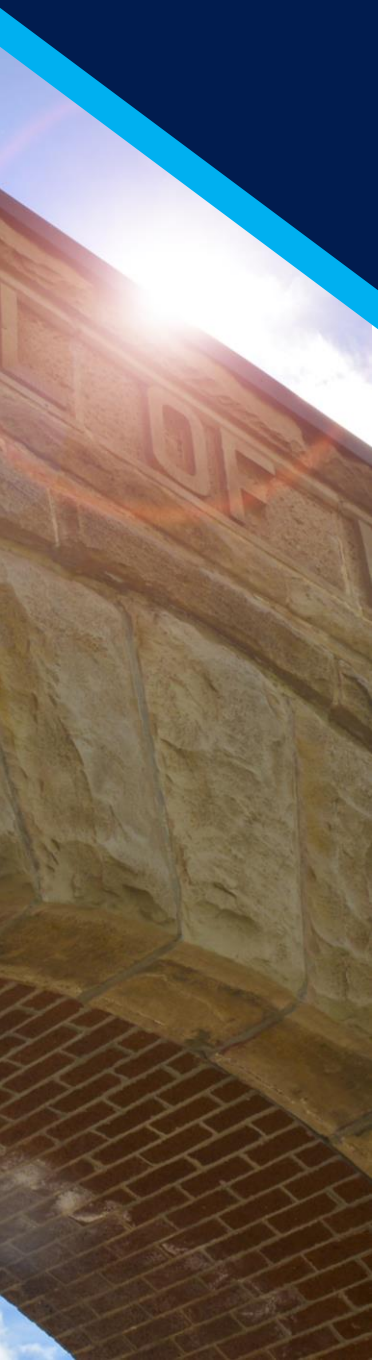
In order to further stimulate economic development by enabling the creation of new high-tech companies and creation of a large number of high-paying jobs in the state, especially in the Black Hills area, there is a need for the formation of integrated R&D facilities. The proposed South Dakota Advanced 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 assist our partners in enhancing their competitiveness, 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.

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.

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. The initial plan is to rent additional space to accommodate the significant growth in this area and add the necessary staffing via an Institute Director, machinist, more graduate research students, and administrative support.

SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY



BACKGROUND CONTINUED

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.

Phase Two of this project would involve the construction of a new, state of the art research facility. 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 additional operating costs are estimated to be $750k per year when fully operational (in addition to the operating costs identified in this request). The operating costs include labor cost for additional technicians, an office of development and entrepreneurship, and utilities/basic building maintenance.

The goals for success and expected return include:

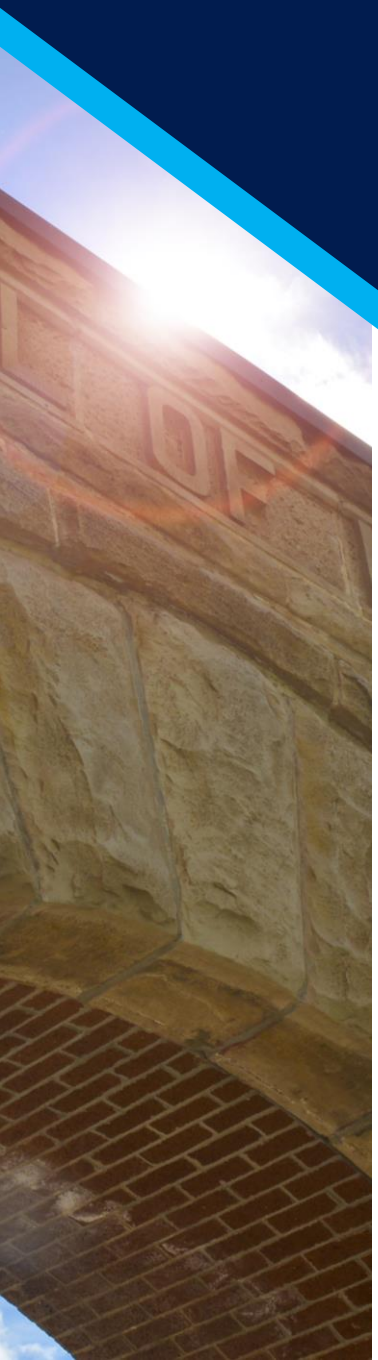
- Assistance to 1,200 materials and manufacturing companies in South Dakota.
- Creation of 250 new jobs by 2025, which will contribute to the Tech 1K Rapid City initiative to add 1000 high-tech jobs in Rapid City;
- Doubling the current expenditure of existing R&D centers and materials-related projects 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
FY20 and beyond	Operation and maintenance: • Rent and utilities for additional space • Mechanical technician • Institute director • Administrative assistant • Graduate students (7 PhD candidates) • Tuition remission for graduate students	 $50,000 $77,000 $180,000 $43,000 $175,000 $56,000

SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY



MINERAL AND ENERGY INDUSTRIES CENTER OF EXCELLENCE

$25M One-Time Funding OR
$1.25M Annual Debt Service

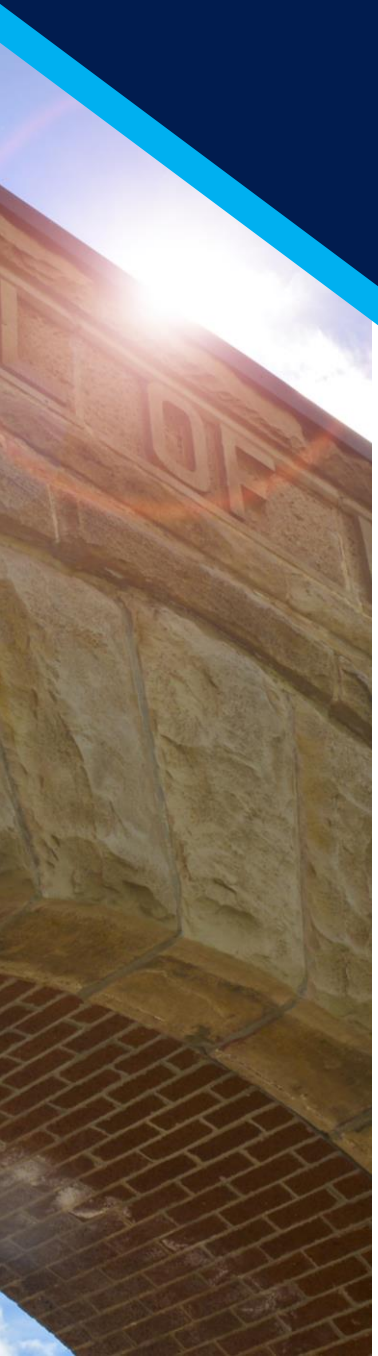
BACKGROUND

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 SD Mines Mineral and Energy Industries (MI) graduates is high, with placement rates typically at or near 100% for the last several years.

The three MI 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 MI departments has encouraged collaborative educational and research projects over the last 50 years. The MI 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 MI 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 MI renovation is to create a facility with different functions 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 by building



LOOKING INTO THE FUTURE CONTINUED

on current successes and allowing the MI departments to enhance the quality not only of their respective programs, but also as a collective group, to grow adaptively, and facilitate collaboration and innovation.

In transforming the MI 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. 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.

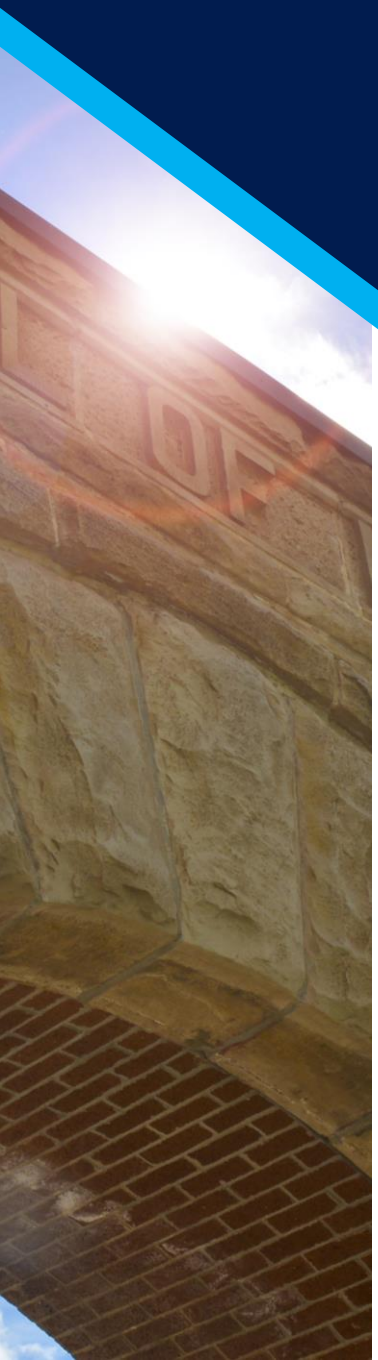
THE NEED

SD Mines is requesting financial support to advance its MI programs. This funding will support a phased renovation of the 1962-era Mineral Industries Building currently 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 $25 million renovation, tentatively slated to begin construction in 2020, will be a space designed to enhance educational experiences, engineering design, and research collaborations among the MI 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 $25 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 the need to maintain scholarship dollars to remain competitive with other universities.

SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY



MINERAL AND ENERGY INDUSTRIES CENTER OF EXCELLENCE

PROJECT STATUS AND PLAN

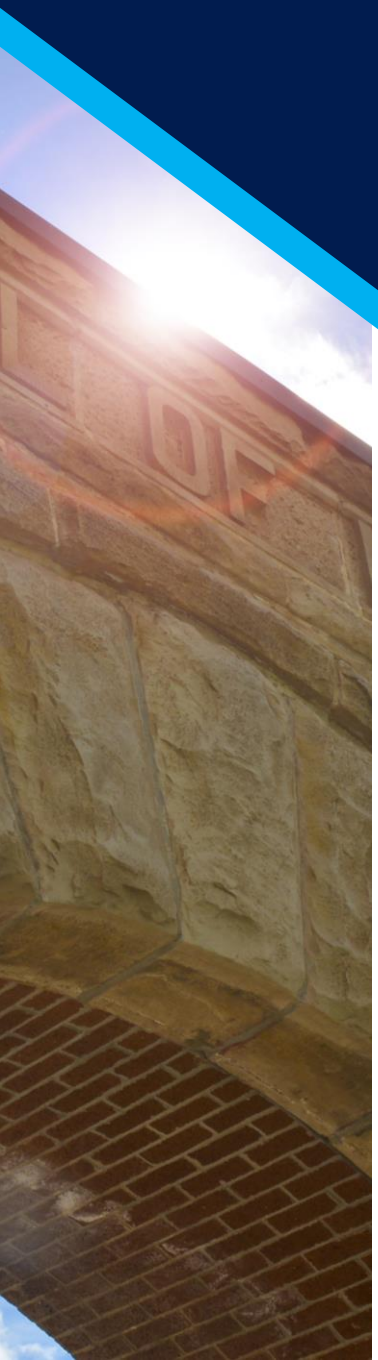
The South Dakota Board of Regents approved the development of a preliminary design for the MI building in June 2014. Total project cost is estimated at $25 million. Selection of an architectural firm, The Clark Enersen Partners Science & Research Design Group, based out of Kansas City, Missouri, has 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. Remodeling work is expected to be required during the academic year, although major structural renovations are expected to occur during the 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 MI project is to create an environment that supports the delivery of a multi-discipline curriculum and research program. The following are the expected outcomes achieved by 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 MI programs, within the classroom and the laboratory, to provide graduates with a greater respect and knowledge of all MI disciplines;
- Increased opportunities for student collaboration with MI companies through interactive classrooms, student and faculty team areas, and laboratory facilities; and
- Enhanced ability to collaborate with the other MI universities across the country and internationally and to share educational and research resources between these institutions.



BUDGET DETAILS

DATES	TASK	ESTIMATED COST
FY20 – FY22	Renovation/Construction	$25,000,000
	The total estimated cost of $25M will be offset by any donations received ($1.7M at this time). Remaining balance will be bonded for 25 years. Funding for estimated $1.4M annual bond payments to come from: • $1.25M from Precious Metals & Energy Mineral Tax • $125K from SD Mines Maintenance & Repair funds	

FY20 Informal Budget Hearings
Budget Priorities
SD Mines

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
SD Advanced Materials & Manufacturing Institute	$415,000	$60,000		$106,000			$581,000	3.0
Total	$415,000	$60,000	$0	$106,000	$0	$0	$581,000	3.0
Total Base Funding Request	**$415,000**	**$60,000**	**$0**	**$106,000**	**$0**	**$0**	**$581,000**	**3.0**

One-Tme Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Total	$0	$0	$0	$0	$0	$0	$0	0.0
Total One-Time Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**0.0**

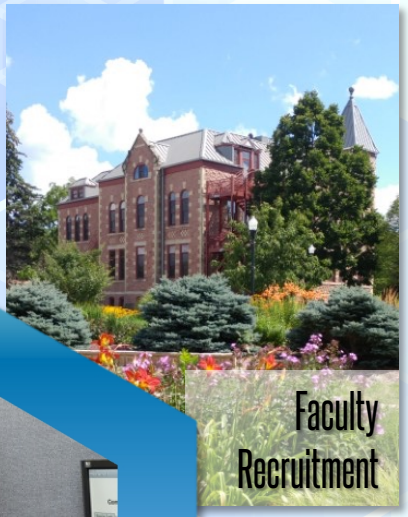
Dakota State University FY2020 Informal Budget Hearings Summary

1





Dakota's Promise



Faculty Recruitment



2

3





Research Center



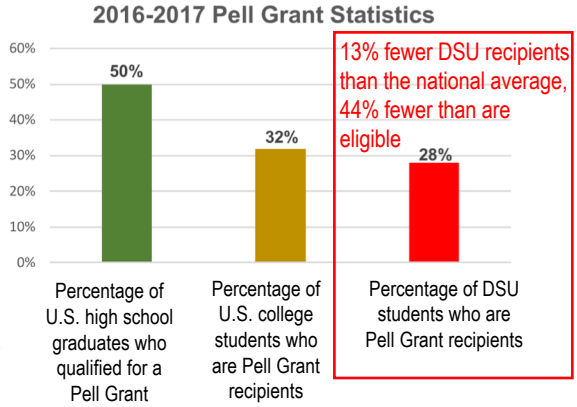
Dakota's Promise

DSU's surging enrollment reflects an understanding that tech professionals are in demand and the jobs are good – good working conditions, high salaries, and stable employment. However, unless grant and scholarship funding are increased – significantly – for all of the state's high school graduates, this trend will not be sustained. DSU is in strong support of the Dakota's Promise program.

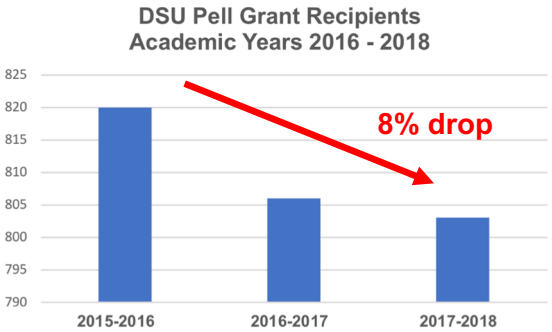
Three factors are especially indicative at DSU of the increasing need for additional funding for students to complete a college degree:

1. dropping Pell grant recipient numbers;
2. the number of students qualifying for subsidized loans compared to the number receiving the South Dakota needs-based scholarship; and
3. the increasing number of first-generation students.

1. Declining Pell Grant Recipients



In academic year 2016-2017 DSU had 13% fewer Pell Grant recipients than the U.S. average, and 44% fewer than those who were eligible.

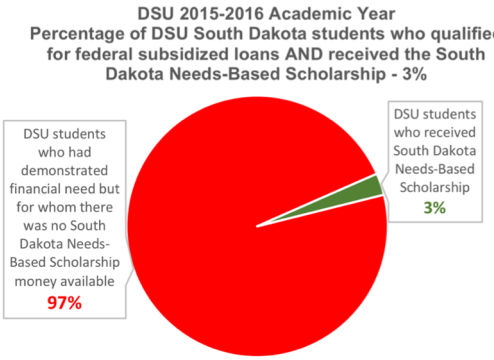


DSU's percentage of Pell grant recipient students (as a percentage of the entire student headcount) has dropped 8% in the last two years, and we expect that trend to continue.



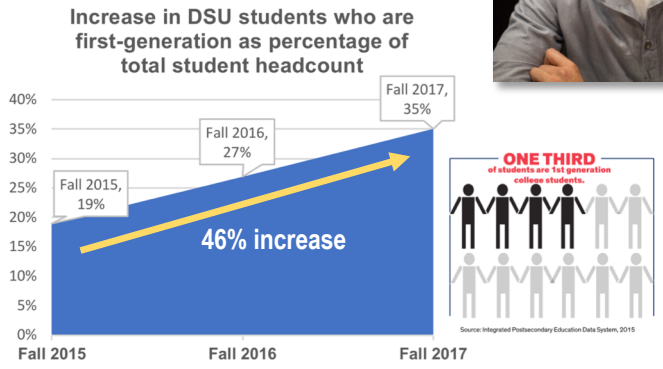


2. Insufficient Needs-Based Monies for Qualified Students



In academic year 2015-2016 758 DSU students qualified for federal subsidized loans, demonstrating financial need. However, there were only South Dakota Needs-Based Scholarship monies available for 21, or only 3%, of those 758 qualified students.

3. Increasing Numbers of First-Generation Students



In just two years, the percentage of DSU's students who are first-generation has increased from 19% of student headcount to 35%, a 46% in-crease. Fall 2017 one third of U.S. college students were first-generation. Nationally, 24% of first-generation students are low-income.













2

Faculty Recruitment and Retention: Doctoral Student Engagement

The Request

Dakota State is by mission a tech-centric STEM school. As such, DSU is facing tremendous threat to fulfilling the institution's purpose because of the increasing challenges of recruiting and retaining tech-skilled faculty. Tech savvy faculty, especially those in computer and cyber sciences, are few in number and have multiple lucrative job options outside higher education.

DSU is proposing a program to enhance its engagement of up-and-coming and newly minted Ph.D's in order to increase the visibility and reputation of the university with this population, with the end goal of recruiting them as DSU faculty.

We are submitting a base budget request of $166,740 and 2.0 FTE to expand our soon-to-launch post doc program from two post-docs to four, and to sponsor a conference program for doctoral students from around the country to have opportunities to present their research, engage with other doctoral students in their fields, and become more familiar with DSU's unique and robust tech-centric programs.

THE NEED

Around the country, universities are facing a significant supply-and-demand challenge in hiring new faculty, especially in any of the cyber sciences (computer science, networking, cybersecurity, etc).The number of students interested in cyber sciences degree programs continues to rise, but the faculty numbers are not keeping pace. A few interesting statistics:

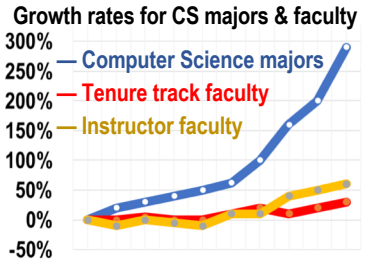
- **Only 2 percent of all degrees conferred in the cyber sciences are doctorates**, and mathematics and computer science continue to have the fewest doctorates awarded of any discipline
- **Only 18% of all PhDs are taking teaching positions** in higher education
- **80%** of these PhDs (of the 18% who take a faculty position) do so at **research-intensive institutions**
- With a **doctoral degree** in any of the **cyber sciences** an individual can on average earn up to **five times more in an industry job** than they can as a university professor
- In **2015** there were **only 320 new PhDs** available to fill faculty slots in the **1,577 colleges or universities** that **offer cyber sciences degrees**
- *Computing Research News* found that almost **20% of all college and university cyber science faculty searches in 2017 failed entirely.** Survey respondents at 155 institutions reported looking for 323 tenure-track positions and filling just 241
- In the last year, **DSU** has had **16 faculty positions posted**. **11 are still unfilled**, along with 6 adjunct positions
- On average, DSU receives 14.4 applications per faculty position posting
- **Salary continues to be the primary reason faculty offered positions at DSU do not take the job**

THE PLAN

Dakota State continues to take a multi-pronged approach to this vulnerability. We are already in process starting a post-doc program and there would be great value in expanding that group. We need a community of doctoral students and post docs for our MadLabs research programs to launch. We also hope that the opportunity for these students to receive the teaching experience and mentoring they need will help jumpstart their careers, at the same time gaining them in-depth knowledge of DSU and Madison, hopefully leading to their choosing to stay at the university and in the state.

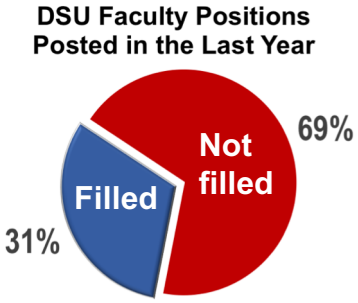
We also propose to hold an annual national conference in the Beacom Institute for doctoral students to come to DSU to make presentations, participate in colloquia, engage with others in their field, and become more familiar with the university and the MadLabs. It is our hope that the relationships and familiarity we can establish through these events will strengthen our new faculty recruitment efforts.

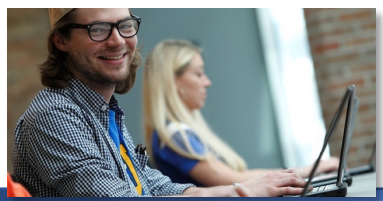
The number of Computer Science majors is skyrocketing but faculty hiring lags far behind



Computing Research Association, *Generation CS*, February 2017













3



Research Center: Internet of Things Accessibility Collaboration with Special Schools

The Request

The Internet of Things (IoT) — the billions of physical devices now connected to the Internet, collecting and sharing data — is giving rise to tremendous possibilities, as well as tremendous concerns. **DSU,** in collaboration with the regental special schools, the **South Dakota School for the Blind and Visually Impaired** and the **South Dakota School for the Deaf**, is proposing a Research Center to create a use case to explore both sides – the opportunities and the threats. We are submitting a one-time budget request of $410,184 to be spent over two years to launch this endeavor.

The Participants

MadLabs: Three of DSU's Madison Cyber Labs – the MadLabs – research clusters are especially focused on the IoT:

- **The AdapT Lab** concentrates on developing and integrating technology solutions, using Internet of Things components, to improve physical and digital accessiblity for all, most especially those with disabilities and the caregivers who support them.
- **The PATRIOT lab** is targeting the development of essential components to remediate security and privacy risks in the deployment of IoT systems.
- **The CLASSICS Institute** addresses ethics and privacy issues generated by the cyber revolution.

Special Schools: The regental special schools provide a unique population of skilled professional educators working to increase the skills and independence of those with disabilities, as well as those with disabilities themselves. Both the educators and those with disabilities are in a strategic position to guide the development of an IoT system from the authentic understanding of those who will use and benefit from such technology innovations and applications.

Public and Private Partners: Each of the above collaborators have existing and growing relationships with various public and private partners which can be tapped for guidance and some resources (e.g., equipment or software) to further leverage the State's investment. A key partner in this endeavor for the AdapT Lab is Valiant Living of Madison.

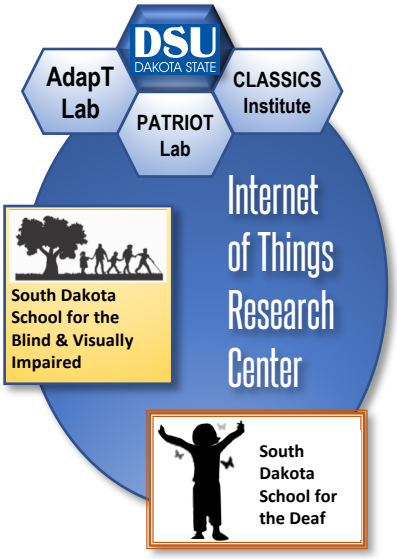
The Plan

Bringing together these groups creates a tremendous collaboration with which to responsibly and effectively:

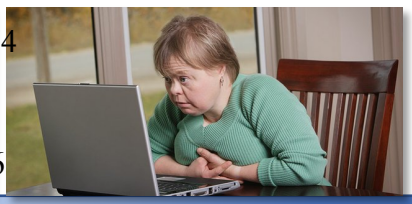
1. identify some of the key questions of physical and digital accessibility for all through identifying them for populations with disabilities (AdapT Lab and special schools),
2. design a trial IoT-based system to address a subset of those questions, e.g. dealing with safety monitoring or remote communications (AdapT Lab and special schools),
3. build into that system, from the ground up, the technological infrastructure for the critical protections of security and privacy (PATRIOT Lab),
4. facilitate consideration of the ethics and policy issues raised by the physical/digital connections created by the deployment of IoT systems (the CLASSICS Institute), and
5. test the system, throughout development, in real-world environments for functionality, usability, robustness, and user impact and integrity. (AdapT Lab, PATRIOT Lab, special schools, CLASSICS Institute, and other public and private partners)
6. move the system into commercial environments to create new businesses and jobs to make the system available to those for whom it can be transformative and life changing. (AdapT Lab and other public and private partners).

"With a $279 billion cumulative market opportunity be-ween 2016 and 2020, a dynamic marketplace up for disruption, and a responsibility as a society to make life easier for those who deliver care, caregiving is a frontier technology entrepreneurs and investors can't afford to ignore."

AARP Caregiving Innovations Frontiers

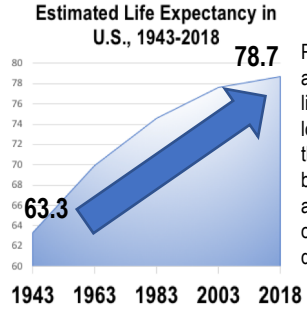




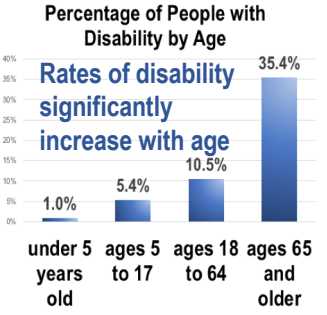


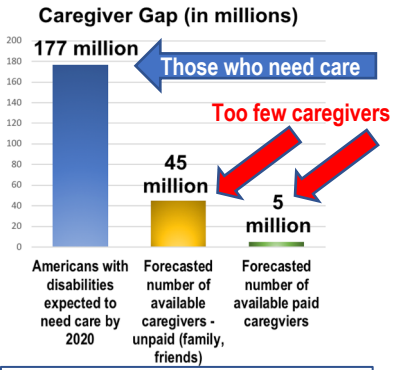

Research Center: Internet of Things Accessibility Collaboration with Special Schools - page 2

"Disability is part of the human condition. Almost everyone will be temporarily or permanently impaired at some point in life, and those who survive to old age will experience increasing difficulties in functioning….this issue will become more acute as the demographics of societies change and more people live to an old age." World Health Organization



People on average are living 15 years longer today than in 1943 – but with advanced age often comes disability





AARP Call to Action: *There are not enough caregivers for those who need care –* ***we need technology to bridge the gap.***

THE NEED

The number of those with disabilities is increasing

The population of those requiring improved accessibility technology – and those who care for them – is growing. Advances in medicine have increased population survival rates from birth to old age. However, while morbidity has dropped significantly for many conditions that once often resulted in death, survival often comes with the price of significant disabilities. For example:

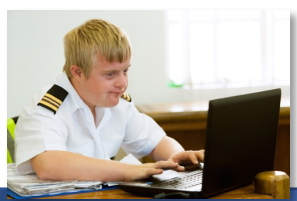
- CHILD DISABILITY IS INCREASING: while improved prenatal and neonatal care have lowered the number of infant deaths, at the same time the proportion of children reported to have major limitations in their activities related to play and school has gone from fewer than 2 percent to close to 7 percent.
- SPINAL CORD INJURIES ARE INCREASING: Active lifestyles for more years of life, with increased use of various types of recreational vehicles, has also increased the number of individuals living with spinal cord injuries so severe as to impact their ability to care for themselves. According to a 2013 study funded by the Christopher and Dana Reed Foundation, in the U.S. 1 in 50 people — more than 5 million people — are living with paralysis of at least two limbs.
- LIFE EXPECTANCY IS INCREASING : The number of Americans aged 65 and older is projected to more than double from 46 million today to over 98 million by 2060, and the 65-and-older age group's share of the total population will rise to nearly 24 percent from 15 percent. Disabilities of sight, hearing, mobility, strength, and cognition, while initially only episodic, increase in incidence and permanence with advancing age. For example, NIH reports that while in 2018 there are approximately 5 million people with Alzheimer's Disease, that number is expected to increase to nearly 14 million by 2050.

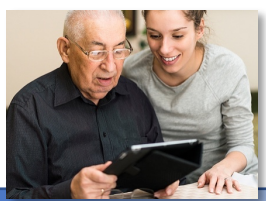
The number of available caregivers is shrinking

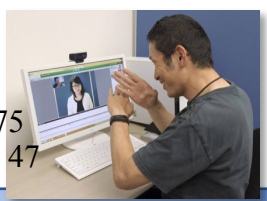
There has been a precipitous drop in those available, either paid or unpaid, to serve as caregivers for those with disabilities. Smaller families, geographic relocation away from family for education and jobs, more women in the workplace, and, in the U.S., a growing job market, are all shrinking the already small pool of those willing and able to provide support. According to the World Bank, approximately 1 billion people worldwide, about 15% of the world's population, live with a disability, making up the world's largest minority population. According to a recent study sponsored by AARP, by 2020 117 million Americans are expected to need assistance of some kind. However, the forecast is that there will only be about be 45 million unpaid caregivers available (family/friends) and only about 5 million paid caregivers. AARP's call to action is that "we need technology more than ever to bridge the gap." Their report also projects that the caregiving market opportunity will reach $72.5 billion by 2020, 80% of it out-of-pocket by caregivers and caregiver recipients.

Technology solutions are needed and have a ready market

AARP Frontiers in Caregiving 2017: "As online networks bring people together, platform-based solutions extend business reach, and mobile devices put information, connections, and services at people's fingertips, there's never been a better time to harness innovation toward easing an important job and making a social impact. Companies from established multinationals to startups, mass-market firms to niche players, are recognizing a caregiving market opportunity that's expected to reach $72 billion in 2020 alone. The cumulative total for 2016-2020 is expected to be $279 billion, with $60 billion of this being caregiver out-of--pocket spending. **Technology holds great promise for helping to reduce the complexities, stress, and sheer hard work of this important job."**









FY20 Informal Budget Hearings
Budget Priorities
Dakota State University

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Dakota's Promise (in Board Request)								
Faculty Recruitment & Retention	$100,000	$31,240		$34,000	$1,500		$166,740	2.0
Total	$100,000	$31,240	$0	$34,000	$1,500	$0	$166,740	2.0
Total Base Funding Request	**$100,000**	**$31,240**	**$0**	**$34,000**	**$1,500**	**$0**	**$166,740**	**2.0**

One-Time Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Accessibility Collaboration w/Special Schools	$167,075	$19,195	$25,232	$22,000	$76,682	$100,000	$410,184	
Total	$167,075	$19,195	$25,232	$22,000	$76,682	$100,000	$410,184	0.0
Total One-Time Funding Request	**$167,075**	**$19,195**	**$25,232**	**$22,000**	**$76,682**	**$100,000**	**$410,184**	**0.0**

Northern State University
FY20 Budget Request

northern State university

Scholarship Funding

Finding the resources to assist with the cost of higher education becomes more and more challenging each year. Even more challenging is keeping student loan debt at a manageable level. Listed below are some facts and figures to give a sense of the financial aid issues our students face:

- 86% of NSU degree-seeking students receive some form of financial aid.
- Pell awards for 2017-18 were $2,294,577. Of the 568 recipients, 285 had a $0 expected family contribution and qualified for the maximum Pell award.
- The largest Pell Grant award for 2018-19 academic year is $6,095. The basic tuition and fee charges for a student enrolled in 15 credits each semester will be $8,497. This leaves our highest need students with a funding gap of $2,402 not including books, room, board and other related educational expenses.
- NSU's annual allocation of the SD Need Based Grant program is a meager $10,000.
- NSU students lost more than $700,000 in annual federal funding with the permanent elimination of the Perkins Loan program.
- Approximately 73% of NSU undergraduate students graduate with an average student loan indebtedness of $26,821.
- NSU students use alternative (private) loans as a last resort. The volume of these loans has been increasing at an alarming rate – from $800,000 in FY'15, to $1.1 million in FY'18. In the absence of any other forms of gift aid, students are turning to this type of resource to fill their financial gap.
- NSU is committed to providing as much scholarship funding as possible. Because of the gifts made by generous NSU supporters, over $2.2 million in academic, athletic, and fine arts scholarships were disbursed last year.

The 2018-19 cost of attendance at NSU for a student eligible for resident tuition is $17,158. Costs include:

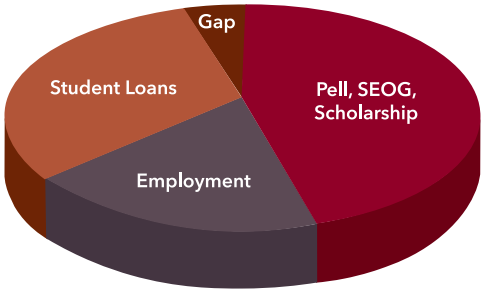
Tuition	$7,299
Fees	1,198
Room	3,706
Meal Plan	3,755
Books/Supplies	1,200
	$17,158

An award package for the neediest (0 expected family contribution) SD freshman dependent student with a 21 ACT includes:

Pell Grant	$6,095
SEOG Grant	1,000
Workstudy	3,000
Direct Loan	3,500
Unsubsidized Direct Loan	2,000
WolfPACT Scholarship	750
	$16,345

Even for our students who are academically prepared (ACT score of 21), who are willing to work ($3000 work-study award), and who are taking a share of the burden in student loans ($5500 of debt as an 18 year old), there is still a gap in the funding available to cover direct educational costs.

Cost of Attendance = $17,158
Financial Resources = $16,345
Gap = $813



A state funded financial aid program is crucial in the effort to help students fill this gap. Investing state dollars into the education of our university students is an investment in the future of South Dakota.

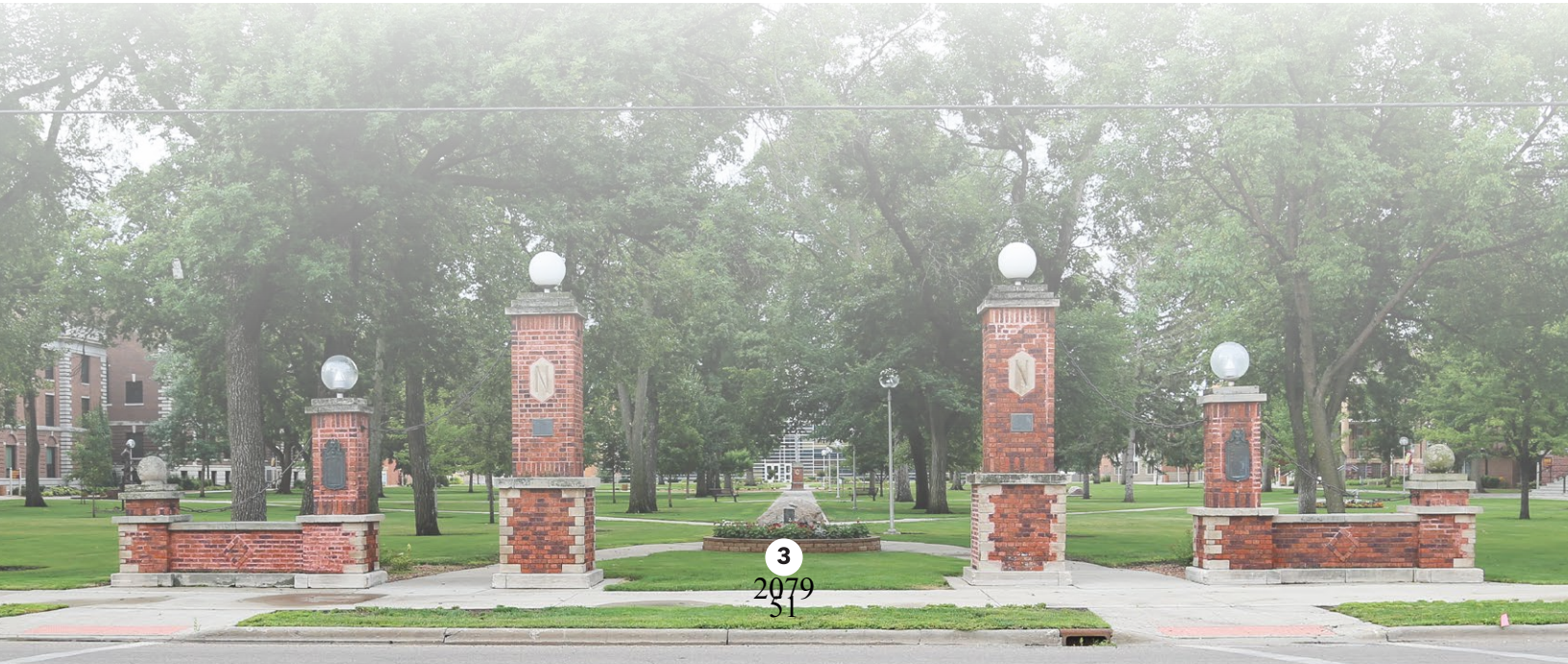
NSU: Salary Competitiveness
Salary Enhancement Proposal

Approximately 75% of NSU faculty salaries are below the CUPA median salary for similar institutions. Salaries for faculty and staff at Northern State University have been compressed given that in four of the last ten years state employees received no annual raises through the salary policy process.

Given this situation, employee compensation continues to be an area of concern. NSU competes nationally to fill faculty and administrative positions. In order to attract individuals with the level of qualifications and experience necessary to move educational programs forward through exemplary classroom teaching and strong leadership skills, salary and benefit packages must be highly competitive. Presently, our salaries are not nearly as competitive as they need to be in order to attract the necessary caliber of faculty. Compensation for support staff and administrators is also important in order to attract and retain qualified individuals to provide the services needed to support students, faculty and staff.

The ongoing lack of salary enhancements has caused salary compression, an issue that often times complicates the hiring process. Specifically, salaries for current employees who have been with the university for many years reflect the fact that they have absorbed several years of minimal and no salary increases. In some cases, salaries for current employees are painfully low in comparison to that of outside applicants, making it difficult at times to offer an adequate salary to a potential new employee without adjusting salaries of current employees.

Providing an adequate level of compensation will aid in the retention of our best faculty and staff. Our goal is to move salaries to 100% of the CUPA median. This will not put us at the top of the market but it will certainly provide more attractive and competitive salaries. Based on current data, the cost to increase faculty salaries to this CUPA benchmark is approximately $750,000. The proposed solution is to create a multi-year plan for salary enhancement in order to advance this salary competitiveness initiative. Concurrently, salaries of employees could be enhanced while also hiring new faculty and staff with more competitive salaries. This salary competitiveness plan could be enacted over 3-5 years, making the annual investment in state university and special schools employees predictable and palatable as a multi-year initiative. To conclude, this salary competitiveness program would be an investment in current and future employees, increasing faculty and staff retention and creating a greater probability of success for individual educational institutions and the Regental system as a whole.



Development of an Undergraduate/Graduate Research Center

Premise: Undergraduate and graduate research continues to be an increased area of focus and development at Northern State University. The objective of this proposal is to seek support to enhance Northern State's student research enterprise in order to better prepare students for advanced studies and career opportunities.

The development of our new Regional Science Education Center (RSEC) serves as a catalyst and prime location for substantial opportunities for student-based research and creative/scholarly activities and research initiatives that align with NSU's unique mission and strategic plan. Proposed support for this initiative includes:

- Support for an undergraduate research coordinator, responsible for communicating and collaborating with faculty and administration to develop and offer creative mechanisms to facilitate undergraduate research on and off campus. (Funding support: $35,000 salary and benefits, annually .5 FTE)
- Graduate research assistantships to attract new graduate students, enhancing the graduate student experience and assisting in the growth of graduate programs. (Funding support: $15,000, annually to support two [2] GA's)
- Support for student research projects based on campus or at internship/practicum sites in industry and government. (Funding support: $10,000 annually, in support of student researchers.)
- Publicity and marketing of student and faculty research activities, including;
  - Scholarships awarded to top participants of the student research, scholarship and creativity forum. (Funding support: $5,000);
  - Stipends for faculty mentors. (Funding support: $5,000, annually);
  - Research and travel support for data collection, archival research, and dissemination of research results by student researchers and faculty collaborators/supervisors, as appropriate. (Funding support: $20,000, annually);
  - Education and training for faculty and staff regarding research with human subjects, conflict of interest, and Institutional Review Board committee assignments. (Funding support: $5,000, annually).
- Expansion of the annual undergraduate research forum to be inclusive of all academic disciplines from each school/college; including the expansion of research forums to include graduate students. (Funding support: $10,000, annually, to fund a keynote speaker for a Research Day event; increased event costs, including an awards ceremony/banquet)
- Development of research initiatives and proposals that align with STEAM (STEM disciplines + Arts) to reflect the strategic strengths of the faculty expertise and program offerings at NSU. (Strategic initiative, unique funding support not requested)
- Continuation and expansion of submissions to the annual Pierre poster session. (Funding support: $1,000, travel support, annually)
- Equipment costs for laboratory equipment, software costs, and data storage: (Funding support: $40,000, one-time funding)
- Creation of a physical location (center) for all research activities across the NSU campus. (Funding support: Matching funds for FFE, up to $10,000, as a one-time cost)

Total funds requested:
- Annually: $106,000
- One-time: $50,000



Development of an Undergraduate/Graduate Research Center, *continued…*

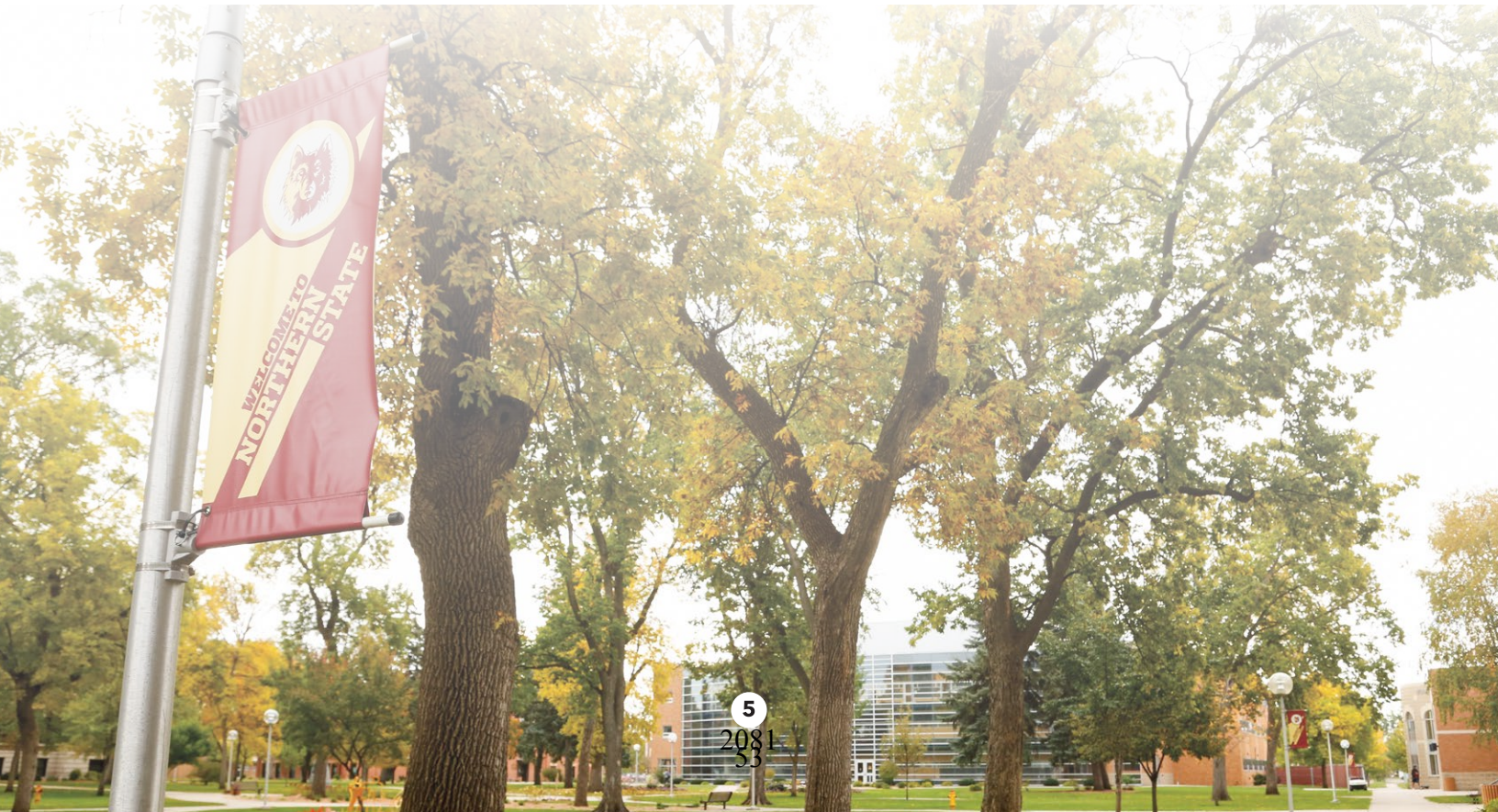
Summary: The objective of this proposal is to serve as a catalyst to enhance student research at Northern State University, an initiative that will assist students in their preparation for research-based advanced studies and careers. As Northern expands our curriculum to include more research-based curricula and graduate programs of study, support for research and scholarly activities will become more pertinent.

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Research Center	$43,000	$14,000	$15,000	$32,000	$2,000		$106,000	0.5
Total Base Funding Request	**$43,000**	**$14,000**	**$15,000**	**$32,000**	**$2,000**	**$0**	**$106,000**	**0.5**

One-Time Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Research Center						$50,000	$50,000	
Total One-Time Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$50,000**	**$50,000**	**0.0**



American Indian Circle Program

In the spring of 2015, NSU created the American Indian Academic Advisor (AIAA) position as part of NSU's new academic advising program funded with federal Title III funds. There were many unmet needs determined while fulfilling this positon and the AIAA dedicated not only time to the current appointment of academic advising but also to support a variety of roles within the program and on campus to meet student and Native American community needs. Through NSU's commitment to this position, the American Indian Circle Program was established as a means to formally address student success and provide culturally appropriate outreach to our Native American communities. Because of these aspects, the Circle Program has formally implemented our fall Cangleska Waste' (Good Circle) five day pre-orientation program; peer mentoring; individualized academic advising; higher education/scholarship workshops; high school outreach; faculty assistance in the classroom related to diversity and cultural competencies; and American Indian advocacy.

The goals for this program are centered not only on the needs of NSU's American Indian students, but also on the needs of the schools and communities from which these students come.

Program goals:

- Create a holistic model for students that serves to imitate the family-centered orientation of tribal life.
- Provide student-centered planning and experiences that helps students cultivate a strong cultural identity while learning to navigate college life.
- Work with faculty and staff to build a sense of community that contributes to the personal growth and academic success of NSU's American Indian students.
- Establish and build relationships with new schools and collaborate with our local Native American schools and communities to support ongoing initiatives. This is important for all schools but especially the most rural schools.
- Help students and communities understand the true value of a college education and help them envision the process of succeeding in high school and then earning a college degree.

In order to meet these ambitious goals, NSU is requesting funds to continue building this innovative program that we feel provides a unique approach to helping American Indian students prepare for and succeed in college. We have identified four main areas of need:

- High-school and community outreach.
- Focused, in-person recruiting designed especially to meet the needs of Native American communities.
- A collaborative leadership mentoring program that aims to increase participants' success in high school and strengthen post-secondary preparedness.
- Increased academic advising capacity.



Lehánl Wičhíčhağapi *(The Prospering Ones)* Initiative

A key component of the Circle Program's community outreach efforts is Lehánl Wičhíčhağapi (The Prospering Ones), an innovative college to high school mentoring initiative. Research indicates the many barriers that hinder Native American students from completing undergraduate degrees can be offset by high school programs that provide support and bridge integration into the college environment. Formal mentoring programs have provided significant increases in enrollment and retention of these students, as well as increasing their overall satisfaction with their educational experience. The Lehánl Wičhíčhağapi initiative focuses on cultural significance and promoting "connectedness" among grades 9-12 Native American students, families, and communities. The emphasis on adult and peer mentoring, a supportive school environment, and belonging to a positive peer group will enhance students' commitment to education, college preparedness, career development, and fulfillment of the students' social and personal growth. In order to achieve these objectives, funding is requested to support one FTE as well as student peer mentors.

The Lehánl Wičhíčhağapi Program aims to increase participants' success in high school and strengthen post-secondary preparedness through:

- Encouraging and helping participants to persevere academically,
- Preparing emotionally for college,
- Encouraging participants to become leaders and respected role models,
- Affirming participants' strength in their cultural identity.

By developing relationships with Native American students and staff in the target schools and communities, the Lehánl Wičhíčhağapi Program is designed to increase the number of Native American students graduating high school and enrolling in post-secondary education by:

- Increasing the student's academic performance and preparation for post-secondary education.
- Increasing the overall educational expectations of the participants and their families.
- Increasing participant and their family's knowledge of post-secondary education options and financing.

The program's services cover three main areas:

- Peer mentoring
  - Social/emotional support
  - Leading individual/group activities
  - Achieving academic goals
  - Volunteer and community service projects
- Tutoring
  - Coordinate with existing tutoring program in the high school
- Workshops:
  - Financial literacy
  - Post-secondary financial aid
  - Leadership
  - Standardized test preparation
  - Cultural identity

As a whole, this funding for NSU's Native American Circle Program will greatly increase NSU's ability to recruit, support, and graduate Native American students from around the state. It will also provide NSU with the means to reach out and connect with targeted Native American schools and communities in South Dakota, helping them support their students through high school and prepare them for college life.



Circle Program

In order to enable the current Director of the Circle Program/American Indian Academic Advisor to be able to fully support on campus initiatives and continue to build relationships with tribal communities across the state, funding is requested for one new FTE. This individual would be involved in both recruiting and advising Native American Students, working closely with NSU Admissions staff to provide a specialized recruiting process for American Indian students across the state and also providing the academic guidance needed to help a student successfully complete their chosen course of study.

In partnership with faculty, staff, and students in the School of Education, and University College staff, the Circle Program will work with targeted communities to provide help in the schools through academic and financial aid workshops, test preparation, tutoring, mentoring, and other areas of need identified, all delivered on-site.

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
American Indian Circle Program	$87,000	$28,000	$1,000	$600	$8,400	$3,000	$128,000	2.0
Total Base Funding Request	**$87,000**	**$28,000**	**$1,000**	**$600**	**$8,400**	**$3,000**	**$128,000**	**2.0**



Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Research Center	$43,000	$14,000	$15,000	$32,000	$2,000		$106,000	0.5
American Indian Circle Program	$87,000	$28,000	$1,000	$600	$8,400	$3,000	$128,000	2.0
Total Base Funding Request	**$130,000**	**$42,000**	**$16,000**	**$32,600**	**$10,400**	**$3,000**	**$234,000**	**2.5**

One-Time Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Research Center						$50,000	$50,000	
Total One-Time Funding Request	**$0**	**$0**	**$0**	**$0**	**$0**	**$50,000**	**$50,000**	**0.0**





FY20 Informal Budget Request

June 2018

Dakota Promise

At BHSU, we know the power of scholarship dollars. Our students, as do most university students in the state and region, enroll in degree programs full of hopes and dreams for their future. They have plans to become doctors to address a growing need for medical professionals in our rural areas, to become business leaders with ideas to stimulate the state's economy, to become scientists to create new sustainable energy sources, and to achieve success in a multitude of other occupations. These students, and many more just like them who either don't have the opportunity enroll in college or drop out due to financial constraints, are the future of our state. South Dakota needs their dreams and their ideas.

BHSU, which has a limited but growing scholarship program, has noticed a dramatic success rate for students who are rewarded with scholarship funds. In several of our newest scholarship programs – the Presidential Scholarships and the Northern Hills Scholarships – students have achieved a nearly 90 percent retention rate.

Scholarship students at BHSU including foundation, state and institutional scholarships is 87 percent an increase of 18 percentage points when compared to the overall retention rate at BHSU. It's clear that scholarship funding plays a key role in the success of students.

University students in South Dakota have a serious lack of scholarships funds as compared to other states in the region and throughout the nation. The Dakota Promise proposal will address that shortfall and create opportunities for students that will lead to greater quality of life for all South Dakotans.

At BHSU, we encourage students to dream big and know that "Anything is Possible." Scholarship students at BHSU are successfully graduating and are on their way to reaching their dreams.

> *"I am beyond grateful for your help in making my goals a possibility. I promise to work hard and aim to give back to my community."*
>
> *-Erica Popelka*



Madison Jilek

Madison Jilek, a physical science and chemistry major from Spearfish, was accepted at several graduate schools. She has selected a physical chemistry doctorate program.

Madison credits her professors for the research mentorship and encouragement throughout her time at BHSU. Madison participated in an international research symposium and was chosen for a solar research program at Brookhaven National Lab last summer.

Madison says that being involved in undergraduate research was an extremely beneficial experience for her and appreciates the scholarship she received.

> *"The gift you've given me is not only monetary, but also gives me the time required to go beyond my degree requirements and work toward a career in research."*

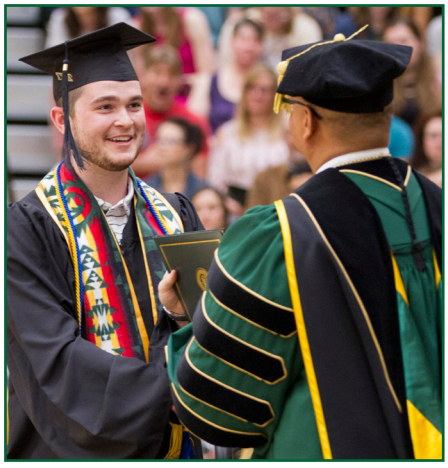


D'Aryn Lends His Horse

D'Aryn Lends His Horse, a chemistry major from Eagle Butte, was recently accepted to pharmacy school in Denver at Regis University.

While at BHSU, D'Aryn participated in life changing experiences including service learning trips to Africa and the Philippines. On campus she worked for President Jackson and with the Center for American Indian Studies, and was involved with many clubs. This year she organized the Pow Wow that the students host each year.

> *"Black Hills State has prepared me both academically and personally. I got to do research, I got to travel, so many different things that not only prepared me academically but how to be a good person overall and to get out there and actually be successful."*



Gavin Brucklacher

Gavin Brucklacher, a business administration major from Philip recently graduated and is beginning his career as an IT Specialist at First National Bank in Philip. In addition to earning scholarships, Gavin secured an internship and served as a Presidential Ambassador while attending BHSU.

Along with all of his academic accomplishments, Gavin was able to start his own business, Gavin's Antler Art.

Gavin is thankful for the internship at First National Bank which he says provided an excellent opportunity for growth and application of his knowledge.

"As I was getting ready to go back to school for my senior year after my internship, the bank president asked me about my plans after graduation. He said he'd like to have me stick around and I said absolutely!

My favorite memory is being involved on campus with other student-led organizations. I was Presidential Student Ambassadors President my junior year."



Sierra Conch

Sierra Concha, an English major from Pine Ridge, is returning to the reservation to teach kindergarten.

She says that the BHSU teaching program which included time being in a classroom and observing teacher – student interaction was vital to her decision to teach and her plans to lead a classroom.

Sierra, who transferred to BHSU, was a member of the Honors Program and was chosen to be a TedX presenter.

"The professors are so invested in students and they have really helped me be better all-around as a student to be prepared and really think about my future. I've been able to really plan ahead because of them and their investment in me and other students."

Salary Competitiveness

Need for Market Analysis:

BHSU is finding it increasingly difficult to attract and retain quality faculty members. Faculty recruitment is unquestionably a global market, and competitive advantage is imperative. In order to maintain the minimum standard of competitive parallelism, it is requisite to determine where an institution stands in terms of compensatory equality.

Notable Patterns:

- Of all disciplines and ranks combined, BHSU faculty are at 93.7% of CUPA market salary.
- The School of Natural Sciences is the healthiest in market comparison, sitting at 99.21% of market.
- Not surprisingly, the School of Business touts the overall lowest average of market at a combined 83.7% of market (according to the 2018 survey, Business remains one of the highest paying disciplines for both tenure-track and term faculty).
- The estimated total dollar amount necessary to reach CUPA market values across the institution for every faculty member is ~ $630,125. The School of Business alone requires ~ ½ of that pool at $305,244.

Positive Notes:

- 62% of our faculty incumbency (81 of 131) for FY18 were at 90% of market or better. This is significantly higher than any other employee group (i.e. CSA/NFE) on campus.

Areas of Improvement:

- The School of Business, the most difficult and expensive faculty to recruit and retain, is significantly lacking in market dollars.
- Only 18% of our faculty (24 of 131) are at or above market value for FY18.
- 0% of Business faculty are at or above market value for FY18.

	Average of % of CUPA Market	Count of Faculty Member	Sum of Amount Needed to Reach CUPA Market
School of Arts & Humanities	**92.36%**	**34**	**$158,381**
Assistant Professor	89.25%	8	$47,831
Associate Professor	94.18%	10	$37,310
Lecturer	99.81%	1	$83
Professor	91.90%	8	$51,015
Instructor	92.76%	7	$22,142
School of Behavioral Sciences	**94.93%**	**16**	**$52,186**
Assistant Professor	89.73%	5	$30,510
Associate Professor	89.25%	4	$28,989
Lecturer	115.21%	1	-$6,751
Professor	100.91%	3	-$2,609
Instructor	98.41%	3	$2,047
School of Business	**83.70%**	**19**	**$305,244**
Assistant Professor	79.89%	10	$187,913
Associate Professor	84.05%	2	$32,142
Professor	88.17%	6	$81,519
Instructor	94.36%	1	$3,670
School of Education	**96.57%**	**24**	**$49,169**
Assistant Professor	91.73%	9	$43,107
Associate Professor	92.51%	6	$30,394
Professor	106.23%	3	-$15,639
Instructor	103.05%	6	-$8,693
School of Math & Social Sciences	**95.55%**	**17**	**$58,604**
Assistant Professor	87.64%	5	$34,873
Associate Professor	92.39%	2	$10,186
Lecturer	113.53%	1	-$6,080
Professor	89.65%	3	$25,902
Instructor	103.15%	6	-$6,277
School of Natural Sciences	**99.21%**	**21**	**$6,541**
Assistant Professor	97.01%	3	$5,198
Associate Professor	94.24%	6	$23,443
Lecturer	128.48%	1	-$12,925
Professor	104.67%	7	-$24,886
Instructor	91.43%	4	$15,711
Grand Total	**93.70%**	**131**	**$630,125**

BHSU Sustainability Research Center

Sustainability is at the heart of BHSU's culture as the institution works to educate in the Black Hills of South Dakota – an area sacred to our nation's history and culture. We strive to be at the cutting edge of sustainable practices. A few of the institutions recent accomplishments include:

- President Tom Jackson, Jr. serves as Chair of the Sustainability and Sustainable Development Committee of the American Association of State College and Universities (AASCU) representing BHSU and South Dakota at the national level.
- BHSU is the only university in South Dakota to join the American College and University President's Climate Commitment.
- BHSU achieved a STARS Silver rating from the Association for the Advancement of Sustainability in Higher Education (AASHE).
- The Hive and Buzz Shack earned the Green Restaurants certification by providing efficient energy and water use, green cleaning, and purchasing local and eco-friendly products.
- BHSU received the International Association of Physical Plant Administrators (APPA) Sustainability Award in 2014.
- BHSU was awarded the Campus Sustainability Achievement Award from the Association for the Advancement of Sustainability in Higher Education (AASHE) in 2017.
- BHSU's Master of Science in Sustainability program is the only fully online sustainability program in the western part of the U.S., graduating its first class of sustainability professionals in 2015.
- BHSU is recognized as a Tree Campus USA by the Arbor Day Foundation.
- The Black Hills Food Hub bridges the gap between local farmers and area cafeterias to provide local healthy food to a large demographic that may not otherwise have access to it. Currently, the BHFH delivers food directly from 25 producers to 14 buyers including Mount Rushmore and Rapid City Regional Hospital.
- Recent LED light upgrades have realized savings of over $25,000 annually, which is enough energy to power 32 houses each year.
- Sustainability has become an important focus of our long-standing successful undergraduate research program. Students from the life sciences, social sciences, liberal arts, and business work closely with our faculty to scientifically investigate topics related to the Black Hills ecosystem. Those faculty-student collaborations provide an exceptional real-world experience for our students. Faculty and students present their works at regional, national, and international conferences.
- BHSU often invites nationally known speakers based on their expertise in sustainability related topics, as part of our undergraduate research initiative.
- Two BHSU students are currently doing a "Renewal Energy for Campus Facilities Services" project to study and implement biodiesel use on lawn tractors, snow-clearing vehicles, and facilities services transportation. The program would create biofuel on campus from discarded vegetable oil and test its feasibility as an alternative fuel. The students' goals is to reduce the environmental impact of regular grounds maintenance and advance BHSU's zero waste and carbon neutrality goals.

The momentum built in the last few years has compelled BHSU to request funding for the Black Hills State University Sustainability Research Center. 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 12 students each semester preparing them with exceptional experience for careers in any number of fields from environmental stewardship to business to teaching. The mission of the Center will be to activate students to solve local and worldwide problems with economically, environmentally, and socially sustainable solutions by studying sustainable practices and initiatives while congruently providing new sustainable opportunities to the Northern Hills community.

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 strong foundation and expertise acting as a leader in the field puts us in position to grow this work through the creation of a Research 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, benefiting 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 25 local farms and providing produce and meat weekly to 14 cafeterias including Rapid City Regional Hospital, Mt. Rushmore, and the Black Hills Surgical Center.



The campus garden is one of the many sustainability initiatives on campus and in the community



Solar Panels on top of Bordeaux Residence Hall

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 proposed BHSU Sustainability Research Center 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 12 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 Research Center will provide a living 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.



BHSU students worked with middle school students on a robotics project at the Sanford Underground Classroom



BHSU student, Liam Porter, researches biodiesel as a renewable energy source



Solar Panels were added this summer on Bordeaux Residence Hall

Outcomes of the Center will be:

- Creation of the Northern Black Hills Recycling Hub to provide recycling services to an area without available outlets
- Expand renewable energy opportunities on the campus and in the Northern Hills by partnering with the National Renewable Energy Lab on new and innovative research
- BHSU will become a zero waste campus by researching different models which may eventually be expanded to the community
- Create a community resiliency plan that will serve the Northern Hills communities during times of natural disasters including blizzards, forest fires, and floods.
- 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 research 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 Sustainability Research Center'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 Sustainability Research Center, 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.

University College

The mission of the BHSU University College is to support new students and students who are high-risk academically 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.

The BHSU University College will support all students on campus, with greater focus on those students who are high-risk academically. The concept of a university college places its emphasis on the first-year and second-year students, 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. BHSU will use this approach to dramatically improve advising and retention of first and second-year students.



Dr. Charles Lamb assists students in a biology class



BHSU student, Delorise Davis, serves as a student teacher before earning her teaching degree

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. 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.



FY20 Priority Detail Informal Budget Hearing

Base Funding								
				Contractual		Capital		
Description	Salaries	Benefits	Travel	Services	Supplies	Assets	Total	FTE
University College	$335,000	$151,050	$18,000	$202,503	$9,500	$10,000	$726,053	12.0
Center for Sustainability	$455,200	$119,016	$25,000	$40,000	$20,000	$15,000	$674,216	7.0
Total	$790,200	$270,066	$43,000	$242,503	$29,500	$25,000	$1,400,269	19.0
Total Base Funding Request	$790,200	$270,066	$43,000	$242,503	$29,500	$25,000	$1,400,269	19.0
One-Time Funding								
				Contractual		Capital		
Description	Salaries	Benefits	Travel	Services	Supplies	Assets	Total	FTE
Total One-Time Funding Request	$0	$0	$0	$0	$0	$0	$0	0.0



$ 3,504,243 in year 1
scaled to $ 10,307,752 in year 5

Goal – Create a comprehensive state financial aid program that will close the gap between existing financial aid and family support to meet the cost of attendance for South Dakota's students.

Dakota's Promise
$3,504,243 on-going general funds

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 post-secondary 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 including employment, scholarships, family support, and federal aid, there is still an unmet need for many students. This "gap" may prevent a student from attending college or completing their degree.

In February of 2017, the National College Access Network (NCAN) released an analysis of affordable four-year college options in every state and Puerto Rico based on IPEDS data. The NCAN definition of affordability is: "The average Pell Grant recipient should be able to cover the cost of attendance and have $300 on hand to cover an emergency when using their combined federal grant aid, state grant aid, institutional grant aid, federal student loans, Expected Family Contribution, and wages from reasonable work." For in-state students living on campus and working over the summer, South Dakota is one of only two states to have zero affordable four-year institutions (the other being Puerto Rico) under NCAN's definition. For those students, the affordability gap is $2,376. For those students who choose to live off campus (not with family), the affordability gap increases to $3,328.

South Dakota continues to remain near the bottom in state-funded scholarship and aid programs, while our students have the sixth most overall student debt in the country. Over the past few years the Legislature has begun to address the issue of affordability by combining the Critical Teaching Needs and Need-Based Scholarship endowments into the Post-Secondary Scholarship program. This framework created a viable first step in focusing state dollars in areas of need for students around financial and workforce constraints; however an endowment of just over $5 million is capable of generating just over $200,000 each year that would be devoted to students in these two programs. Table 1 below depicts a comparison of the need-based and merit-based aid provided by the states within the region.

Regional Merit & Need Based Scholarship Programs*		
State	***Need Based***	***Merit***
Iowa	*$50,720,000*	*$2,957,000*
Minnesota	*$178,000,000*	*$0*
Montana	*$5,025,000*	*$1,350,000*
Nebraska	*$15,999,000*	*$0*
North Dakota	*$10,627,000*	*$0*
South Dakota	*$229,000*	*$5,471,269*
Wyoming	*$0*	*$15,487,000*

Source: 44th Annual Survey Report on State-Sponsored Student Financial Aid: National Association of State Student Grant and Aid Programs

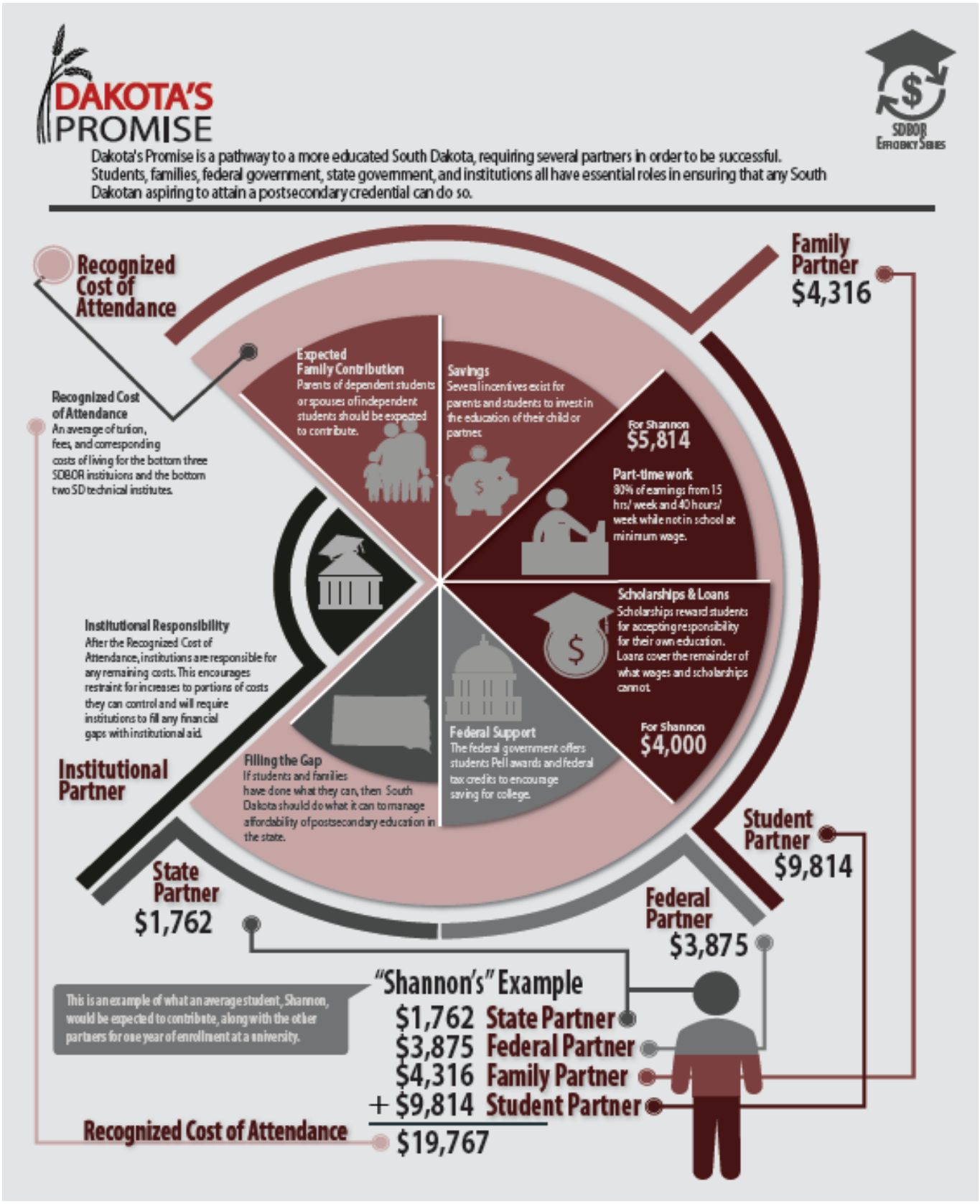
Dakota's Promise
$3,504,243 on-going general funds

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 began discussions of our existing student aid environment, the constraints facing current students, and how future student aid programs could be structured. Representatives from the Western Interstate Commission on Higher Education (WICHE) were brought in to facilitate the work they have conducted in states similar to South Dakota around a framework of Shared Responsibility that has proven to be successful. The Dakota's Promise needs-based scholarship program uses this Shared Responsibility framework as a long-term strategy to address the need for a more robust and cohesive needs-based 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 post-secondary education: the student, the student's parents/family, the federal government, state government, and the institution. The model for the Dakota's Promise draws upon a set of agreed upon assumptions from financial aid experts in the state that include the student's expected 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. A copy of the comprehensive draft report developed by WICHE reflecting the decision points developed by the task force members can be found online at:

https://www.sdbor.edu/administrative-offices/academics/accountabilityReports/Documents/Shared_Responsibility_Taskforce_Report.pdf

The model considers the contributions from all partners for part-time and full-time students. The estimated annual cost of attendance for full-time students was set at $19,767 for four-year institutions and $15,568 for two-year programs offered at the technical institutes. The student contribution was set at $9,814 and $7,814 respectively to reflect any combination of borrowing, earnings from employment, or merit-based scholarship dollars earned by the student. $9,953 and $7,754 in the third section of the table reflect the estimated annual cost of attendance less the student contribution, indicating the amount remaining to be covered by family, federal, state, and institutional contributions. The family contribution is based on Expected Family Contribution (EFC), as calculated by the Free Application for Federal Student Aid (FAFSA). After the family, federal and institutional awards, the remaining gap was determined to be an average of $1,754 for approximately 6,000 students, which represents the state award from the proposed program. These numbers would change each year based on current assumptions. To keep the program viable, adjustments in funding from all parties would be necessary.


DAKOTA'S PROMISE
SDBOR Efficiency Series
Dakota's Promise is a pathway to a more educated South Dakota, requiring several partners in order to be successful. Students, families, federal government, state government, and institutions all have essential roles in ensuring that any South Dakotan aspiring to attain a postsecondary credential can do so.
Recognized Cost of Attendance
Family Partner $4,316
Expected Family Contribution
Parents of dependent students or spouses of independent students should be expected to contribute.
Savings
Several incentives exist for parents and students to invest in the education of their child or partner.
For Shannon $5,814
Part-time work
80% of earnings from 15 hrs/week and 40 hours/week while not in school at minimum wage.
Recognized Cost of Attendance
An average of tution, fees, and corresponding costs of living for the bottom three SDBOR institutions and the bottom two SD technical institutes.
Scholarships & Loans
Scholarships reward students for accepting responsibility for their own education. Loans cover the remainder of what wages and scholarships cannot.
For Shannon $4,000
Federal Support
The federal government offers students Pell awards and federal tax credits to encourage saving for college.
Institutional Responsibility
After the Recognized Cost of Attendance, institutions are responsible for any remaining costs. This encourages restraint for increases to portions of costs they can control and will require institutions to fill any financial gaps with institutional aid.
Institutional Partner
Filling the Gap
If students and families have done what they can, then South Dakota should do what it can to manage affordability of postsecondary education in the state.
Student Partner $9,814
State Partner $1,762
Federal Partner $3,875
"Shannon's" Example
This is an example of what an average student, Shannon, would be expected to contribute, along with the other partners for one year of enrollment at a university.
$1,762 State Partner
$3,875 Federal Partner
$4,316 Family Partner
+ $9,814 Student Partner
Recognized Cost of Attendance
$19,767

Dakota's Promise
$3,504,243 on-going general funds

Scholarship Program Projections

Annual Cost of Attendance for Full-Time Student (30 Hours)

	4-year	*2-year*
Cost of Attendance**	***$19,767***	***$15,568***
Student Contribution	***-$9,814***	***-$7,814***
Remaining	***$9,953***	***$7,754***
Federal, Family, Institutional Contribution	***-$8,199***	***-$6,000***
Remaining	***$1,754***	***$1,754***
State Award	***$1,754***	***$1,754***

**Example Only

The following table presents the anticipated cost to the state using the assumptions developed by the taskforce members. The proposal is to phase in the program over a five-year period, with new students in FY19 being eligible for needs-based funding using this model. It is projected that 2,022 (34%) of new students in FY19 would be eligible for funding resulting in a $3,504,243 investment needed by the state. In future years, the funding would continue to scale until an estimated 5,928 are served annually at an expenditure of $10,307,752.

		Number of Awards	Average Award	Dollar Amount
1. Phase-in Approach				
1st year	**(34%)**	**2,022**	**$ 1,754**	**$ 3,504,243**
1st, 2nd year	*(57%)*	3,414	$ 1,740	$ 5,943,081
1st, 2nd, 3rd year	*(78%)*	4,653	$ 1,751	$ 8,149,545
1st, 2nd, 3rd, 4th year	*(92%)*	5,497	$ 1,759	$ 9,672,055
1st, 2nd, 3rd, 4th, 5th year	*(100%)*	5,928	$ 1,738	$ 10,307,752

Notes about Phase-In Approach: According to the data provided by South Dakota institutions, 34% of the students 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.

***** Special Data Analysis *****

SDBOR Math Pathway FY20 Budget Request

During the August 2017 retreat, the South Dakota Board of Regents (SDBOR) received an update on the various strategies/initiatives underway during the past seven years to advance the system's completion agenda. Efforts to improve student success in math, including initiatives to increase success for remedial coursework, are central to this agenda for two reasons. First, non-credit bearing math coursework is costly for students, and places them at a disadvantage as they work to complete their degree in a timely fashion. Second, student success in these gateway math courses has continued to serve as a significant factor impacting progression and completion for students. Improving math outcomes has been an important priority for the Board during the budget process the past three years. South Dakota School of Mines & Technology (SDSM&T) was successful in obtaining one-time funding during the 2015 Legislative session for a math initiative. The following year, the Board prioritized two math initiatives from South Dakota State University (SDSU) and SDSM&T in their FY17 budget request to the Governor. For FY18, the system advanced a comprehensive proposal to address student success needs in mathematics at each campus. The Governor's formal budget request to the legislature did not include the Board's mathematics requests in FY17 and FY18. Questions about comprehensive mathematics strategies in the system continue to emerge as these budget requests receive consideration.

During a presentation last spring at the Western Academic Leadership Forum, representatives from the Charles A. Dana Center (University of Texas at Austin), and Montana State University, Bozeman outlined methods for improving student Math performance using the New Mathways Project. Representatives from states that are implementing new math pathways in collaboration with the Dana Center provided an overview of the process used, lessons learned, and results from their respective initiatives. Additionally, Michigan State University recently engaged faculty to revise general education requirements to eliminate required College Algebra coursework, and replaced it with two quantitative literacy courses. With this work as context, the Board discussed potential math pathway models during their August 2017 retreat and supported bringing recommendations forward for consideration.

The Academic Affairs Council (AAC) discussed this issue at their August 2017 retreat and created an Improving Math Performance Taskforce that engaged in a comprehensive review of math pathway initiatives across a number of states. The final recommendations include best practices from national efforts to reform developmental mathematics education, input from faculty and researchers in another state where reform has been in progress for four years, and input from faculty across the SDBOR system. At its May 2018 meeting, the South Dakota Board of Regents approved the Regental Math Pathway Model (see infographic in Attachment I). This model incorporates innovative curricular and student support components to create a uniform, system-level approach to improving student mathematics success, and thus progress towards graduation. Based on prior work done at SDBOR institutions and on input from other states and organizations, there is good reason to believe that the goals of the Pathway model will be achieved. There is also

good reason to believe that adequate amounts of the right types of resources will maximize the model's effectiveness.

The primary principle underlying the Pathway model is to advance each student through the optimal math course or sequence of courses (i.e., pathway) required for that student's major as quickly as possible. This is most effective when the pathway spans the fewest possible number of semesters. The Pathway model accomplishes this by placing each student into the highest level initial math class consistent with a likely successful outcome for that student, and by using co-requisite courses combining remedial and college-level content in one semester. This approach is resource intensive as it requires personnel to provide students with instructional and other forms of support.

Recommendation

There is a need to invest in resources to support student success in order to fully support this Math Pathway model. Math faculty across the Regental system propose a system-level approach to obtaining new base funding to support this model. This request seeks new base funding from the state, redirection of existing resources from the Regental institutions, and foundation support to accomplish these objectives. Some variation in the use of proposed new resources will inevitably occur among campuses due to unique student populations and circumstances; however, major features will be consistent across all campuses. These features fall into three categories: 1) development of comprehensive summer programming to promote student placement into the highest level math classes consistent with likely success; 2) supplemental instruction opportunities for students aligned with academic year programming to support student success in those courses (particularly the increased reliance on co-requisite courses); and 3) investments in software and computer assisted instructional resources that aid student success in critical gateway courses. The total cost to make each of these investments is $600,000. The goal of the proposal is to request $200,000 in base general funds from the state as a budget priority for the Board of Regents. The remainder of the funds would come from a $200,000 reallocation of existing funds at the institutional level, and then request $200,000 from the South Dakota Education Access Foundation (SDEAF) to assist in improving math performance for underrepresented student populations. A meeting with the SDEAF Board will occur on July 19th to discuss the proposal and obtain the commitment contingent on obtaining state general fund support.

Summer Bridge Program (BHSU, DSU, SDSM&T, SDSU & USD) - $182,400

Currently, many students enter postsecondary institutions and receive placement into remedial coursework due to their junior year performance on the ACT. This placement approach does not reflect additional math content learned during their senior year. Summer programming would take the form of online Summer Bridge programs intended to serve students whose initial mathematics course placement is not at the optimum level for the math pathway associated with their chosen academic major. Under the proposed model, every student would have the opportunity to enroll in either a credit or non-credit bearing class during the summer before their college freshman year, or have early access to the resources they would need to be successful in their chosen math pathway. The goal is to either improve their placement so that their initial math course will meet general education requirements, or put them on a pathway to be successful in the higher order calculus pathway.

The online summer bridge program at Dakota State University (DSU) is designed specifically to help students by: 1) providing a low-cost alternative to completing a bridge program while living at home the summer before beginning their college career; 2) improving their placement into the general education math course required in their program; or 3) or improving placement enough to eliminate a need to take non-credit bearing prerequisite courses. The DSU bridge program will be a non-credit bearing class (no cost to the student), and program completers will be allowed to challenge their placement at no cost to themselves. The program will utilize the Khan Academy site with communication with the DSU instructor facilitated through the system's common Learning Management System. At Black Hills State University (BHSU) the summer bridge program will include online, as well as active learning face-to-face instruction at BHSU-Rapid City.

The summer bridge programs at SDSU and the University of South Dakota (USD) will utilize the learning platform ALEKS, which was built on National Science Foundation (NSF) funds. The platform uses artificial intelligence to assess students' existing knowledge and then directs them to new content based on what they are ready to learn next. An undergraduate or graduate student "math mentor" will support small groups within the course and encourage students to use appropriate study practices using email, discussion board postings, and texting to stay in close contact with students. Students who meet required benchmarks of the ALEKS course may challenge their placement one additional time. The program will prepare students to test into College Algebra, PreCalculus or Calculus, as desired.

Because the majority of students enrolling at SDSM&T receive placement on the Calculus Pathway, the institution will continue with a modified version of their Mines Math Initiative. Rather than working students through a structured bridge program, the emphasis is on providing students with early access to course materials for their advanced math coursework. Faculty and mentors will guide students to keep them engaged during the summer. The initial success of this approach demonstrates that making these resources available provides for increased engagement by students once they arrive on campuses and are in Trigonometry and Calculus I coursework. Transfer and returning students also receive these materials so that every student has the opportunity to review and prepare for the first day of their class.

Regardless of the software/resources used, each institutions' teams of mathematics faculty and undergraduate and graduate mentors will work closely with students to develop both mathematics content mastery and "soft skills" such as time management, effective study techniques, and learning strategies. One of the primary outcomes is to increase active engagement by students, channel their efforts, initiate regular communication, and further improve their work habits with this approach.

Supplemental Instruction (BHSU, DSU, NSU, SDSU & USD) - $322,800

The math pathways initiative provides a path through general education that begins with credit bearing courses for all students in all programs. Undergraduate teaching assistants will provide supplemental instruction in general education courses and courses along the pathway, as well as courses selected by each institution. Students that struggle and feel helpless, overwhelmed, and unable to track classroom presentations can derail an entire class, fueling a student's resentment to the mathematics discipline. A goal of this initiative is to build a support structure to

nurture student feelings and attitudes about mathematics and ensure that students have the help they need to be successful, regardless of if they are willing to seek help on their own. Institutions would aim to build an engaging environment with undergraduate teaching assistants and instructors working together to coordinate supplemental instruction providing just-in-time remediation, a summary of key topics, and worked examples illustrating key topics and techniques. Academic year programming would seamlessly continue support for the Summer Bridge program participants and involve other interested students in need of additional support. NSF-funded research regarding pre-general education mathematics program has demonstrated that peer mentors assisting in mathematics classrooms can make significant contributions to student success.[1] The instructional teams of faculty and graduate/undergraduate mentors will use effective study techniques and learning strategies to support content mastery. Substantial levels of team/student engagement and student progress monitoring would be possible, both of which are important contributors to student success in mathematics.

DSU will design their supplemental experiences in the mathematics success center to alleviate student frustration by providing timely support in the form of problem sessions. The sessions will begin with a broad overview of recently discussed content, recently discussed key techniques, and worked problems/examples with time for questions and answers. Goals of supplemental instruction include students becoming comfortable working with the instructor and undergraduate teaching assistants, utilizing the help provided by mathematics success center tutoring, and utilizing the instructor during office hours outside of the problem series. In alignment with these goals, the series provides assistance to all students; in particular, those unwilling to seek help by themselves.

At BHSU, NSU and SDSU, students have the opportunity to participate in required weekly recitations and optional extra homework help sessions led by graduate students or faculty. The formation of Math Mentors will take this one step further. For many struggling students in mathematics courses, the problem is not the mathematics itself, but with developing appropriate study skills, asking questions, and applying the effort required for success. The Math Mentor program will help students learn about and put into practice effective study skills, to develop the confidence to ask questions, and to develop the work ethic required for success in university level courses. As part of the Math Mentor program, groups of 15 to 20 students who have opted into the program will receive additional support through weekly meetings in which the mentor facilitates student implementation of evidenced based study techniques. The mentors will be available during large lectures for College Algebra to encourage student participation in class, to assist the class during active learning experiences, to attend periodic homework help sessions, and to use texting to encourage students to attend learning opportunities. To help establish a supportive peer network, the students will participate in two social events with their mentor group.

USD intends to invest in the supplemental instruction model based on the learning communities and peer mentoring that has been popular with student retention in the last several years. The intent is to assign 10 students to a peer mentor (typically an honor's students or other student ambassador) who will not only schedule weekly hour-long meetings, but also monitor and reach out to students that are lacking on important indicators provided from instructors, such as

[1] See Pearce, *et. al*, "Using Research-Based Instruction to Improve Math Outcomes with Underprepared Students," *Journal on Excellence in College Teaching*, 2017.

attendance violations, falling behind in work, and poor test performances. Students are typically more responsive to seeking help from peers than their adult instructors. An instructor will oversee the project and train the peer mentors with a graduate student.

One byproduct of this approach at all institutions is the ability to have undergraduate mathematics and mathematics education majors assisting in the classroom. This is a great experiential learning opportunity for these future teachers that can help them improve their teaching for the next generation of high school and college students.

Software Assisted Instruction & Online Support (BHSU, SDSM&T & USD) - $94,800

A number of institutions rely upon sophisticated software-assisted instruction, or online support resources that have proven effective in improving student success in math coursework. Specifically, the Regental system has adopted MyMathLab from Pearson as a common platform for delivering remedial and entry level math courses to students. BHSU currently provides online tutoring through Smarthinking (an on-demand, online tutoring service available 24 hours per day) for any student in an internet lower level math class. The service is an existing add-on to the comprehensive MyMathLab that students or institutions can purchase for online and face-to-face courses. There are students at the various delivery sites who find it difficult to attend an in-person tutoring session. Additional funding to expand the Smarthinking tutoring option to students in lower level math courses, regardless of the course delivery method, would allow students access to this service at any time they are working on their assignments. Due to the overall number of students requiring this additional support at USD, the institution will assign a full-time graduate student to their online courses to offer additional help from the instructors. Their role would be to actively seek out students that fall behind to offer more one-on-one assistance.

Finally, SDSM&T is currently using a series of gateways to enforce mastery of learning. However, an essential component to this model is easy access to testing since students may take tests multiple times to achieve content mastery. SDSM&T would utilize resources to create and maintain a series of interactive online modules designed to enhance online learning. These modules would take student input during playback of videos and use that to guide learning. It is expected that the development and maintenance of the interactive online modules will require ongoing costly software development time.

SDBOR Salary Competitiveness

Faculty salary competitiveness continues to be a priority for institutions to ensure they are able to recruit and retain qualified faculty members. When evaluating faculty salaries in comparison to Carnegie Classification peers through use of College and University Professionals for Human Resources (CUPA-HR) salary surveys, it is evident that the majority of faculty salary levels throughout the system are lower than their peers. In four of the last ten years, salary policy has not been funded by the legislature, compounding the challenge of gaining ground in salary competitiveness relative to market.

It is imperative for South Dakota to be able to provide competitive salaries to faculty in order to recruit and retain highly-qualified faculty to teach, complete research, and mentor the students in the Regental system.

The Board Office is currently working to refine detailed salary needs by campus. The next page shows how each university's faculty salaries compare to the CUPA median salaries by Carnegie Class.

Black Hills State University	
	% of CUPA Carnegie Class Median
Instructor	93%
Assistant Professor	90%
Associate Professor	88%
Professor	96%
Across All Ranks	85%

Dakota State University	
	% of CUPA Carnegie Class Median
Instructor	100%
Assistant Professor	105%
Associate Professor	112%
Professor	110%
Across All Ranks	98%

Northern State University	
	% of CUPA Carnegie Class Median
Instructor	95%
Assistant Professor	86%
Associate Professor	86%
Professor	85%
Across All Ranks	83%

South Dakota School of Mines & Technology	
	% of CUPA Carnegie Class Median
Instructor	111%
Assistant Professor	104%
Associate Professor	103%
Professor	99%
Across All Ranks	97%

South Dakota State University	
	% of CUPA Carnegie Class Median
Instructor	101%
Assistant Professor	96%
Associate Professor	92%
Professor	84%
Across All Ranks	84%

University of South Dakota	
	% of CUPA Carnegie Class Median
Instructor	74%
Assistant Professor	82%
Associate Professor	90%
Professor	92%
Across All Ranks	82%

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 7 – B (1)
DATE: June 26-28, 2018

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SUBJECT

Student Organization Awards – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2018 Board of Regents meeting, the Board approved the recommendations offered by each institution for the 2017 student organization awards winners. The winners of these awards are announced at Board meetings throughout 2018.

The SDSU Student Organization Awards will be presented at the June BOR meeting in Brookings. Information about the SDSU student organization award winners can be found below:

SDSU Award for Academic Excellence: Kappa Epsilon Chi Chapter

The mission of Kappa Epsilon (KE) is to empower its members to achieve personal and professional fulfillment by developing their confidence, self-esteem, interpersonal skills, and leadership vision and represent the interests of the membership to health-care professionals and the community-at-large. Members must be pre-pharmacy students or professional pharmacy students at SDSU. Academic excellence is a top priority of KE. The group aims to provide help and resources that can assist students, such as tutoring as both individual tutors and large group Supplemental Instruction (SI) leaders as well as organizing educational events throughout the year to help with classes, hear from professionals in the field of pharmacy, and educate high school students.

SDSU Award for Community Service: Alpha Xi Delta Epsilon Eta

Through membership in Alpha Xi Delta, Sisters are inspired to realize their potential through the ideals its Founders instilled in its Fraternity: Sisterhood, leadership, knowledge and service to its communities. The group currently has 91 members, who must attain 80% attendance monthly to achieve appropriate merit points. Its chapter has the highest all-Greek GPA from the fall 2017 with a 3.489 average. Alpha Xi Delta's philanthropy is Autism Speaks, an organization that advocates for the needs of individuals with autism and their families. The group supports this philanthropy as well as others through the following

(Continued)

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INFORMATIONAL ITEM

events and activities: scooping ice cream for SDSU basketball teams, working the SDSU Alumni tent at football tailgates, delivering Crush sodas to students and staff on campus during Valentine's Day, hosting flag football tournaments, hosting all-you-can-eat nachos and mac n cheese nights, and hosting the AmaXIng Challenge: Step It Up 5K color run edition.

SDSU Award for Organizational Leadership: American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP)

The purpose of American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP) is to encourage student pharmacists to become more knowledgeable about the pharmacy profession, gain leadership experience, provide a mechanism for members to voice their opinions about current issues impacting pharmacy, and promote the profession of pharmacy to the general public. Membership criteria includes enrollment in pharmacy and pre-pharmacy coursework at SDSU, good academic standing (according to the College of Pharmacy and Allied Health Professions), and submission of proper membership enrollment forms and payment of dues. In the past year, the APhA-ASP held a number of large-scale events that have exemplified community leadership. Such events include the statewide *More Than A Count* campaign, health screenings at the South Dakota State Fair, and Pharmacy legislative Days at the state capitol.

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering students practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 7 – B (2)
DATE: June 26-28, 2018

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SUBJECT

Student Organization Awards – DSU

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2018 Board of Regents meeting, the Board approved the recommendations offered by each institution for the 2017 student organization awards winners. The winners of these awards are announced at Board meetings throughout 2018.

The DSU Student Organization Awards will be presented at the June BOR meeting in Brookings. Information about the DSU student organization award winners can be found below:

DSU Award for Academic Excellence: Phi Beta Lambda (PBL) Business Club

Phi Beta Lambda is a business club at DSU whose three major goals are to promote career preparation, leadership development, and academic excellence. Through membership, individuals can build their advanced business skills, develop a professional resume, network with business leaders, experience the rewards of dedication and volunteerism, and enjoy the benefits of travel. Academic excellence is promoted through competitive events held at both state and national conferences. These competitive events include a variety of objective tests, presentations, reports, and role play scenarios for both individual and team competitors. Significant events and activities conducted by the organization in the past year include the following: Iowa State Spring Leadership Conference, Pizza Ranch fundraisers, annual Spring Banquet and Officer Installation Ceremony, National Leadership Conference in California, class presentation for member recruitment, DSU Activities Fair member recruiting, Trojans Card sales, Homecoming Parade entry, raking leaves for community service project, and conducting the Sweetheart Raffle fundraiser.

DSU Award for Community Service: CybHER

The purpose of CybHER is to provide a network of support and resources that teach and encourage women who aspire to work in the technology industry. All members of CybHER are females that have an interest in Computer Science, Cyber Operations, Network Security

(Continued)

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INFORMATIONAL ITEM

or other technology centric degrees. The group focuses on outreach and locals meetings. In the last year, it has conducted outreach events at the Washington Pavilion in Sioux Falls, and schools in Flandreau, Dell Rapids, and Madison. Some of the CybHER group meetings are focused on teaching the members about technology like Raspberry Pi, PHP, and a brainstorming event for individual project ideas. Others meetings host about personal development, grant and scholarship writing, career paths, and doing research. The group has also help social events like its boating day were members spend a day focusing on getting to know one another and developing a strong network between all the members of the club.

DSU Award for Organizational Leadership: Computer Club

Computer Club promotes increased knowledge and interest in the science, design, development, construction, language, and application of modern computing machinery. The group provides a means of communication for students interested in computing. Significant events or activities conducted by the Computer Club in the last year include the following: 2nd Annual DSU Hack-a-thon, Association for Computer Machinery Programming Competition, DSU Service Day, project demonstrations for high school and middle school students, laser tag games for the communities of Lake County and DSU, Annual DSU Bowling Night, field trip to Premier Bankcard, 5th Place Team – National Cyber Defense Competition, 3rd Place Team – North Center Region Collegiate Cyber Defense Competition, 3rd Place Team – MITRE Annual Capture the Flag Competition, 2nd Place Team – National Panoply King of the Hill Competition, 1st Place Team – Collegiate Penetration Testing Competition, 4th Place Team –p National Collegiate Penetration Testing Competition, invitations to guest speakers, multiple recreational activities for students, providing 3D printing services to faculty and students, providing project resources for students and faculty, and holding mock competitions to prepare students for Cyber Defense Competitions.

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering students practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 7 – C
DATE: June 26-28, 2018

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SUBJECT

Election of Officers

CONTROLLING STATUTE, RULE, OR POLICY

By-Laws of the South Dakota Board of Regents

…

Section 2.1 Officers. The Board shall elect a President, Vice-President and Secretary at the first regularly scheduled meeting of the Board following the end of the annual Session of the South Dakota Legislature. The terms of the President, Vice President and Secretary shall run through the end of first such regularly scheduled meeting of the Board in the following year.

…

Section 2.3 Duties of the Vice-President. The Vice-President shall assume the duties of President when ordered or when the President is absent or otherwise unable to serve.

…

Section 2.5 Vacancies. The Board shall fill a vacancy occurring in any of its offices at any regular or special meeting for the unexpired term of the office.

BACKGROUND / DISCUSSION

Regent Sutton's resignation from the Board of Regents, effective June 4th, created a vacancy in the office of President of the Board. From June 4th until a new President of the Board is elected, Regent Schieffer, as the Vice-President, assumed the duties of President.

The vacancy in the office of President of the Board needs to be filled.

IMPACT AND RECOMMENDATIONS

The Board staff recommendation is to approve this item.

ATTACHMENTS

None

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DRAFT MOTION 20180626_7-C1:

I move to elect [NAME] as President of the Board, effective immediately.

[IF A VACANCY ARISES IN VP] DRAFT MOTION 20180626_7-C2:

I move to elect [NAME] as Vice-President of the Board, effective immediately.

[IF A VACANCY ARISES IN SECRETARY] DRAFT MOTION 20180626_7-C3:

I move to elect [NAME] as Secretary of the Board, effective immediately.

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 7 – D
DATE: June 26-28, 2018

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SUBJECT

Interim Actions

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:5 – Executive Director
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 5:4 – Purchasing
BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director (or his/her designee) is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between $50,000 and $250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between $250,000 and $500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions

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INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects
($50,000 - $250,000)

Dakota State University

Heston Hall – Hydronic Heating/Cooling Systems Upgrade: Heston Hall's main heating and cooling is through hydronic loops with fan coils in each space. Ventilation air is supplied by two air handling units which were replaced in 2015. The hydronic loop piping and fan coil units were installed in the early 1970's and are in need of replacement. This work request was approved by the Board in December 2015 but an additional $65,000 is needed; therefore, left over funds from the Trojan Field project is being reassigned to this Heston Hall project. An engineering firm will be hired to do the initial design work, prepare a cost estimate and develop of a phasing plan. Heston Hall is the administration building and will most likely phase construction a floor at a time due to its occupancy.

Northern State University

Barnett Center – Replace Floor Coverings: This project will replace all carpeted areas in the Barnett Center – concourse, hallways, offices and Hall of Fame room. It will also replace the ceramic tile in front of the concession stand with a more modern luxury vinyl tile. The $150,000 needed for this project will come from the balance of HEFF funds remaining from the McWaldt Jensen heating and cooling project. The bids for the McWaldt Jensen project came in higher than anticipated so that project was scaled back leaving $206,750 of unused HEFF funds. Some of those funds are now being used to renovate the Barnett Center.

South Dakota State University

Horticulture-Forestry Greenhouse – Controls Replacement: This project is for the full design and construction to replace the original pneumatic greenhouse controls with electronic controls controlled by a computer software system. The existing control system is obsolete and difficult to maintain. An electrical engineer consultant would design the project and provide plans and specifications. The project would be competitively bid and constructed by the lowest responsible bidder. A total of $220,000 from pesticide fees ($80,000) and greenhouse fees ($140,000) will be used to purchase five (5) or six (6) of the total 14 greenhouse room controls that are planned for replacement during this phase.

Sundahl Apartments – Life Safety Upgrades: SDSU requests to upgrade the small wood-frame residential apartment house. Scope of this project will include installing egress windows in the basement-level apartment bedrooms, providing handrails and guardrails on interior and exterior stairs and landings, ceiling replacement, upgrade wall construction between apartment units to fire-rated construction, replace smoke detectors, install ground-fault interrupted outlets in kitchens and bathrooms, widen selected doorways accessing apartments, replace soffits, repaint exterior and interior, replace floor finishes,

install ventilation hoods over stoves, and widen exterior stair and roof canopy to basement access stair. SDSU facilities and services staff would provide necessary design assistance services and construction services. Some construction services may be provided through maintenance contracts. The cost of this project is estimated to be $150,000 to be paid using rent revenues.

Capital Asset Purchase
(greater than $250,000)

Dakota State University

HPe 3PAR Storage Area Network (SAN) Solutions: DSU requests to purchase a total of four (4) SAN units, two (2) for information technology services (ITS) production that will serve as redundant SAN units on campus, one (1) unit to reside at UC-SF for off-site storage, and one (1) unit that will reside in DSU's Academic Information Assurance (Virtual IA) lab. Specific equipment includes three (3) HPe 3PAR 8400 All-in Multi Systems, and one (1) HPE MSA 2050 SAN which will reside at UC-SF. Funding for this $387,000 equipment will come from computer science course delivery fees.

South Dakota State University

LogRhythm SIEM Solution: The Network and Security Group for the regental system recommended to the Technology Affairs Council (TAC) to purchase LogRhythm and make LogRhythm the system standard for security information and event management (SIEM). TAC also approved SDSU's bid to serve as the shared service center for SIEM. The total cost for this new system-wide security standard is $1,101,922.20 and will be phased in over the next four (4) years based on existing SIEM-related contract's expiration date at each university. This cost will be split among the universities as follows:

Phase 1	BOR	$185,686.33
	SDSU	$464,134.01
	DSU	$50,404.10
	SDSM&T	$78,428.04
Phase 2	NSU	$38,645.70
Phase 3	BHSU	$75,881.28
Phase 4	USD	$208,745.74
	Total	$1,101.922.20

As SDSU's costs exceed $250,000, approval of the Executive Director is needed. The initial cost of the LogRhythm solution is $405,401.02 that will be paid for using student fees. SDSU staff and students will track security incidents and report back to the specific campus for resolution.

University of South Dakota

Cryogen-free Dilution Refrigerator System (Model BH-LD400): Radiation detection has broad importance to industry and science. Exquisite sensitivity to radiation is only possible by using detectors able to sense the smallest energy depositions. The most sensitive radiation detectors are operated at the coldest temperatures because the sensitivity increases very rapidly as the temperature decreases. As a result, the most sensitive detectors operate at cryogenic temperatures within a tenth of a degree of absolute zero. These temperatures can only be reached by a specialized fridge, a dilution refrigerator (DR) or an adiabatic demagnetization refrigerator (ADR). A DR is the only option that enables long-term radiation monitoring and taking science data including research and development, and attempting to make major physic discoveries. Dr. Sander and his Texas research collaborators have reached an agreement to fund this $356,700 cryogen-free dilution refrigerator system. Dr. Sander secured a $25,000 grant from the SDBOR Competitive Research Program, $5,000 from Dr. Mei, and $131,700 from Texas A&M University and the University of Texas. USD is contributing $200,000 from indirect recovery costs from grants. A MOU between USD, Texas A&M, and the University of Texas has been agreed upon and signed by the authorized officers of all three institutions.

Clerical BOR Policy Updates

BOR Policy 5:5:2 Tuition and Fees: Off-Campus Tuition was updated on May 10, 2018, to reflect the following clerical errors (noted in red below):

A. PURPOSE

To establish the tuition structure for off-campus students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

…

C. POLICY

…

1.1. Standard Off-Campus Tuitions 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 percent~~er~~ (11.5%) Higher Education Facilities Fund (HEFF) component, and a surcharge for the support of the Electronic University Consortium (EUC).

…

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.

…

3.1. 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~~ benefit will equal 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.

BOR Policy 5:25 Auxiliary Revenue System was updated on May 10, 2018, to reflect the following clerical errors (noted in red below):

C. POLICY

…

1.1 Construction Fund

All monies held in the construction fund shall be used or held for use solely for the payment of the cost of construction for the project(s) approved by the Board. The monies in the construction fund that are not needed for expenditures may be invested and reinvested in permitted investments. Interest from such investments prior to completion of the project(s), if the proceeds from the sale of the bonds plus earned interest exceed the cost of the project(s), shall be:

- Paid into the Bond and Interest Sinking Fund and used for the payment of the next interest payment of the bond, or
- Used for any purpose approved by the Board and bond counsel.

…

2.4. Repair and Replace Reserve

On or before the close of each fiscal year, a minimum of 10% of the amount transferred to each Institution's Bond and Interest Sinking Fund shall be transferred from each institution's revenue fund to the RRR account until an amount equal to the RRR requirement of each institution has been accumulated. Transfers need not be made at any time when funds and investments in the RRR account exceed the RRR requirement. All moneys and investments held in the RRR shall be used and held for use to pay the cost of unusual or extraordinary maintenance or repairs, renewals, renovations and replacements, ~~and renovating~~ or replacement of furniture and equipment not paid as part of the ordinary maintenance and operation of the institutional system.

…

5. Educating Staff Involved in Institutional System Reporting

Each institution's Chief Financial Officer will inform ~~their~~ his/her staff of the Board's policies and procedures for financial reporting of the Institutional System and monitor compliance.

Leave Without Pay in Excess of Three Months

South Dakota School of Mines & Technology

- Dean H. Jensen: 08/22/2018 – 05/21/2019
  Associate Professor, Industrial Engineering
  (Approved 4/30/2018)

New Prefix Approvals

Dakota State University

- CLI – Cyber Leadership & Intelligence

South Dakota State University

- FSRM – Fashion Studies and Retail Merchandising

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses
For June 2018 Board of Regents

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
SDSMT	ENGL 279: Technical Communications I	3	5/7/18-6/22/18	SDSMT	Jump Start	4/25/2018
SDSMT	ENGL 289: Technical Communications II	3	5/7/18-6/22/18	SDSMT	Jump Start	4/25/2018
SDSMT	CHEM 328: Organic Chemistry II	3	6/18/18-7/26/18	SDSMT	Jump Start	4/25/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
NSU	READ 041: Reading for College Success	3	5/21/18-7/27/18	Huron Community Campus	Huron Community Campus	4/25/2018
NSU	SPED 492/592: Management of Tough Kids	1	6/4/18-6/11/18	NSU	Council for Exceptional Children Conference	4/25/2018
NSU	SPED 490/590: Buidling for a Future of Success for Children & Adults with Vision Loss	1	4/18/18-4/20/18	Ramkota, Aberdeen, SD	SDSBVI	4/25/2018
NSU	MUS 592: New Music Trends in Music Literature & Pedagogy	1	7/25/18-8/5/18	Lexena, Kansas	JW Pepper	4/25/2018
NSU	MUS 592: New Music Trends in Music Literature & Pedagogy	1	7/25/18-8/5/18	Fargo, ND	JW Pepper	4/25/2018
NSU	MUS 592: New Music Trends in Music Literature & Pedagogy	1	7/25/18-8/5/18	Bismarck, ND	JW Pepper	4/25/2018
NSU	MUS 592: New Music Trends in Music Literature & Pedagogy	1	7/25/18-8/5/18	Billings, MT	JW Pepper	4/25/2018
NSU	MUS 592: Instrumental Techniques	1	7/21/18-8/15/18	Chamberlain High School	SDHSAA	4/25/2018
NSU	ENGL 033: Basic Writing	3	5/21/18-7/27/18	Huron Community Campus	Huron Community Campus	4/25/2018
NSU	EDFN 765: Differentiated Instruction and Classroom Engagement	2	6/25/18-7/27/18	Aberdeen Catholic School System	Aberdeen Catholic School System	4/25/2018
NSU	EDFN 752: Research Based Curriculum and Instruction	3	8/20/18-12/12/18	Huron Community Campus	Huron Community Campus	4/25/2018
NSU	CGPS 792: The Magic of Counseling	1	4/19/18-4/21/18	Ramkota, Pierre, SD	South Dakota Counseling Association Conference	4/25/2018
DSU	INFA 792: Cybersecurity for Advanced Cyberinfrastructure	3	5/14/18-8/3/18	Online	NSF	4/25/2018
DSU	INFA 792: Web Security	3	5/14/18-8/3/18	Online	NSF	4/25/2018
DSU	INFA 792: Cloud Security	3	5/14/18-8/3/18	Online	NSF	4/25/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
BHSU	INED 411: South Dakota Indian Studies	3	6/4/18-7/27/18	Online	Jump Start	4/25/2018
BHSU	EDFN 365: Computer-Based Tech & Learning	3	6/4/18-7/27/18	Online	Jump Start	4/25/2018
BHSU	SOC 201: Intro to Criminal Justice	3	5/7/18-6/29/18	Online	Jump Start	4/25/2018
BHSU	SOC 330: Self and Society	3	5/7/18-6/29/18	Online	Jump Start	4/25/2018
BHSU	PSYC 221: Lifespan Developmental Psychology	3	5/7/18-6/29/18	Online	Jump Start	4/25/2018
BHSU	ED 592: Ethics and Equity in Computer Science	3	7/9/18-7/27/18	BHSU & Online	Expanding Computer Science	5/7/2018
USD	A&S 100: College Success Strategies	3	6/10/18-8/3/18	Crazy Horse Memorial	Crazy Horse Memorial Program	5/7/2018
USD	AHED 790: Gender in the Classroom	1	5/7/18-6/4/18	Online	LERN	5/7/2018
USD	AHED 790: The Flipped Classroom	1	6/4/18-7/2/18	Online	LERN	5/7/2018
USD	AHED 790: The Flipped Classroom	1	8/6/18-8/31/18	Online	LERN	5/7/2018
USD	AHED 790: The Flipped Classroom	1	11/5/18-11/30/18	Online	LERN	5/7/2018
USD	ELED/SEED 592 & SPED 593: Top 20 Training, PBIS	1	7/30/18-8/10-18	Rapid City, SD	SDDOE & SD DHS	5/7/2018
USD	ACCT 210: Principles of Accounting	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	ADS 315: Ethical & Legal Issues in the Substance Abuse Profession	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	ADS 410: Working with Families on Alcohol and Drug Issues	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	CHEM 106: Chemistry Survey	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	ECON 202: Principles of Macroeconomics	3	6/25/18-8/3/18	Online	Jump Start	5/7/2018
USD	EDFN 475: Human Relations	3	7/9/18-8/3/18	Online	Jump Start	5/7/2018
USD	ENGL 205: Business Writing	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	HLTH 103: Personal Health	3	6/11/18-8/3/18	Online	Jump Start	5/7/2018
USD	MATH 095: Pre-College Algebra	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
USD	MATH 102: College Algebra	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	MUS 100: Music Appreciation: Rock & Roll	3	5/14/18-7/6/18	Online	Jump Start	5/7/2018
USD	NURS 315: Pathophysiology	4	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	PHIL 220: Intro to Ethics	3	6/11/18-8/3/18	Online	Jump Start	5/7/2018
USD	POLS 100: American Government	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	SOC 100: Intro to Sociology	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
USD	SOCW: Social Work and Child Welfare	3	5/14/18-8/3/18	Online	Jump Start	5/7/2018
DSU	CET 692: STEAM Ed Camp 2018	1	6/1/18-6/29/18	Online	EPSCOR Grant	5/15/2018
USD	POLS 592: Leadership Capstone	3	5/21/18-5/25/18	Pierre, SD	BankWest	5/15/2018
BHSU	ED 692: Implementing Three-Dimensional Science Teaching	2	6/11/18-6/15/18	BHSU	Title IIA Grant	5/15/2018
SDSU	ABS 203: Global Food Systems	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	EGEC 271: Farm & Ranch Management	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	AGEC 354: Agricultural Marketing/Prices	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	BIOL 101: Biology Survey I	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	BIOL 101L: Biology Survey I Lab	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	BLAW 492: Prin/Proc of Valuation	4	5/14/18-5/25/18	SDSU	Jump Start	5/15/2018
SDSU	CJUS 203: Policing in a Free Society	3	5/29/18-6/29/18	Online	Jump Start	5/15/2018
SDSU	ENGL 201: Composition II	3	5/29/18-6/29/18	Online	Jump Start	5/15/2018
SDSU	ENGL 201: Composition II	3	5/29/18-6/29/18	Online	Jump Start	5/15/2018
SDSU	HDFS 237: Human Development II: Adolescence	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	HDFS 250: Development of Human Sexuality	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	HIST 151: United States History I	3	5/29/18-6/29/18	Online	Jump Start	5/15/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
SDSU	HIST 326: Renaissance & Reformation	3	5/29/18-6/29/18	Online	Jump Start	5/15/2018
SDSU	MCOM 494: Internship	1	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	MKTG 370: Marketing	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	PSYC 358: Behavior Modification	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	SOC 308: Research Methods II	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	SPCM 101: Fundamentals of Speech	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	STAT 281: Intro to Statistics	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	BADM 101: Survey of Business	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	CHEM 108: Organic and Biochemistry	4	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	CHEM 108L: Organic and Biochemistry Lab	1	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	PSYC 357: Psychology Therapies	3	5/29/18-8/3/18	Online	Jump Start	5/15/2018
SDSU	HRM 460: Human Resource Management	3	7/2/18-8/3/18	Online	Jump Start	5/15/2018
NSU	CHEM 106/L: Chemistry Survey & Lab	4	8/20/18-12/12/18	Huron Community Campus	Huron Community Campus	5/15/2018
DSU	ED 592: ABC 123 Microsoft Office 365 Educator Academy	1	6/11/18-6/15/18	T.F. Riggs High School, Pierre, SD	Golden West Technologies	5/15/2018
DSU	CET 692: Server, Client and Cloud Infrastructure Topics	2	6/4/18-6/7/18	DSU	Golden West Technologies	5/15/2018
DSU	ED 592: Teaching in a Diverse Society	3	7/30/18-8/7/18	Sisseton-Wahpeton College	Seeszthemoment.com (Consultant)	5/16/2018
USD	ENGL 101: Composition I	3	6/10/18-8/3/10	Crazy Horse Memorial	Crazy Horse Memorial Program	5/21/2018
USD	EXPL 392: Experiential Learning at Crazy Horse Memorial	3	6/10/18-8/3/10	Crazy Horse Memorial	Crazy Horse Memorial Program	5/21/2018
USD	MATH 102: College Algebra	3	6/10/18-8/3/10	Crazy Horse Memorial	Crazy Horse Memorial Program	5/21/2018
USD	NATV 194: Native Studies Internship	3	6/10/18-8/3/10	Crazy Horse Memorial	Crazy Horse Memorial Program	5/21/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
USD	PSYC 101: General Psychology	3	6/10/18-8/3/10	Crazy Horse Memorial	Crazy Horse Memorial Program	5/21/2018
USD	SPCM 101: Fundamentals of Speech	3	6/10/18-8/3/10	Crazy Horse Memorial	Crazy Horse Memorial Program	5/21/2018
USD	EDAD 792: Administration of Curriculum Development	3	3/1/18-5/15/18	Arizona State University	SDDOE & SD DHS	5/30/2018
USD	POLS 724: Organization and Management	3	6/11/18-6/15/18	University Center, Sioux Falls	Governor's Leadership Program	5/31/2018
USD	A&S 100: College Strategies for Strategies	1	5/29/18-6/28/18	USD	Upward Bound	5/31/2018
NSU	EDFN 765: Differentiated Instruction and Classroom Engagement	2	6/4/18-6/8/18	Huron Community Campus	Aberdeen Catholic School System	5/31/2018
NSU	EDFN 737: School Culture and Change	3	6/11/18-6/15/18	Huron Community Campus	Aberdeen Catholic School System	5/31/2018
NSU	EDFN 493/593: Picture Exchange Communication System (NESC Only)	1	8/8/18-8/9/18	Webster High School	Webster High School	5/31/2018
BHSU	LIBM 409/509: Library Methods	2	7/23/18-8/3/18	Pierre, SD	SD State Library	5/31/2018
BHSU	ED 692: Computer Science Big Ideas	2	8/20/18-12/12/18	Various Locations	Expanding Pathways in Computer Science	5/31/2018
BHSU	ED 592: Mentoring the Exploring Computer Science Curriculum	2	7/11/18-7/13/18	BHSU	Expanding Pathways in Computer Science	5/31/2018
BHSU	ED 592: Follow-up for Implementing Three Deminsional Science Instruction	1	6/13/18-6/15/18	BHSU	Title IIA Grant	5/31/2018
USD	EDFN 592: Adverse Childhood Experiences & Resiliency Training	1	6/11/18-6/15/18	USD & Online	Vermillion School District	5/31/2018
USD	EDFN 792: Teaching Profession Field Experience	1	9/4/18-11/1/18	Sioux Falls, SD & Online	Sioux Falls School District	5/31/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
USD	ELED/SEED 592 & SPED 593: PBIS Multi-tier System of Support	1	5/30/18-8/15/18	Sioux Falls, SD	SDDOE	5/31/2018
USD	SPED 493/593: Autism Summer Institute	2	6/18/18-7/6/18	Rapid City, SD	SDDOE	5/31/2018
USD	SPED 493/593: Deaf-Blind Education Modules 1-4	1 or 2	5/20/18-8/20/18	Online	SD Deaf-Blind Program Grant	5/31/2018
USD	SPED 493/593: Deaf-Blind Education Modules 14-15, 25-26	1 or 2	5/20/18-8/20/18	Online	SD Deaf-Blind Program Grant	5/31/2018
USD	SPED 493/593: Deaf-Blind Education Modules 5-8	1 or 2	5/20/18-8/20/18	Online	SD Deaf-Blind Program Grant	5/31/2018
USD	SPED 493/593: Deaf-Blind Education Modules 9-11 & 13	1 or 2	5/20/18-8/20/18	Online	SD Deaf-Blind Program Grant	5/31/2018
USD	SPED 493/593: Deaf-Blind Education Modules 16-19, 12, & 23	1 or 2	5/20/18-8/20/18	Online	SD Deaf-Blind Program Grant	5/31/2018
USD	ELED/SEED 592: PBL Academicy I: Intro to Project Based Learning	1	6/11/18-6/13/18	Sioux Falls, SD	Sioux Falls School District	5/31/2018
BHSU	ED 592: Standards Based Instruction	2	8/20/18-9/29/18	Pierre, SD	South Dakota Counts	6/1/2018
USD	BIOC 192: PROMISE Biomedical Research Techniques and Training	3	6/4/18-8/10/18	Sanford Center, Sioux Falls, SD	Sanford Research	6/1/2018
SDSU	PHIL 200: Intro to Ethics	3	5/29/18-6/29/18	Online	Jump Start	6/1/2018
SDSU	EDFN 592: P3 Applied & Immersive Experience in TPBL	2	9/10/18-10/19/18	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Applied & Immersive Experience in TPBL	2	5/20/19-6/28/19	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Effective Delivery of TPBL	2	11/5/18-11/30/18	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Effective Delivery of TPBL	2	2/25/18-3/22/19	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Design: Introduction to TPBL	2	8/6/18-9/14/18	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Design: Introduction to TPBL	2	9/3/18-10/12/18	Online	PAST Foundation	6/11/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
SDSU	EDFN 592: P3 Design: Introduction to TPBL	2	11/5/18-12/14/18	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Design: Introduction to TPBL	2	1/17/19-2/15/19	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Design: Introduction to TPBL	2	2/4/19-3/15/19	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Design: Introduction to TPBL	2	4/1/19-5/10/19	Online	PAST Foundation	6/11/2018
SDSU	EDFN 592: P3 Design: Introduction to TPBL	2	5/6/19-6/14/19	Online	PAST Foundation	6/11/2018
DSU	CET 692: Cybersecurity Education Practicum	1	6/18/18-7/13/18	DSU	National Security Agency Grant	6/11/2018
DSU	ED 592: How to Coach Teachers to Teach (Almost) Anything	1	5/29/18-5/31/18	MacKay Building, Pierre, SD	SDDOE	6/11/2018
DSU	CET 692: Developing K-12 Cybersecurity Curriculum	3	6/4/18-7/13/18	DSU	National Security Agency Grant	6/11/2018
USD	SPCM 101: Fundamentals of Speech	3	5/29/18-6/29/18	USD	Upward Bound	6/11/2018
NSU	BIOL 151/L - General Biology I & Lab	4	8/22/18-5/23/19	Brandon Valley High School	Brandon Valley High School	6/12/2018
NSU	BIOL 151/L - General Biology I & Lab	4	8/27/18-5/23/19	Deuel High School	Deuel High School	6/12/2018
NSU	BIOL 151/L - General Biology I & Lab	4	8/22/18-5/24/19	Mitchell High School	Mitchell High School	6/12/2018
NSU	BIOL 151/L - General Biology I & Lab	4	8/21/18-12/21/18	O'Gorman High School	O'Gorman High School	6/12/2018
NSU	BIOL 153/L - General Biology II & Lab	4	8/27/18-5/23/19	Deuel High School	Deuel High School	6/12/2018
NSU	CHEM 106/L: Chemistry Survey & Lab	4	9/4/18-5/30/19	Huron High School	Huron High School	6/12/2018
NSU	ENGL 101: Composition I	3	8/22/18-1/10/19	Brandon Valley High School	Brandon Valley High School	6/12/2018
NSU	ENGL 101: Composition I	3	8/21/18-12/21/18	Canton High School	Canton High School	6/12/2018
NSU	ENGL 101: Composition I	3	8/23/18-12/21/18	Watertown High School	Watertown High School	6/12/2018
NSU	HIST 121: Western Civilization I	3	8/20/18-12/21/18	Pierre T.F. Riggs High School	Pierre T.F. Riggs High School	6/12/2018
NSU	HIST 151: United States History I	3	8/21/18-12/21/18	Aberdeen Central High School	Aberdeen Central High School	6/12/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
NSU	HIST 151: United States History I	3	8/22/18-1/10/19	Brandon Valley High School	Brandon Valley High School	6/12/2018
NSU	HIST 151: United States History I	3	8/22/18-12/21/18	Mitchell High School	Mitchell High School	6/12/2018
NSU	MATH 102: College Algebra	3	8/22/18-5/23/19	Brandon Valley High School	Brandon Valley High School	6/12/2018
NSU	MATH 102: College Algebra	3	8/20/18-5/17/19	Pierre T.F. Riggs High School	Pierre T.F. Riggs High School	6/12/2018
NSU	MATH 123: Calculus I	4	8/22/18-5/23/19	Brandon Valley High School	Brandon Valley High School	6/12/2018
NSU	EDER 765: Data Driven Decision Making	3	8/20/18-12/12/18	Huron Community Campus	Huron Community Campus	6/13/2018

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 7 – E
DATE: June 26-28, 2018

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SUBJECT

SDSU Foundation Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:9 – Foundations

BACKGROUND / DISCUSSION

The institutional foundation reports have been regularly presented to the Board since October 2016. In these reports, foundations are asked to describe their structure, overview their finances, explain what they are doing to support the university, and consider things the Board can do to make the relationship with the Foundations more effective.

Steve Erpenbach, President & CEO of the SDSU Foundation, will present the SDSU Foundation Report at the June 2018 BOR meeting in Brookings.

IMPACT AND RECOMMENDATIONS

The information in the foundation reports provides the Board opportunity to better understand the important role of the institutional foundations.

ATTACHMENTS

Attachment I – SDSU Foundation PowerPoint Presentation

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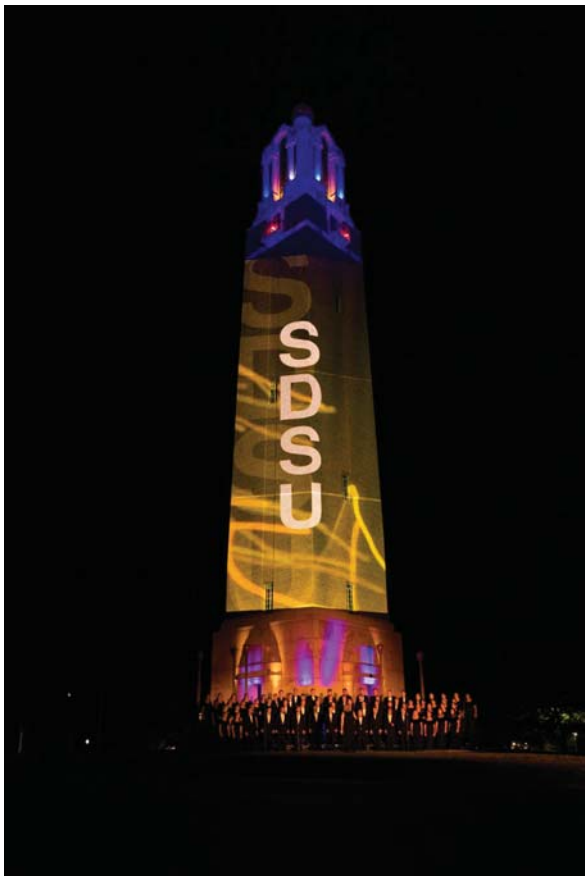
INFORMATIONAL ITEM



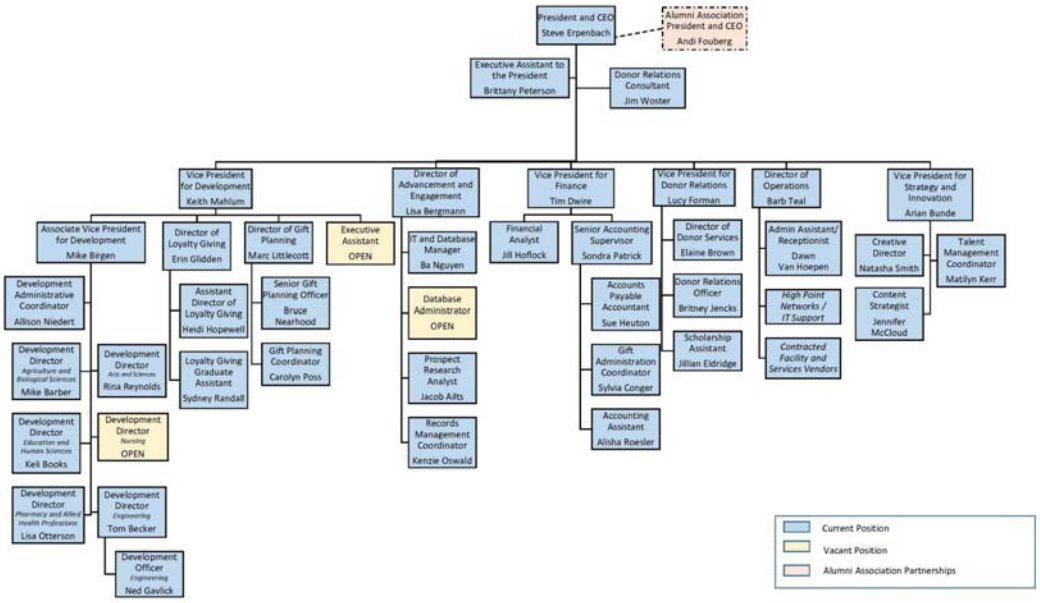
IMPACT Greatness





IMPACT Greatness

SOUTH DAKOTA STATE UNIVERSITY FOUNDATION



IMPACT Greatness

SOUTH DAKOTA STATE UNIVERSITY FOUNDATION

- Established as 501(c)(3) in 1946
- 37 full-time employees
- Part-time opportunities for 43 students
- Strong working relationships in place with
  - SDSU
  - Athletic Department
  - Alumni Association

South Dakota State University

JACKRABBITS
South Dakota State University

JACKRABBITS
South Dakota State University
Alumni Association

IMPACT Greatness

SOUTH DAKOTA STATE UNIVERSITY FOUNDATION

IMPACT Greatness

- 108 members of Council of Trustees
  - 71 from South Dakota
  - Rest from 16 different states



Mary Howard '84, Chair
Sioux Falls, SD
The Howard Group of Baird



Bob Schmidt '78, Chair-elect
Pierre, SD
Farm Credit Services of America



Jon Brown '92, Incoming Chair-elect
Baltic, SD
Stockwell Engineers, Inc.

IMPACT Greatness

$58,881,751

$161,320 DAILY AVERAGE

$1,132,341 WEEKLY AVERAGE

FINANCIALS

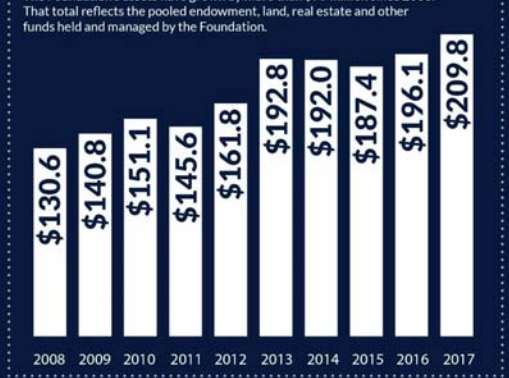
The SDSU Foundation's 2017 fundraising total of $58,881,751 was generated by 9,796 different donors.

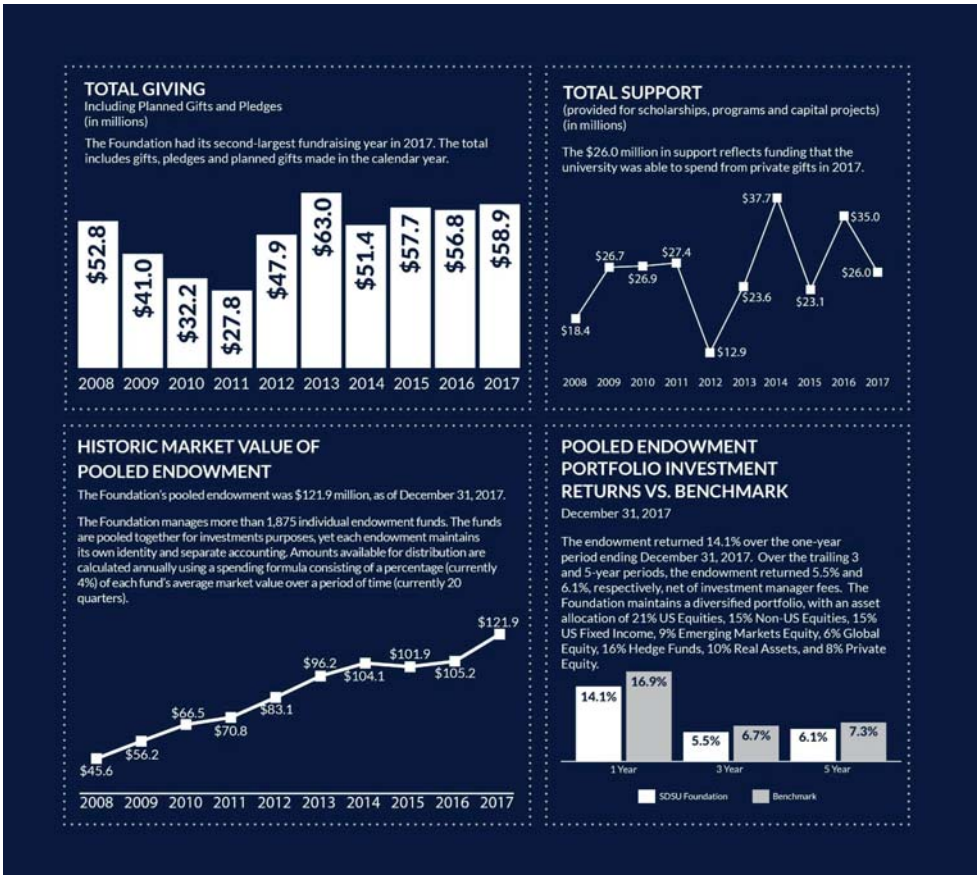
The Foundation had its second-largest fundraising total ever in 2017 -- the fifth consecutive year exceeding $50 million in new gifts and pledges.

Donors may invest in projects to fulfill an immediate need. Capital projects and scholarships are two of the most-common examples. Others have a desire to create a permanent legacy by building an endowment or including SDSU in their estate plans.

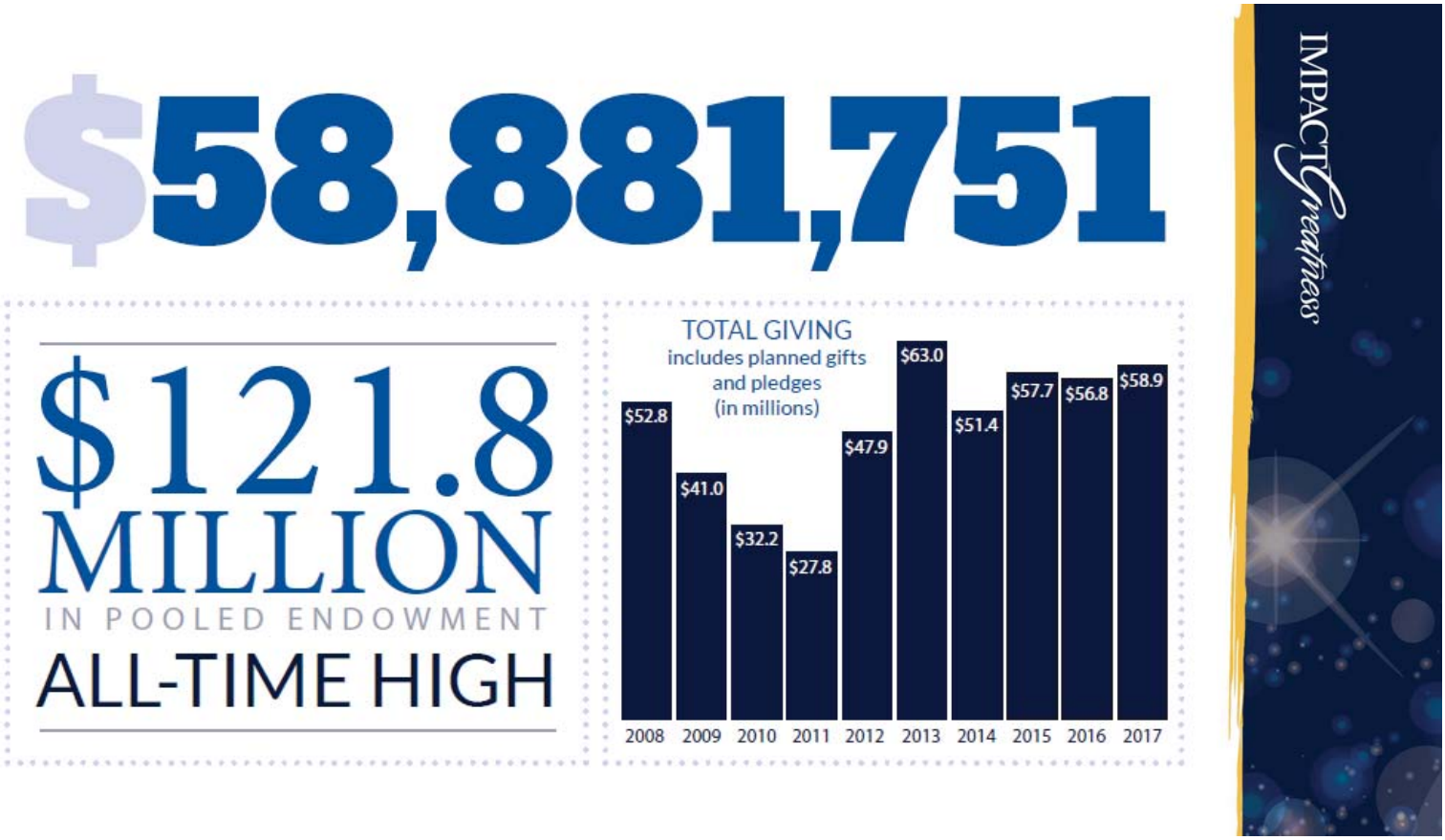
TOTAL ASSETS
(in millions)

The Foundation's assets have grown by more than $79 million since 2008. That total reflects the pooled endowment, land, real estate and other funds held and managed by the Foundation.




TOTAL GIVING
Including Planned Gifts and Pledges
(in millions)
The Foundation had its second-largest fundraising year in 2017. The total includes gifts, pledges and planned gifts made in the calendar year.
$52.8
$41.0
$32.2
$27.8
$47.9
$63.0
$51.4
$57.7
$56.8
$58.9
2008 2009 2010 2011 2012 2013 2014 2015 2016 2017
TOTAL SUPPORT
(provided for scholarships, programs and capital projects)
(in millions)
The $26.0 million in support reflects funding that the university was able to spend from private gifts in 2017.
$18.4
$26.7
$26.9
$27.4
$12.9
$23.6
$37.7
$23.1
$35.0
$26.0
2008 2009 2010 2011 2012 2013 2014 2015 2016 2017
HISTORIC MARKET VALUE OF POOLED ENDOWMENT
The Foundation's pooled endowment was $121.9 million, as of December 31, 2017.
The Foundation manages more than 1,875 individual endowment funds. The funds are pooled together for investments purposes, yet each endowment maintains its own identity and separate accounting. Amounts available for distribution are calculated annually using a spending formula consisting of a percentage (currently 4%) of each fund's average market value over a period of time (currently 20 quarters).
$45.6
$56.2
$66.5
$70.8
$83.1
$96.2
$104.1
$101.9
$105.2
$121.9
2008 2009 2010 2011 2012 2013 2014 2015 2016 2017
POOLED ENDOWMENT PORTFOLIO INVESTMENT RETURNS VS. BENCHMARK
December 31, 2017
The endowment returned 14.1% over the one-year period ending December 31, 2017. Over the trailing 3 and 5-year periods, the endowment returned 5.5% and 6.1%, respectively, net of investment manager fees. The Foundation maintains a diversified portfolio, with an asset allocation of 21% US Equities, 15% Non-US Equities, 15% US Fixed Income, 9% Emerging Markets Equity, 6% Global Equity, 16% Hedge Funds, 10% Real Assets, and 8% Private Equity.
14.1%
16.9%
5.5%
6.7%
6.1%
7.3%
1 Year
3 Year
5 Year
SDSU Foundation
Benchmark


IMPACT Greatness


$58,881,751
$121.8
MILLION
IN POOLED ENDOWMENT
ALL-TIME HIGH
TOTAL GIVING
includes planned gifts
and pledges
(in millions)
$52.8
$41.0
$32.2
$27.8
$47.9
$63.0
$51.4
$57.7
$56.8
$58.9
2008 2009 2010 2011 2012 2013 2014 2015 2016 2017

IMPACT Greatness



IMPACT Greatness

IMPACT Greatness

One day for STATE

$298,558
RAISED IN 24 HOURS

1,196 UNIQUE DONORS

1,299 GIFTS | **106** STUDENT DONORS

9,796 UNIQUE DONORS

244 DONORS TO BE HONORED IN A NEW **LIFETIME GIVING SOCIETY**

1,597 TOTAL LIFETIME GIVING SOCIETY MEMBERS (MINIMUM OF $25,000)

WOKINI INITIATIVE

A NEW BEGINNING

South Dakota State University®

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IMPACT Greatness

IMPACT Greatness

SOUTH DAKOTA CORN

RAVEN



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BENTZ
WHALEY
FLESSNER



SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 7 – F
DATE: June 26-28, 2018

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SUBJECT

BHSU Sustainability Master Plan

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Sustainability is at the heart of BHSU's culture as the institution works to educate in the Black Hills of South Dakota – an area sacred to our nation's history and culture. We strive to be at the cutting edge of sustainable practices. A few of the institutions recent accomplishments include:

- President Tom Jackson, Jr. serves as Chair of the Sustainability and Sustainable Development Committee of the American Association of State College and Universities (AASCU) representing BHSU and South Dakota at the national level.
- BHSU is the only university in South Dakota to join the American College and University President's Climate Commitment.
- BHSU achieved a STARS Silver rating from the Association for the Advancement of Sustainability in Higher Education (AASHE).
- The Hive and Buzz Shack earned the Green Restaurants certification by providing efficient energy and water use, green cleaning, and purchasing local and eco-friendly products.
- BHSU received the International Association of Physical Plant Administrators (APPA) Sustainability Award in 2014.
- BHSU was awarded the Campus Sustainability Achievement Award from the Association for the Advancement of Sustainability in Higher Education (AASHE) in 2017.
- BHSU's Master of Science in Sustainability program is the only fully online sustainability program in the western part of the U.S., graduating its first class of sustainability professionals in 2015.
- BHSU is recognized as a Tree Campus USA by the Arbor Day Foundation.

(Continued)

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INFORMATIONAL ITEM

- The Black Hills Food Hub bridges the gap between local farmers and area cafeterias to provide local healthy food to a large demographic that may not otherwise have access to it. Currently, the BHFH delivers food directly from 25 producers to 14 buyers including Mount Rushmore and Rapid City Regional Hospital.
- Recent LED light upgrades have realized savings of over $25,000 annually, which is enough energy to power 32 houses each year.

IMPACT AND RECOMMENDATION

The Black Hills State University Sustainability Master Plan[1] represents our commitment to a continued and expanding role as a leader in sustainability efforts in the region, state, and nation. It is a comprehensive plan that sets new impactful and life changing goals for BHSU students, faculty, and staff. Some of the major goals in the plan include:

- 100% renewable energy
- Northern Black Hills Recycling Hub
- Carbon Neutral by 2050
- Zero Waste Campus by 2030
- Resiliency Plan
- Performance Contract

BHSU personnel will be present to provide an overview of the Sustainability Master Plan and respond to questions from the Board.

ATTACHMENTS

None

[1] The entire plan can be found at http://www.bhsu.edu/portals/0/Student-Life/Go-Green/VER_BHSU_sustainability_master_plan_final.pdf.

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

REVISED
AGENDA ITEM: 7 – G
DATE: June 26-28, 2018

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SUBJECT

Graduate Assistant Compensation and Benefits

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 3:14 – Student Health Insurance
BOR Policy 5:22 – Graduate Assistants and Fellows
BOR Policy 5:5:1 – Tuition and Fees: On-Campus Tuition

BACKGROUND / DISCUSSION

At the May 2018 community forum a question was posed to the Board about why the Board of Regents institutions did not offer free tuition and health insurance to graduate assistants. Board members indicated a desire to review existing policies related to each of these topics, and the history and context around this issue.

Graduate Student Health Insurance

Prior to the Affordable Care Act (ACA), the Board of Regents (BOR) provided a health insurance option to all student employees that allowed them to enroll in an affordable health plan through Avera Health Plans (AHP). This plan was put in place primarily to provide international students a health plan option, and those students were required to enroll in the plan unless they met specific waiver requirements. The plan was classified as a master policy with individual certificates and the system was required to treat it as an individual plan versus a group plan.

When ACA requirements came into effect in 2014, the BOR plan would have experienced a 60% increase in premiums for the primary age group of the plan (over age 20). At that time, 70% of the population of the health plan were international students, and most students who are enrolled in our universities with F1 or J1 visas are not required to participate in an ACA eligible plan. The campuses expressed significant concern about their ability to recruit international students if we continued to require this plan. As a result, August 2014 the Board eliminated the student health plan through AHP and allowed the staff to find alternative health plan options that met the needs of the international student population.

(Continued)

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INFORMATIONAL ITEM

In the fall of 2014, Board staff also sought quotes for the cost of a graduate assistant group health plan. After submitting data on the graduate assistant population, DakotaCare provided an estimated $4,500 per year per person premium. The Mercer's 2017 National Survey of Employer-Sponsored Health Plans states that the average annual increase for large employer-sponsored health plans is 3%, applying that to the initial premium through fiscal year 2019, the premiums would likely be at a minimum rate of $5,064 per individual. In spring 2018, there were approximately 1,260 graduate assistants on payroll, this would result in a minimum annual cost of $6,380,640 across the Regental system.

In addition, ARSD 55:08:01:01 defines benefit eligible employees as "a permanent full-time employee, permanent part-time employee, a retiree under 65 years of age, or an employee employed by a participating unit who has worked an average of 30 hours or more per week during a 12 month period, as defined by the Patient Protection and Affordable Care Act of 2010", thus if a graduate assistant works 30 hours or more on average over our annual look-back period, they would be required to enroll in the state health insurance plan. The FY19 employer paid premium for benefit eligible employees is $8,470. At this established rate the current annual cost would be $10,672,200 for the Regental system if all graduate assistants were eligible for the state employee health plan. BOR has implemented tracking systems to monitor the compensable hours that graduate assistants work to ensure compliance with the federal regulations and state administrative rule.

In 2015, the Business Affairs Council (BAC) formed a task force to review graduate assistant stipends and tuition waivers. South Dakota State University also completed research at this time on graduate student health insurance and found that there was not a clear market-standard for graduate assistant health insurance and that it varied not only by institution, but by programs within an institution. The report from the task force can be found in Attachment I.

Graduate Student Compensation

Consistent with BOR Policy 5:22, graduate assistants are compensated through stipends and reduced tuition, with the exception of SDSU who provides a stipend and waives tuition. The estimated value of the reduced tuition for a resident would be $152.48 per credit and $414.35 per credit for a nonresident. For a full-time student this would be $3,659 for a resident or $9,944 for a nonresident. The estimated value of waived tuition at SDSU for a resident graduate assistant would be $7,825 per academic year or $15,044 for a nonresident.

At the May 2018 meeting, the Board set FY19 minimum stipends in the amount of $3,758 per semester and $939 per four-week session for BHSU, NSU and DSU, $3,907 per semester and $976 per four-week session at SDSM&T, and amount of $3,898 per semester and $974 per four-week session at USD.

However, each institution utilizes a range for graduate assistant stipends depending on the program, degree level and funding sources. This information is outlined below by campus for FY18. The graduate counts that follow are an unduplicated count for a student who worked one or more terms in FY18.

Black Hills State University
BHSU had 22 graduate assistants. Their stipend amounts range from $1,000 to $1,386 per month, the duration of the assistantships range from 8-12 months.

Dakota State University
DSU had 58 graduate assistants, with a mix of master's and doctoral level assistantships. The rates established there are $1,878 per month for master's level graduate assistants and $3,015 per month for doctoral level, these do not differentiate between programs.

Northern State University
NSU had 43 graduate assistants. They do not pay a differential between programs, and their monthly stipend was $835.11 per month.

SD School of Mines & Technology
SDSM&T had 150 graduate assistants. PhD programs with state funding (Nanoscience and Nanoengineering, Physics, Chemical and Biological Engineering, and Biomedical Engineering) typically offer $25,000 to $32,000 for a 12 month appointment, usually in the form of a half time teaching assistantship (GTA) and half time research assistantship (GRA). PhD and MS students enrolled in programs without state funding are paid from research grants, usually at a rate of $25,000 for a 12 month appointment, if funding is available through an individual faculty member's grant. Approximately 30% of PhD students are enrolled without graduate assistantships. Approximately 55% of MS students are enrolled without graduate assistantships. Most GTA's were paid the minimum stipend, $3,904 for 10 hours per week or $7,814 for 20 hours per week, per semester.

South Dakota State University
SDSU had 709 graduate assistants. SDSU is currently the only campus that waives tuition for graduate assistants, however, the students still pay general activity fees (GAF). In addition to tuition waivers, the GAs are also paid a minimal stipend, which differentiates based on programs. SDSU determines the differential by compare to the Oklahoma Graduate Assistant Salary Survey.

When SDSU implemented the tuition waiver, they calculated the 1/3 tuition and fees the GA was paying and reduced the stipend based on that amount. SDSU now pays stipends that range from $10,385 to $23,842 for 9 month appointments, and $13,847 to $31,789 for those on 12 month assistantships.

University of South Dakota
USD reports 544 graduate assistants in FY18, and they also provides differential stipends based upon the program of study. The stipend amounts range from $3,166 to $28,584. The lower end of the range is per semester, but the higher level stipends are for 12 month appointments. The larger stipends are primarily for graduate assistants in Med School, Chemistry, Physics and Biomedical Engineering fields. The smaller stipends are typically for graduate assistants in support services, athletics and liberal arts programs.

Summary
Based on the information provided by the campuses, one can determine the minimum and maximum value of a 12-month graduate assistantship for a resident or nonresident given the reduced tuition benefit and the stipend range.

Value of 12-Month Assistantship				
	Resident		Nonresident	
	Minimum	Maximum	Minimum	Maximum
BHSU	$15,702	$20,334	$21,736	$26,368
DSU				
Masters	$26,138	$26,138	$32,018	$32,018
Doctoral	$39,782	$39,782	$45,662	$45,662
NSU	$13,623	$13,623	$19,503	$19,503
SDSM&T	$28,663	$35,663	$35,736	$42,736
SDSU	$21,672	$39,614	$28,891	$46,833
USD	$10,010	$32,262	$16,447	$38,699

IMPACT AND RECOMMENDATIONS

If all institutions waived tuition for graduate assistants, tuition revenue would be impacted by $2,742,206 for the system. Waiving all graduate assistant tuition and providing a student health plan for this subset of students would have a significant financial impact.

ATTACHMENTS

Attachment I – Task Force Analysis

A PROPOSAL
To Amend Board of Regents Policy for Graduate Assistant Tuition and Fees
South Dakota State University
Spring 2015

The Proposal: The proposal is to amend SD BOR 5:22 (also 5:5.1) to set tuition at zero and grant a continuing waiver of the University Support Fee (USF) and course fees for graduate research, teaching and administrative assistants holding an appointment of 49 percent of greater at South Dakota State University.

About fifty (50.0) percent of graduate assistants appointed at the six (6) South Dakota Regental universities are enrolled at South Dakota State University. Typically this totals about 600 graduate assistants comprised of 390 research assistants, 185 teaching assistants and 25 administrative assistants. The total stipends paid to graduate assistants at South Dakota State exceed $10.0 million annually.

Effective Date: FY17 for new and continuing graduate assistants. Continuing graduate assistants' renewal-of-appointment letters will contain the terms and conditions of appointment aligned with the proposal.

Background: SD BOR 5:22 requires graduate assistants receiving the minimum stipend set annually by the BOR to pay one third (1/3rd) of resident graduate tuition ($73.10 per credit hour in FY16). In addition, graduate assistants are charged the resident University Support Fee ($93.80 per credit hour in FY16), applicable course fees and the General Activity Fee ($33.90 per credit hour in FY16). A standard course load for a graduate assistant with a 49 percent appointment is six (6) credit hours per semester or twelve (12) credit hours per academic year. Graduate assistants in FY16, for the academic year, will pay: $877.20 in tuition, $1,125.60 in University Support Fees, $406.80 in General Activity Fees, plus applicable course fees. For example, a graduate research assistant in electrical engineering will pay $80.00 per credit hour in course fees totaling $960.00 for the academic year, assuming 12 credit hours of course work. Similarly a graduate teaching assistant in biology and a graduate research assistant in chemistry will pay $480.00 in course fees per academic year in FY16.

Excluding course fees, graduate assistants will pay $2,409.60 per academic year in tuition, University Support Fees and General Activity Fees, at FY16 prices. The course fees are in addition and bring the total for an electrical engineering research assistant to $3,369.60 and for the teaching assistant in biology and research assistant in chemistry to $2,889.60, as examples.

The proposal is to amend SD BOR 5:22 so tuition is zero and there is a permanent waiver of the University Support Fee and of all applicable course fees for graduate assistants with at least a 49 percent appointment. Graduate assistants would continue to pay the General Activity Fee. Assuming 12 credit hours per academic year and the FY16 price of $33.90 per credit hour, this totals $408.80 for the academic year.

Justification: The proposed changes will significantly enhance the ability of South Dakota State's departments to compete for the very best graduate assistants. The proposed changes will simplify and make more transparent graduate assistantships. The changes also will align South Dakota State's graduate assistantships more closely with the attributes and characteristics of the very competitive regional, national and global graduate assistantship market in which South Dakota State's graduate programs must successfully compete to attract the very best graduate assistants.

Graduate Assistantships and University Managed Resources/Decentralized Budgeting: With University Managed Resources each Regental university retains tuition revenues less the proceeds from the 20 percent Higher Education Facilities Fund (HEFF) tax. Under South Dakota State's decentralized budgeting colleges/departments retain tuition, University Support Fee and course fee revenues earned by providing educational services to students, who pay tuition, University Support Fees and course fees. General Activity Fee revenues are used to fund university-wide student services. Accordingly, revenues from tuition (less the proceeds from the .20 HEFF tax), University Support Fees and course fees paid by graduate assistants at South Dakota State are usually retained in total by the college/department where the assistant is appointed.

In unusual cases, the revenues might be distributed 80 percent to the department providing the teaching service, if the service is not provided by the department where the assistant is a major. For example, revenues paid by a Chemistry graduate research assistant for a course taken in Mathematics and Statistics would be allocated 80 percent to Mathematics and Statistics and 20 percent to Chemistry/Biochemistry, the home department of the research assistant.

Typically, the main source of income available to graduate assistants to pay their tuition and fee bill is their graduate assistantship stipend. Colleges/departments establish assistantship stipends to successfully compete in their respective discipline(s) graduate assistant market. Graduate assistant markets are shaped by supply-demand factors characteristic of each discipline's market. Supply-demand forces, for example, are quite different for the chemistry assistantship market compared to the English or journalism assistantship market. Thus, stipends for assistants reflect these dynamic stochastic market factors and the standards of those markets. Accordingly, South Dakota State colleges/departments must ensure the stipends offered prospective graduate assistants are: 1) competitive, and 2) reflect any non-standard market conditions unique to SD BOR policy and practices, such as the one-third (1/3rd) resident tuition, University Support Fees and course fees charged graduate assistants, to succeed in the competition for the very best graduate assistants.

In Figure 1 the flow of graduate assistantship funds under University Managed Resources/decentralized budgeting for South Dakota State is illustrated. Funds to pay teaching and administrative assistant stipends are typically institutional funds. Funds to pay research assistants are typically sponsored program funds (grants and contracts), SD Agricultural Experiment Station (AES) funds and institutional funds (i.e. the GIS Center for Excellence and the newer state assisted Ph.D. programs, including Electrical Engineering, Computational Science and Statistics and Pharmaceutical Sciences.)

Figure 1A, the left side of Figure 1, illustrates the current flow of funds for assistantship stipends under SD BOR 5:22 policy. Funds flow from college/department sources to the graduate assistants as stipends. Graduate assistants pay 1/3rd of resident tuition, University Support Fees and course fees plus General Activity Fees per current policy. The General Activity Fee revenues go to support student services, as

illustrated. Net tuition (tuition revenue minus the proceeds from the .20 HEFF tax), University Support Fee and course fee revenues flow directly back to the college/department from which they came.

Figure 1B, the left side of Figure 1, illustrates the flow of funds for assistantship stipends if the proposed amendment to SD BOR 5:22 is adopted. Clearly the process is simplified. A market determined stipend flows to the graduate assistants. There is greater transparency. The General Activity Fee continues to be paid by graduate assistants.

Higher Educational Facility Fund (HEFF) Impact: South Dakota state law (SDCL §13-53-15) requires that 20 percent of tuition revenues be deposited into the Higher Education Facilities Fund (HEFF). For FY15, the estimated HEFF tax revenue from tuition paid by South Dakota State graduate assistants for state-support credit hours was $107,821. For FY14 the HEFF tax revenues paid by graduate assistants were $111,216. This is 1.14 percent of the approximately $9.7 million paid into the HEFF by all students enrolled at South Dakota State in FY14. For FY12 and FY13 the HEFF tax revenues on tuition paid by graduate assistants were $98,872 and $85,592, respectively.

Implications for Sponsored Program Budgets: Federal regulations (OMB Uniform Guidance; effective 26 December, 2014) permit grant application budgets to include tuition remission for projects utilizing graduate assistants. Tuition remission is equal to the total amount of tuition and fees that would be paid by graduate students less that paid by graduate students on assistantship. Tuition remission may be claimed for all monetary support which is provided to all graduate assistants appointed by a university independent of the fund source of the assistantship stipend, i.e. tuition remission can only be claimed for all like-students.

At South Dakota State, under current SD BOR 5:22, the tuition remission line of all grant applications submitted is derived from the two thirds (2/3rds) of the resident tuition not paid by graduate assistants proposed to be funded if the grant is awarded. The tuition and fees that will be paid by the graduate assistants whose assistantship stipends are funded by the grant and the tuition remission line sum to the total of graduate student tuition and fees for graduate students proposed to be on assistantship funded by the successful grant. Conceptually, the purpose for the OMB Uniform Guidance is to fund that part of graduate assistants' education not paid for directly by graduate assistants (i.e. tuition remission).

In implementing the OMB Uniform Guidance under SD BOR 5:22, a pool value is used at South Dakota State, not actual computations for graduate assistants whose stipends are paid from grant funds, to simplify and provide consistency. For all awarded grants the amount in the grant application tuition remission line is submitted for reimbursement, not an amount determined by the experience of the graduate students on assistantship. To simplify and provide consistency, a per semester tuition amount is computed from the Board of Regents adopted tuition and fees schedule. The per semester FY16 amount for each graduate assistant is $1,600 and is computed as: ((.667 x $219.35 resident graduate tuition per credit hour x 10 credit hours) 1.1) = $1,608.75 (rounded down to $1,600 per semester tuition remission per graduate assistant.) For graduate assistants with a summer term appointment there is a comparable computation.

Under the proposed change, the tuition remission budget line would include one hundred percent (100%) of resident tuition, University Support Fees and course fees, where applicable, for graduate students proposed to be on assistantship if the grant application is successful. The total revenues

received from a successful grant for tuition and fees would be unchanged if this proposal is approved. The distribution between that paid by the graduate assistants and that paid by the grant in the tuition remission line would be significantly changed, i.e. the tuition remission line would increase and the tuition and fees paid by graduate assistants would decrease. Graduate assistants would pay ONLY General Activity Fees. Funded grants would pay tuition, University Support Fees and relevant course fees for graduate assistants through tuition remission.

Evidence from the Graduate Assistantship Market: Graduate assistantship stipends and the tuition and fees paid by graduate assistants are presented in Tables 1 through 8 for selected competitor universities and selected disciplines. Each table is discipline specific, since market supply-demand conditions vary by discipline. Market data for both master's assistants and Ph.D. assistants are provided, where appropriate. Working with the Graduate School, departments identified a set of competitor universities for which assistantship data were collected using common methodology including paper and electronic/website document reviews, telephone interviews and email correspondence. All data are for FY15, the 2014-2015 academic year. Assistantship stipends are normalized to academic year nine (9) month appointments, twelve credit hours, or the minimum required by the institution, per academic year (for institutions pricing by the credit hour) and 20 hours per week obligation, which is common for the half-time assistantship appointment (49 percent appointment for South Dakota State University).

The disciplines selected are representative of the distribution of graduate assistants appointed at South Dakota State. The discipline specific data in the respective tables include FY15 observations from selected competitor institutions on 1) gross assistantship stipend, 2) tuition and fees paid by graduate assistants and 3) the net stipend (i.e. gross stipend less tuition and fees paid). In addition summary data on health insurance for graduate assistants was collected and is reported in the right-hand column in each table.

A commonly observed tuition and fees charged graduate assistants at competitor universities is about $2,000 or less per academic year, with many observations under $1,000. Common in the market is a General Activity Fee type of charge. Frequently, a health insurance premium is included in the observations on fees for universities providing some level of graduate assistant health benefits.

The University Support Fee is unique to South Dakota. An above market-mean reliance on course fees is also unique to South Dakota and particularly unique to the science and engineering disciplines at South Dakota Regental universities. The equivalents of these fees at competitor universities are typically contained within tuition and are not paid by graduate students on assistantship appointment.

The imposition of the statutorily required Higher Education Facility Fund (HEFF) 20 percent tax on tuition in South Dakota and the legacy of pooling tuition revenues prior to University Managed Resources, which was adopted in FY12, can be argued to have been the underlying unintentional motivation for a more complex and less transparent pricing structure in South Dakota using both universal fees (i.e. University Support Fee) and course fees. Regardless current South Dakota policy derived practices are generally different from observed tuition based pricing systems in the marketplace where South Dakota State competes for graduate assistants.

The proposed changes will improve the competitive position of South Dakota State University for successfully recruiting the very best graduate teaching, research and administrative assistants.

Graduate Assistant Health Insurance: An analysis of observations on graduate assistant health insurance did not reveal a clear market-standard. For example, four of seven Biology and Microbiology competitors provide full health insurance benefits, two of seven Chemistry and Biochemistry competitor programs provide full health insurance benefits and three of six Pharmaceutical Sciences competitor programs provide full health insurance benefits. A more complete and thorough study of health insurance benefits available to graduate assistants and their dependents is needed for a full understanding of market-standards.

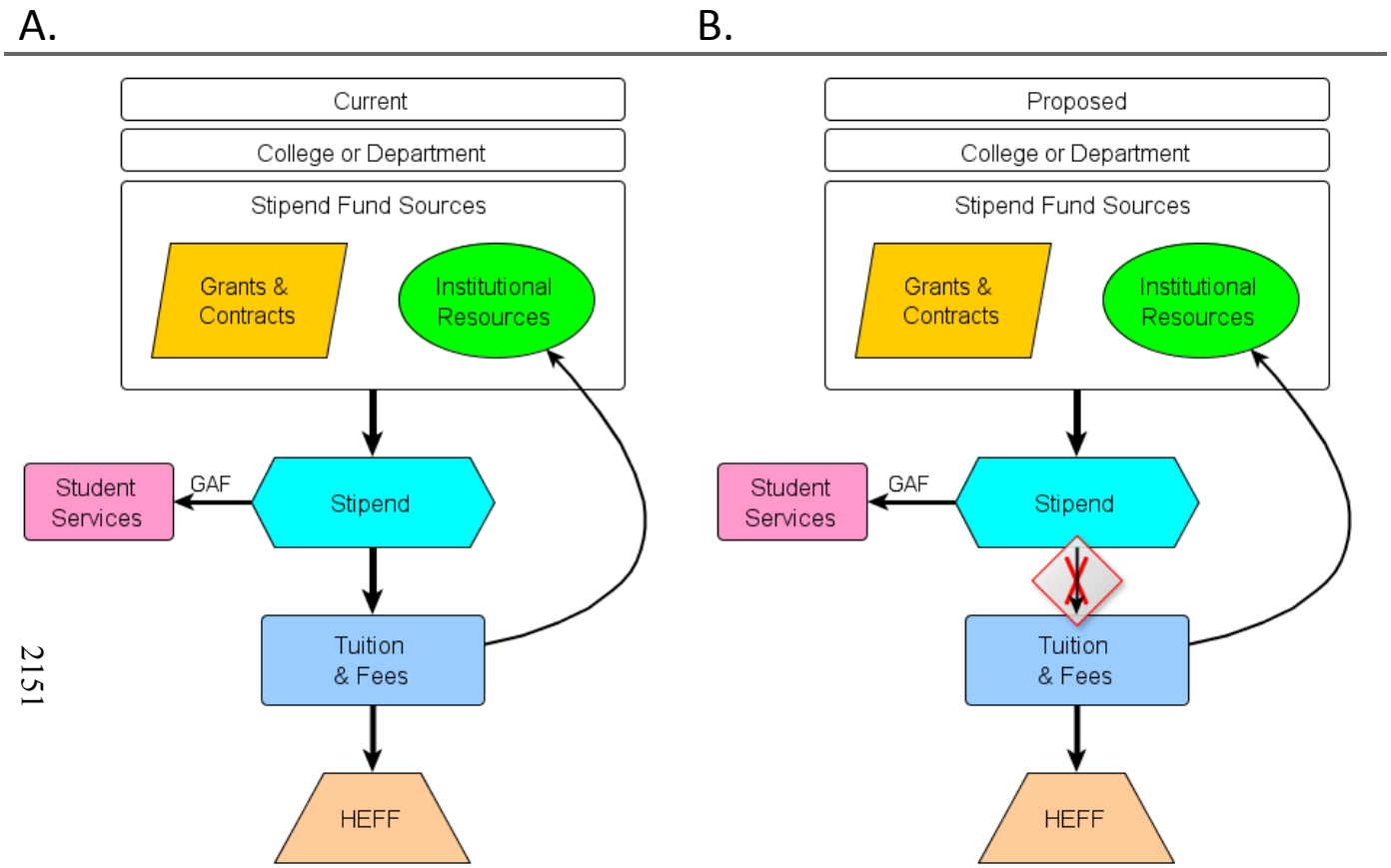

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Figure 1. **Fund flows for graduate assistant stipends**. A. Grants, contracts and institutional resources are used to fund graduate assistant stipends. Monies from the stipend are used by graduate assistants under current policy to pay 1/3rd resident tuition, University Support Fees, General Activity Fees (GAF), and applicable course fees. The revenues from these payments flow to the unit from which the stipend came, less the proceeds from the 20 percent Higher Education Facilities Fund (HEFF) tax. B. The proposed changes removes the requirement for graduate assistants with at least 49 percent appointment to pay tuition, University Support Fees and course fees. Graduate Assistants would continue to pay GAF.

Table 1. Biology and Microbiology Graduate Assistantships for Selected Universities, Academic Year 2014-2015.

University	Dept.	Gross Stipend[1]	Tuition & Fees Paid by Student	Net Stipend[2]	Health Insurance Provided In Full[3]
Master's Programs					
Montana State U	Microbiology & Immuno.	$16,200	$0[4]	$16,200	Yes
Colorado State U - Fort Collins	Biology	$17,100	$1,759	$15,341	Yes
Southern Illinois U-Carbondale	Zoology	$14,022	$1,624	$12,398	Yes
Iowa State U	Ecol, Evol Org Biology	$17,100	$4,940[5]	$12,160	Yes
South Dakota State U	Biology & Microbiology	$13,827	$2,275	$11,552	No
North Dakota State U	Biology	$11,500	$608	$10,892	No
U Idaho	Plant, Soil, Entomology	$16,256	$7,882[6]	$8,374	No
Ph.D. Programs					
Montana State U	Microbiology & Immuno.	$16,200	$0[4]	$16,200	Yes
Iowa State U	Ecol, Evol Org Biology	$17,100	$945	$16,155	Yes
Colorado State U - Fort Collins	Biology	$17,100	$1,759	$15,341	Yes
South Dakota State U	Biology & Microbiology	$17,194	$2,275	$14,919	No
North Dakota State U	Biology	$14,000	$608	$13,392	No
Southern Illinois U-Carbondale	Zoology	$14,022	$1,624	$12,398	Yes
U Idaho	Plant, Soil, Entomology	$17,548	$7,882[6]	$9,666	No

[1]Academic year stipend for 12 credit hours and 20 hours per week obligation.

[2]Arranged in rank order from highest net stipend to lowest.

[3]Health insurance provided in full indicates the university pays 100% of the premium for the student. Universities or departments which do not pay for health insurance or pay only a portion of the premium are indicated by 'No'.

[4]Most Montana State program graduate assistants receive all fees paid, unlike other graduate assistant in other programs.

[5] Iowa State U provides only a 50% tuition scholarship for master's students.

[6]U Idaho does not charge out-of-state portion of tuition and fees for graduate assistants but all graduate assistants pay the in-state tuition and fee rate.

Table 2. Chemistry Graduate Assistantships for Selected Universities, Academic Year 2014-2015.

University	Dept	Gross Stipend[1]	Tuition & Fees Paid by Student	Net Stipend[2]	Health Insurance Provided in Full[3]
Ph.D. Programs					
North Dakota State University	Chemistry & Biochemistry	$22,000	$608	$21,392	No
Iowa State University	Chemistry	$18,702	$945	$17,757	Yes
U of Minnesota	Chemistry	$19,125	$1,382	$17,743	No
U of Wisconsin - Madison	Chemistry	$19,050	$1,365	$17,685	No
U of Iowa	Chemistry	$17,625	$588	$17,037	No
Colorado State University	Chemistry	$16,500	$1,759	$14,741	Yes
South Dakota State University	Chemistry & Biochemistry	$17,194	$2,540	$14,654	No

[1]Academic year stipend for 12 credit hours and 20 hours per week obligation.

[2]Arranged in rank order from highest net stipend to lowest.

[3]Health insurance provided in full indicates the university pays 100% of the premium for the student. Universities or departments which do not pay for health insurance or pay only a portion of the premium are indicated by 'No'.

Table 3. Electrical Engineering for Selected Universities, Academic Year 2014-2015.

University	Dept	Gross Stipend[1]	Tuition & Fees Paid by Student	Net Stipend[2]	Health Insurance Provided in Full[3]
Master's Programs					
U of North Dakota	Electrical Eng	$15,300	$560	$14,740	Yes
Iowa State University	Electrical & Computer Eng	$17,100	$4,940[4]	$12,160	Yes
Montana State University	Electrical & Computer Eng	$12,240	$463	$11,777	No
U of Wyoming	Electrical & Computer Eng	$11,700	$0	$11,700	Yes
South Dakota State Univ	Electrical & Computer Eng	$13,827	$3,077	$10,750	No
North Dakota State Univ	Electrical & Computer Eng	$10,800	$608	$10,192	No
Ph.D. Programs					
U of North Dakota	Electrical Eng	$17,100	$560	$16,540	Yes
U of Wyoming	Electrical & Computer Eng	$16,263	$0	$16,263	Yes
Iowa State University	Electrical & Computer Eng	$17,100	$945	$16,155	Yes
South Dakota State Univ	Electrical & Computer Eng	$17,194	$3,077	$14,117	No
North Dakota State Univ	Electrical & Computer Eng	$13,500	$608	$12,892	Yes
Montana State University	Electrical & Computer Eng	$12,240	$463	$11,777	No

[1]Academic year stipend for 12 credit hours and 20 hours per week obligation.

[2]Arranged in rank order from highest net stipend to lowest.

[3]Health insurance provided in full indicates the university pays 100% of the premium for the student. Universities or departments which do not pay for health insurance or pay only a portion of the premium are indicated by 'No'.

[4]Iowa State U provides only a 50% tuition scholarship for master's students.

Table 4. English Graduate Assistantships for Selected Universities, Academic Year 2014-2015.

University	Dept	Gross Stipend[1]	Tuition & Fees Paid by Student	Net Stipend[2]	Health Insurance Provided[3]
Master's Programs					
Iowa State University	English	$19,199	$4,940[4]	$14,259	Yes
U of North Dakota	English	$14,623	$677	$13,946	Yes
South Dakota State Univ	English	$13,827	$2,261	$11,566	No
Southern Illinois U-Carbondale	English	$12,760	$1,624	$11,136	No
North Dakota State Univ	English	$10,500	$608	$9,892	No
U of South Dakota	English	$12,000	$2,385	$9,615	No
U of Nebraska-Lincoln	English	$10,440	$839	$9,601	Yes
St. Cloud State Univ	English	$10,000	$550	$9,450	No
Minnesota State Univ-Mankato	English	$9,000	$453	$8,547	No

[1]Academic year stipend for 12 credit hours and 20 hours per week obligation.

[2]Arranged in rank order from highest net stipend to lowest.

[3]Health insurance provided in full indicates the university pays 100% of the premium for the student. Universities or departments which do not pay for health insurance or pay only a portion of the premium are indicated by 'No'.

[4]Iowa State U provides only a 50% tuition scholarship for master's students.

Table 5. Pharmaceutical Sciences Graduate Assistantships for Selected Universities, Academic Year 2014-2015.

University	Dept	Degrees	Gross Stipend[1]	Tuition & Fees Paid by Student	Net Stipend[2]	Health Insurance Provided in Full[3]
Ph.D. Programs						
U of Wyoming	Biomedical Sciences	Ph.D.	$18,800	$0	$18,800	Yes
Idaho State University	Pharmaceutical Sciences	Ph.D.	$17,419	$0	$17,419	Yes
North Dakota State Univ	Pharmaceutical Sciences	Ph.D.	$16,000	$608	$15,392	No
U of Montana	Biomedical & Pharmaceutical Sciences	Ph.D.	$15,000	$0	$15,000	No
South Dakota State Univ	Pharmaceutical Sciences	Ph.D.	$17,250	$4,543	$12,707	No
Auburn University	Drug Discovery & Devel	Ph.D.	$13,500	$1,500	$12,000	Yes

[1]Academic year stipend for 12 credit hours and 20 hours per week obligation.

[2]Arranged in rank order from highest net stipend to lowest.

[3]Health insurance provided in full indicates the university pays 100% of the premium for the student. Universities or departments which do not pay for health insurance or pay only a portion of the premium are indicated by 'No'.

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Table 6. Plant Science Assistantships for Selected Universities, Academic Year 2014-2015.

University	Dept	Gross Stipend[1]	Tuition & Fees Paid by Student	Net Stipend[2]	Health Insurance Provided in Full[3]
Ph.D. Programs					
U of Wisconsin - Madison	Agronomy	$35,425	$1,365	$34,060	No
U of Minnesota	Agronomy & Plant Genetics	$22,038	$1,382	$20,656	No
U of Nebraska - Lincoln	Agronomy and Horticulture	$17,460	$839	$16,621	No
Iowa State University	Agronomy	$17,190	$945	$16,245	Yes
South Dakota State Univ	Plant Science	$17,194	$2,275	$14,919	No

[1]Academic year stipend for 12 credit hours and 20 hours per week obligation.

[2]Arranged in rank order from highest net stipend to lowest.

[3]Health insurance provided in full indicates the university pays 100% of the premium for the student. Universities or departments which do not pay for health insurance or pay only a portion of the premium are indicated by 'No'.

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Table 7. Wildlife and Fisheries Graduate Assistantships for Selected Universities, Academic Year 2014-2015.

University	Dept	Gross Stipend[1]	Tuition & Fees Paid by Student	Net Stipend[2]	Health Insurance Provided in Full[3]
Master's Programs					
Virginia Tech Univ	Fish & Wildlife Conservation	$15,714	$0	$15,714	No
Pennsylvania State Univ	Ecosystem Science & Management	$15,579	$465	$15,114	No
Louisiana State Univ	School of Renewable Natural Resources	$15,003	$1,961	$13,042	No
U of Nebraska - Lincoln	School of Natural Resources	$13,500	$839	$12,661	No
Mississippi State Univ	Wildlife, Fisheries & Aquaculture	$12,375	$0	$12,375	No
South Dakota State Univ	Wildlife & Fisheries Sciences	$13,827	$2,275	$11,552	No
North Carolina State Univ	Forestry and Environmental Resources	$13,122	$2,269	$10,853	Yes
U of Missouri - Columbia	Fisheries & Wildlife Sciences	$10,611	$940	$9,671	Yes
Ph.D. Programs					
Mississippi State Univ	Wildlife, Fisheries & Aquaculture	$17,622	$0	$17,622	No
Pennsylvania State Univ	Ecosystem Science & Management	$17,946	$465	$17,481	No
Virginia Tech Univ	Fish & Wildlife Conservation	$16,605	$0	$16,605	No
Louisiana State Univ	School of Renewable Natural Resources	$17,253	$1,961	$15,292	No
South Dakota State Univ	Wildlife & Fisheries Sciences	$17,194	$2,275	$14,919	No
U of Nebraska - Lincoln	School of Natural Resources	$15,003	$839	$14,164	No
North Carolina State Univ	Forestry and Environmental Resources	$15,003	$2,269	$12,734	Yes
U of Missouri - Columbia	Fisheries & Wildlife Sciences	$12,366	$940	$11,426	Yes

[1]Academic year stipend for 12 credit hours and 20 hours per week obligation.

[2]Arranged in rank order from highest net stipend to lowest.

[3]Health insurance provided in full indicates the university pays 100% of the premium for the student. Universities or departments which do not pay for health insurance or pay only a portion of the premium are indicated by 'No'.

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Table 8. Mathematics and Statistics Assistantships for Selected Universities, Academic Year 2014-2015.

University	Dept	Gross Stipend[1]	Tuition & Fees Paid by Student	Net Stipend[2]	Health Insurance Provided in Full[3]
Master's Programs					
U of Minnesota	School of Mathematics	$18,000	$1,382	$16,618	No
South Dakota State Univ	Mathematics & Statistics	$19,000	$2,540	$16,460	No
U of Nebraska - Lincoln	Mathematics	$16,000	$839	$15,161	No
Colorado State University	Mathematics	$16,810	$1,759	$15,051	Yes
North Dakota State Univ	Mathematics	$14,000	$608	$13,392	No
Iowa State University	Mathematics	$16,650	$4,940[4]	$11,710	No
Montana State University	Mathematical Sciences	$12,109	$463	$11,646	No
Oklahoma State University	Mathematics	$14,776	$3,889	$10,887	Yes
Ph.D. Programs					
South Dakota State Univ	Mathematics & Statistics	$22,000	$2,540	$19,460	No
U of Minnesota	School of Mathematics	$18,000	$1,382	$16,618	No
Iowa State University	Mathematics	$16,650	$945	$15,705	No
U of Nebraska - Lincoln	Mathematics	$16,000	$839	$15,161	No
Colorado State University	Mathematics	$16,810	$1,759	$15,051	Yes
North Dakota State University	Mathematics	$14,000	$608	$13,392	No
Oklahoma State University	Mathematics	$17,172	$3,889	$13,283	Yes
Montana State University	Mathematical Sciences	$13,005	$463	$12,542	No

[1]Academic year stipend for 12 credit hours and 20 hours per week obligation.

[2]Arranged in rank order from highest net stipend to lowest.

[3]Health insurance provided in full indicates the university pays 100% of the premium for the student. Universities or departments which do not pay for health insurance or pay only a portion of the premium are indicated by 'No'.

[4] Iowa State U provides only a 50% tuition scholarship for master's students.

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

REVISED
AGENDA ITEM: 7 – H
DATE: June 26-28, 2018

****

SUBJECT

Exclusion Resolution (Special Resolution No. 13-2018)

CONTROLLING STATUTE, RULE, OR POLICY

SD Constitution Art. XIV § 3. Governance of state educational institutions
SDCL § 13-49-1. Control of educational institutions vested in board
SDCL § 13-49-19. Customary management powers conferred on board

BACKGROUND/DISCUSSION

As part of Dakota State University's continued work with the federal government, which work includes access to classified information, the federal government requires that five regents undergo security clearance to have access to classified information. Four regents will not undergo security clearance and will be excluded from having access to classified information.

At the August 2017 regular Board meeting (Item 5-L), the Board approved an exclusion resolution (Special Resolution No. 44-2017). At the March 9, 2018 special Board meeting (Item 3), the Board approved an exclusion resolution (Special Resolution No. 01-2018), that superseded Special Resolution No. 44-2017.

Regent Sutton was among the five regents who have access to classified information. However, Regent Sutton's resignation from the Board of Regents leaves the list of regents with access to classified information at less than a quorum; therefore, a new exclusion resolution is required and it will supersede Special Resolution 01-2018.

IMPACT AND RECOMMENDATIONS

As a result of this item, the following five Regents will undergo (or have undergone) security clearance: Morgan, Roberts, Schieffer, Thares, and Wink.

The Board staff recommendation is to approve this item with a roll call vote.

ATTACHMENTS

Attachment I – Exclusion Resolution

****

DRAFT MOTION 20180628_7-H:

I move to approve the Exclusion Resolution (Special Resolution No. 13-2018) included as Attachment I, which supersedes Special Resolution No. 01-2018.

C.4 Exclusion Resolution for Certain Directors, Officers, and LLC Member (if Person)

I, _____, do hereby certify that I am *President of the Board of Regents* of *Dakota State University*, organized and existing under the laws of the State of *South Dakota*, and that the following is a true and correct copy of a resolution adopted by the Board of Directors, management board, or a similar type of executive body of the said *Board of Regents* at a meeting held in *Brookings, SD* on *June 28, 2018* at which time a quorum was present.

WHEREAS, current Department of Defense Regulations contain a provision making it mandatory that the Chairman of the Board, Senior Management Official and Facility Security Officer meet the requirements for eligibility for access to classified information established for a contractor facility security clearance; and

WHEREAS, said Department of Defense Regulations permit the exclusion from the personnel of the requirements for access to classified information of certain members of the Board of Directors and other officers, provided that this action is recorded in the corporate minutes.

NOW THEREFORE BE IT DECLARED that the Chairman of the Board, Senior Management Official and Facility Security Officer at the present time do possess, or will be processed for, the required eligibility for access to classified information; and

BE IT RESOLVED that in the future, when any individual enters upon any duties as Chairman of the Board, Senior Management Official and Facility Security Officer, such individual shall immediately make application for the required eligibility for access to classified information; and

BE IT RESOLVED AND DIRECTED that the following members of the Board of Regents and other officers or members shall not require, shall not have, and can be effectively and formally excluded from access to all CLASSIFIED information disclosed to the Board and shall not affect adversely Board policies or practices in the performance of classified contracts for the Department of Defense or the Government contracting activities (User Agencies of the National Industrial Security Program):

NAME	TITLE
John Bastian	Member of the Board of Regents
Randy Schaefer	Member of the Board of Regents
David Mickelson	Member of the Board of Regents
Vacant (Student Regent)	Member of the Board of Regents

IN WITNESS WHEREOF I have hereunto set my hand and affixed the seal of the South Dakota Board of Regents this June 28, 2018.

_____

Signature

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 7 – I
DATE: June 26-28, 2018

****

SUBJECT

Special Schools Collective Bargaining Agreement for 2018-2021

CONTROLLING STATUTE, RULE, OR POLICY

SD Constitution Art. XIV § 3. Governance of state educational institutions
SDCL § 13-49-1. Control of educational institutions vested in board
SDCL ch. 3-18 Public Employees' Unions

BACKGROUND/DISCUSSION

The negotiations teams met on three occasions and reached a tentative agreement on a new draft collective bargaining agreement (CBA) for 2018 through 2021. If approved by both parties, the new CBA will go into effect on July 1, 2018.

All of the changes made to this new draft CBA were reached by the negotiations teams by mutual agreement.

Key Changes from the 2015-2018 CBA to the 2018-2021 draft CBA

(1) Preface

The preface was deleted to reflect the fact that no terms were imposed as part of the 2018-2021 draft CBA.

(2) Definitions

A number of definitions were either added or revised, most notably the definition of "grievance" was revised to align with the definition contained in the higher education collective bargaining agreement (Articles I; 7.3).

(Continued)

****

DRAFT MOTION 20180626_7-I:

I move to approve and ratify the 2018-2021 special schools collective bargaining agreement, which revisions from the current collective bargaining agreement are shown in Attachment I.

(3) Grievance Process

A number of revisions were made to clarify and streamline the grievance process (Article 7).

(4) Continuing Contracts

The conditions under which faculty unit members employed at the School for the Deaf are automatically reappointed for the following year were revised (Article 8.4).

(5) Performance Evaluation

The timeline for post-observation meeting was extended to provide the parties more flexibility (Article 11.3).

(6) Leaves

The provisions for various types of leaves were revised to better align with the language found in state statutes, administrative rules, or Board policies (Articles 19.1; 19.2; 19.4; 19.7; 19.8; 19.9; 19.11; 19.12)

(7) Clean Up

Most of the remaining changes were intended to clarify provisions and streamline processes.

As of June 14, 2018, COHE has not yet voted on the new draft CBA for 2018-2021.

The new draft CBA for 2018-2021 showing track changes from the 2015-2018 CBA is included as Attachment I.

IMPACT AND RECOMMENDATIONS

The Board staff recommendation is to approve this item.

ATTACHMENTS

Attachment I – Draft CBA for 2018-2021 showing Track Changes from the CBA for 2015-2018

Attachment II – May 30, 2018 Recital Letter for the 3rd Negotiation Session

SPECIAL SCHOOLS

Agreement Between the
SOUTH DAKOTA BOARD OF REGENTS
And the
COUNCIL OF HIGHER EDUCATION
An Affiliate of South Dakota Education Association
and the National Education Association

July 1, ~~2015~~ 2018 – June 30, ~~2018~~2021

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PREFACE

It is recognized and agreed to by and between the parties that the inclusion of the articles regarding

(a) Conflict of interest (Appendix S), the imposed portions of the
(b) Intellectual Property (Appendix R) and Appendix Q
(c) Disciplinary procedures (Article XV),
(d) Grievance procedures (Article VII),
(e) Contract year (Section 8.4)
(f) Performance deficiencies identified in evaluations (Section 13.2)
(g) Procedures for disciplinary action (Section 13.3)
(h) Reduction priorities (Section 14.2), and
(i) Appendix G in the contract

IS DUE TO LANGUAGE BEING IMPOSED BY THE BOR AND NOT AGREED TO BY COHE and does not mean that COHE accepts the validity of any or all of these provisions or otherwise waives the right to challenge any of all of these articles in the future by whatever legal means may be available to COHE or its bargaining unit members.

I. DEFINITIONS

For the purpose of this agreement, unless explicitly defined differently elsewhere in this agreement:

1.1. "Academic governance" means all senates, academic councils, or similar entities at system institutions, as presently constituted or subsequently modified and approved by the faculty, recommended to the Board and approved by the Board.

1.2. "Adjunct Professor" means 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.

~~1.2.~~1.3. "Administration" or "administrator" means non-bargaining unit personnel employed at the institutions and the executive office of the Board who have supervisory or managerial responsibilities.

1.4. "Board" means the South Dakota Board of Regents.

1.5. "COHE" means the Council of Higher Education.

~~1.3.~~1.6. "Day" means calendar day, unless otherwise indicated.

~~1.4.~~1.7. "Department" or "division" means the smallest grouping of disciplines which are administratively organized.

1.8. Wherever in this agreement reference is made to "department head," the same also includes any supervisor designated by the president to perform the functions that this agreement describes as being discharged by the department head. For an extension program, a faculty unit member's immediate supervisor is the respective program leader.

~~1.5.~~1.9. "Executive director" means the executive director of the Board as established by SDCL 13-49-10, or designee.

~~1.6.~~1.1. ~~Wherever in this agreement reference is made to "department head," the same also includes any supervisor designated by the president to perform the functions that this agreement describes as being discharged by the department head. For an extension program, a faculty unit member's immediate supervisor is the respective program leader.~~

~~1.7.~~1.10. "Faculty unit member" means an employee of the Board included in the collective bargaining unit as defined in Appendix A.

~~1.8.~~1.11. Gender--any reference to gender is all-inclusive.

~~1.9.~~1.12. Number--the singular includes the plural.

1.13. "Peer group" or "peer faculty committee" refers to such groups or committees drawn from

the faculty unit membership as may be convened from time to time to review administrative action.

~~1.10.~~1.14. "Policy manual" means the compilation of rules, regulations and policies of the Board.

1.15. "Special Schools" or "Institution" or "School" means the South Dakota School for the Blind and the Visually Impaired and the State School for the Deaf.

1.16. "Superintendent" means the chief executive officer of either or both of the Special Schools, or designee.

1.17. "Will" is a verb having the mandatory sense of "will" or "must." It is a word of certainty, while the word "may" is one allowing discretion.

~~1.11.~~1.18. "Working days" means those days when the offices of the institution or Board are open for business.

~~1.12.~~1.1. ~~"Will" is a verb having the mandatory sense of "will" or "must." It is a word of certainty, while the word "may" is one allowing discretion.~~

~~1.13. "Board" means the South Dakota Board of Regents.~~

~~1.14. "COHE" means the Council of Higher Education.~~

~~1.15. "Peer group" or "peer faculty committee" refers to such groups or committees drawn from the faculty unit membership as may be convened from time to time to review administrative action.~~

~~1.16.~~1.1. ~~"Adjunct Professor" means 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.~~

1.19. "Working file" includes any material, document, recorded observation, report, letter, message, note, professional correspondence or other information in any form (digitized or otherwise) collected and stored by any administrator in order to document the performance of a faculty unit member.

~~1.17.~~

II. RECOGNITION

2.1. RECOGNITION STATEMENT

The Board recognizes COHE as the exclusive representative of the collective bargaining unit, as determined by the Division of Labor and Management Document No. 12E 1976/77, dated the 11th day of August, ~~1978~~1977, or as may be modified by this agreement, for the purpose of collective bargaining in respect to rates of pay, wages, hours of employment, grievance procedures and other conditions of employment. The bargaining unit composition is referenced in Appendix A.

2.2. MEMBERSHIP UNIT LISTS

The executive director will furnish COHE a list of names and residential addresses of bargaining unit members, compiled as of each October 1 and February 15. Lists will be forwarded by the executive director to the UniServ director of COHE on or before the 15th of the following month. The executive director and COHE will discuss any disputes of names included or not included on the list, in order to resolve their status. In the event that the executive director and COHE cannot resolve a dispute regarding membership in the bargaining unit within forty (40) working days, the name(s) in the dispute will be submitted to the Division of Labor and Management for determination of the status of the person(s) in dispute.

2.3. CHANGES IN UNIT MEMBERSHIP

Each institution will furnish the president of the local COHE chapter a list of changes in the bargaining unit membership at the institution within fifteen (15) working days of the date those changes are approved by the Board.

2.4. EXCLUSIVITY

The Board agrees not to recognize or negotiate with unit members or with organizations, other than COHE, claiming to represent the faculty unit on matters reserved to COHE by § 2.1.

III. MANAGEMENT RIGHTS

3.1. STATEMENT

Nothing in this agreement will derogate or remove any power, right or prerogative possessed by the Board or its administrative staff except where such power, right or prerogative is legally and specifically limited by this agreement.

3.2. SPECIFIC MANAGEMENT PREROGATIVES

These management rights include but are not limited to the following:

1. To utilize personnel, methods, and means in the most appropriate and efficient manner possible.

2. To manage and direct the employees of the Board.

3. To hire, promote, transfer, assign, reassign or retain employees in positions under the jurisdiction of the Board.

4. To establish standards of conduct and performance for unit members, including policies regulating conflicts of interest and conflicts of commitment, together with reasonable work rules of conduct.

5. To establish policies regulating intellectual property, except for matters related to sharing net royalty revenue.

6. To suspend, demote, discharge or take other appropriate disciplinary action against employees for just cause.

7. To determine the sizes and composition of the institutions in its charge and to lay off faculty unit members as provided for under Articles IV, VII and XVI.

8. To interpret the mission of each institution and the methods and means necessary to efficiently fulfill that mission, including the contracting out for or the transfer, alteration, curtailment or discontinuance of any services.

3.3. LIMITATIONS

The exercise of management rights will not be used for the purpose of undermining COHE or discriminating against any employee.

3.4. INCORPORATION BY REFERENCE

The parties acknowledge that the discretion of the Board or its administrators in matters involving terms and conditions of employment may be limited by statute, regulation and/or Board policy. The provisions of this agreement are intended to be consistent with such binding limitations. Such extra-contractual requirements may change from time to time through legislative, executive, judicial or Board action, and the parties agree that where such changes prevent the operation of a term or condition of this agreement, the provisions of this agreement shall be deemed to have been overridden.

3.5. GENERAL BENEFITS

Employee benefits provided by applicable laws, executive orders and regulations will not be denied because of exclusion from this agreement.

IV. COHE STATUS

4.1. MEETING FACILITIES

Upon annual written request to the superintendent, COHE meetings will be permitted at the institution without charge, if appropriate facilities are available, during that school year. If special services are required, a charge may be made for such service.

4.2. BULLETIN BOARDS

COHE may post notices on a shared basis with campus groups on existing bulletin ~~Boards~~ boards customarily used for general notices to the faculty. If prior approval of notices appearing on these bulletin ~~Boards~~ boards is needed, this prior approval must also be obtained for COHE notices.

4.3. ~~CAMPUS COURIER SERVICE~~RESERVED

~~To the extent legally permissible, COHE may use the intra-campus courier service. Special courier service fees will be charged for such services used by COHE at each institution on the same basis as any other recognized institutional organization.~~

4.4. CAMPUS NEWSLETTERS

COHE may place an announcement in the institutional faculty newsletter, when published, stating the date, time, place and agenda of any COHE meeting. The format of the announcement will be determined in accordance with regular editorial policy.

4.5. BOARD OF REGENTS MEETINGS ~~AND ACCESS TO INFORMATION~~

~~The president and UniServ director of COHE each will be supplied a copy of the agenda of the regular Board meetings by the executive director at the same time as copies are supplied to the institutions. If the agenda supplied does not include all public reports and recommendations, they will be made available at the meeting. One (1) copy of the minutes of the meeting will be furnished to the UniServ director of COHE.~~ COHE may request in writing to be placed on the tentative agenda and heard by any committee or the Board at a regularly scheduled meeting, provided that such written request, ~~and~~ containing the content to be discussed, is made known to the executive director at least ~~ten~~ twenty (~~10~~20) working days prior to the first day of the meeting.

Upon written request of COHE, the executive director will, within ten (10) working days, make available one (1) copy of any public document published by the Board or an institution that is not available on the Board website.

4.6. COHE BUSINESS

Authorized representatives of COHE may transact official business on institutional property provided that this does not interfere with or interrupt normal institutional operations or other

institutional personnel in the performance of their duties or conflict with other articles of this agreement. No faculty unit member will ~~knowingly~~ engage in COHE activities or the preparation of litigation or grievances against the institution or the Board during the time for performing scheduled teaching or other assigned institutional duties.

4.7. COHE LEADERSHIP LEAVE

The statewide officers or alternative designees of COHE or SDEA/NEA may be given time off for the purpose of serving a leadership capacity, subject to the following provisions:

1. That the written request for time off be approved by the member's immediate supervisor. The superintendent may deny such leave if it will significantly detract from the normal operations of the institution. If any such request is denied, the reasons for such denial will be stated in writing.

2. That the written request for time off be submitted to the superintendent no fewer than thirty (30) calendar days prior to the beginning of the semester for which the time off is applicable.

3. That COHE reimburse the unit member's institution for the amount of salary, fringe benefits and other direct costs corresponding to the time off at the conclusion of the academic year.

COHE members granted such leave will receive credit towards salary and fringe benefit increases as if they were not on leave.

4.8. COHE RESPONSIBILITIES

COHE will designate the membership of an institutional peer group as soon as practical after the unit membership list is received. The membership will continue until replacements have been named. Where specific peer groups are required under the contract, the institutional COHE president will select the members of the group or committee; provided that no person may be assigned to a group or committee convened to review an administrative action involving the department or division to which the individual is assigned.

Should the Board charge that a member or members of the bargaining unit are engaged in illegal activities as per SDCL ~~§~~ ch. 3-18, notification will be sent to the COHE director by registered mail. COHE will immediately, by registered letter, so notify such member or members of the receipt of the Board charge and will advise such member or members that their actions are governed by SDCL ~~§~~ ch. 3-18. If it will be objectively established that such Board charges have substance, COHE will notify in writing such member or members of the opinion. Copies of such correspondence will be forwarded to the Board's executive director.

4.9. ATTENDANCE AT MEETINGS OF THE BOARD OF REGENTS

The president of COHE may attend each meeting of the Board and speak on faculty issues. The COHE president will not be charged leave without pay, but will arrange compensation time, rearrange classes or pay a substitute, if the preceding options are not possible.

V. ACADEMIC GOVERNANCE

5.1. GENERAL STATEMENT

Academic governance at each institution will exercise all the rights, powers and prerogatives heretofore possessed, except to the extent that such rights, powers and prerogatives are in conflict with the rights, powers and prerogatives provided to COHE by this agreement.

5.2. CURRICULUM COMMITTEES

Curriculum committees will be established for the purpose of studying curriculum development at the special schools. The membership of the curriculum committee will include at least three faculty unit members. The committees will be responsible for providing their recommendations to the superintendent regarding curriculum change or development of a curriculum area.

If the administration intends to contract with a faculty unit member for special curriculum work~~,~~ (i.e.~~that is~~, special projects that are not within the scope of service on the curriculum committee~~,~~) it will provide all faculty unit members with an opportunity to apply.

VI. NONDISCRIMINATION, CIVIL RIGHTS AND AFFIRMATIVE ACTION

6.1. STATEMENT

The parties reaffirm that their commitment to the objectives of affirmative action, equal opportunity and nondiscrimination is in accordance with state and federal law. Redress for alleged violations of those laws by either party may be pursued at law or through the procedures recognized under this agreement. Further, the parties recognize that plenary jurisdiction for enforcement of civil rights and antidiscrimination laws is vested solely in the various state and federal agencies and the courts.

In those cases where the grievance rests in whole or in part on allegations that an institutional action involved prohibited discrimination, the grievance will be pursued using the procedures stipulated in Board Policy No. 1:18, attached as Appendix ~~N~~H, and not the procedures contained in Article VII or XIII. The local COHE president will receive any notice ~~where required under Articles VII or XIII~~provided to the grievant as part of the procedures stipulated in Board Policy No. 1:18. Board Policy No. 1:18 has been incorporated into this agreement in order to reduce the likelihood that grievants and parties charged will be subject to multiple hearings and to provide for orderly, consistent mechanisms to achieve a timely resolution to discrimination claims that may involve allegations of conduct by administrators, students, unit or non-unit faculty members or other persons employed or involved in institutional activities.

VII. CONTRACT DISPUTES

PART A--FACULTY GRIEVANCE RIGHTS

7.1. PURPOSE

The parties agree that all problems should be resolved, whenever possible, before the filing of a grievance. They encourage open communication between administrators and faculty unit members so that resorting to the ~~formal~~ grievance procedure will not be necessary. The purpose of this article is to promote prompt and efficient procedures for investigating and resolving grievances.

7.2. GRIEVANCE RIGHTS

Any individual faculty unit member or group of faculty unit members may at any time request the informal resolution of a grievance. When the ~~informal or formal~~ grievance is processed by an individual faculty unit member or a group of faculty unit members, they may process the grievance without the involvement of the COHE representative. It is the responsibility of the administration to provide the local COHE president with a copy of any such grievance and to notify its representatives of the times and places of meetings at which they might be present. The institution will provide COHE with a written statement of any resolution.

7.3. DEFINITIONS

For the purpose of this article:

~~1.~~ The term "grievance" means an alleged misinterpretation, misapplication or violation of a specific term or provision of this agreement~~.~~; provided that allegations supporting the claimed grievance assert

~~2.~~1. ~~The phrase "formal grievance" means a grievance supported by that state~~ a specific factual basis for the complaint that, if proven, would establish that an action attributable to the administration deprived the individual employee of a right arising under a specific term or provision of this agreement. A faculty unit member may not rely upon mere conclusions, general allegations and speculative statements to establish a factual ground for the claim that a provision has been misinterpreted, misapplied, or violated. Faculty unit members must cite specific facts and circumstances known to them first hand or to another first hand who is willing to testify to their existence or established through official governmental publications or other published documents whose authenticity and reliability cannot reasonably be doubted, together with such factual inferences as may be drawn from such facts. The term "grievance" does not include claims for damages or other general relief based upon allegations that sound in tort, claims for damages or other contract relief available solely through the judiciary, or claims alleging that provisions of this agreement, or incorporated statutes, rules or policies, violate

constitutional or legal restrictions unrelated to terms and conditions of employment.

~~3.~~2. The term "grievant" means a named faculty unit member or a group of named faculty unit members. The term “grievant” may also refer to COHE where the organization brings a grievance to vindicate a right guaranteed to COHE by a specific term or condition of this agreement.

~~4.~~3. "Working days" means those days when the offices of the institution or Board are open for business--Monday through Friday--exclusive of legal holidays. Working days will not be counted under special circumstances where the unit member is unavailable to process his or her grievance by reason of travel or absence necessitated for continuing education, professional conferences or scholarly activities, in special cases of emergency, during holiday or vacation periods when classes are not in session (in the case of 12-month faculty, during annual leave, or during a noncontract period), all excepting where a grievance has already been filed and where an extension of time has not been made the subject of a written agreement.

7.4. REPRESENTATION

Faculty unit members, in processing grievances, may represent themselves or be represented by someone of their choice. If a faculty unit member chooses to be represented by another person, the faculty unit member must provide the administration with written and personally signed notice that another person, organization or firm has been authorized to serve as the formal representative. No action taken by a representative will be recognized as having any effect under this agreement until such a signed notice has been received by the administration. Beginning at Step 1, COHE and the administration will have the right to have an observer present at all meetings between the parties called for the purpose of discussing grievances. The president of the institutional COHE chapter will be informed in writing at least two (2) working days in advance of any such meeting. No resolution of any individually processed grievance may be inconsistent with the terms of this agreement.

7.5. CONFIDENTIALITY

To the extent permitted by law, ~~The~~ the grievance proceedings will be confidential. No meeting or hearing conducted pursuant to § 7.7 will be open to the public and witnesses will be directed not to disclose the substance of any matter disclosed to them in the course of a meeting or hearing. Notwithstanding the foregoing~~ assurances of confidentiality~~, where a grievant, a grievant’s representative, COHE or a third party causes or acquiesces to publication, whether in the press or otherwise, of information about the grievance or grievance proceedings, the administration or the Board shall have the power, but not the obligation, at its sole discretion to make such disclosures as it deems necessary to assure the public or interested parties of the regularity of proceedings or to correct misstatements of fact or otherwise misleading statements. If the Board elects to issue a written statement to the public, it will provide the local COHE president with a copy of the statement.

7.6. TIME LIMITATIONS

When any action which is required to be taken within a specified time period is not taken in time, the following will apply:

1. If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the ~~formal~~ grievance and ~~it~~ the grievance will be ~~deemed withdrawn~~time-barred.

2. In the case where the administration fails to act in time, the grievant may proceed to the next review level and any subsequently issued decision on the matter at the bypassed level will be void.

7.7. INFORMAL PROCESS FOR OBTAINING REVIEW OF COMPLAINTS ABOUT SALARY OR WORKING CONDITIONS, REGARDLESS OF WHETHER OR NOT THESE MIGHT CONSTITUTE GRIEVANCES

1 If a faculty unit member has a ~~concern~~ complaint with salary or working conditions, regardless of whether or not the ~~concern~~ complaint might constitute a grievance under this Article, the ~~concern~~ complaint should be addressed informally with the unit member's immediate supervisor.

2 If, after such discussion, the faculty unit member is not satisfied with the disposition of the ~~matter~~complaint, the faculty unit member will have the right to have a local COHE representative assist in further efforts to resolve the ~~problem~~ complaint informally with the supervisor or any other appropriate administrator.

3 If the faculty unit member remains unsatisfied with the handling of the complaint, and if the complaint would state a grievance under this Article, the faculty unit member may file a ~~formal~~ grievance within the time limitations and in the manner fixed in § 7.8.

7.8. STEPS FOR PROCESSING A ~~FORMAL~~ GRIEVANCE

1. Step 1: Written Statement of Grievance

A grievance is initiated by filing a formal written statement of grievance to afford an initial opportunity to review the concerns raised.

A grievant must first present a ~~formal~~ grievance, identified as such, in writing, personally executed by an individual grievant, or by a duly authorized COHE officer where COHE has brought the grievance to vindicate rights guaranteed to COHE under this agreement, and informally, in accordance with the prescribed grievance form [Appendix B--Grievance Form--Step 1], at the lowest administrative level having authority to dispose of the grievance and with the COHE chapter president. The grievance must be filed using the prescribed grievance form Appendix B--Grievance Form--Step 1. The faculty unit member, or each individual unit member where more than one files a grievance, must sign the grievance form. If a faculty unit member chooses to be represented by another person, the faculty unit member must provide the administration with written and personally signed notice that another person, organization or firm has been authorized to serve as the formal

representative. No action taken by a representative will be recognized as having any effect under this agreement until such a signed notice has been received by the administration. A duly authorized COHE officer may sign the form where COHE has brought the grievance to vindicate rights guaranteed to COHE under this agreement.

The grievance must be filed within fifteen (15) working days of the date on which the grievant knew or should have known of the action or condition which occasioned the grievance. This deadline is not extended for faculty unit members who follow the informal complaint procedure established in § 7.7.

In order to satisfy the specificity requirements for ~~formal~~ grievances, faculty unit members ~~usually~~ must allege specific facts and circumstances that they know firsthand or for which they can provide first-~~-~~hand witnesses. Alternatively, faculty unit members may rely upon official governmental publications or other credible, published documents to ground their factual allegations. They may also rely upon any factual inferences that may be drawn from such facts.

Faculty unit members will not satisfy the specificity requirements if they cite only mere conclusions, general allegations and speculative statements. Mere conclusions, general allegations and speculative statements cannot establish a factual ground for the claim that a provision has been misinterpreted, misapplied or violated.

The administrator, upon learning of the grievance, will investigate the grievance as deemed appropriate and will respond to the grievant in writing within ~~seven~~ ten (~~7~~10) working days; such investigation may include a private meeting with the grievant. Notwithstanding the foregoing, if the office of the superintendent represents the lowest administrative level having authority to dispose of the grievance, then the grievance will be filed in the first instance at Step 2; in this circumstance, the applicable filing period remains fifteen (15) working days.

2. Step 2: Preliminary Review of the Grievance at the Superintendent Level

All grievances submitted for action at the superintendent level will be subjected to a preliminary review to determine whether they are subject to dismissal for failure to comply with procedural requirements or for failure to state a grievance.

If the grievance is not resolved in Step 1, the grievant file a Step 2 grievance with the superintendent of the institution and the local president of COHE within seven (7) working days of the Step 1 decision. A Step 2 grievance is filed using the form found in Appendix C-- Grievance Form--Step 2. This form requires the legal name and personal signature of the individual grievant, or of a duly authorized COHE officer where COHE has brought the grievance to vindicate rights guaranteed to COHE under this agreement, a statement of the specific provision(s) of this agreement alleged to have been violated, the relief requested, ~~and~~ evidence that the grievant attempted an informal adjustment of the grievance, as required in Step 1, and a copy of the written response to the grievance by the administrator who considered the grievance at Step 1.

Where a submission is untimely or where a faculty unit member fails to satisfy the requirements of § 7.3 (1) (e.g., fails to assert a specific factual basis for a complaint or fails to identify any specific term or provision of this agreement that would have been misinterpreted, misapplied or violated based upon such facts~~,~~), the superintendent will address such submissions as described below~~may dismiss the grievance summarily~~.

For the purposes of~~To determine~~ determining whether a grievance should be dismissed on such grounds, the superintendent~~, or designee,~~ will review the record developed at Step 1, plus any supporting allegations or materials that the unit member may provide. Additionally, the superintendent may choose to investigate further the allegations, though the superintendent's decision neither waives any defects that would justify dismissal of untimely or insufficient submissions nor extends the time limitations that apply to Step 2.

Submission is Untimely

If the superintendent~~, or designee,~~ concludes that the submission is untimely, the superintendent~~, or designee,~~ will notify the grievant that the grievance ~~has been deemed withdrawn~~is time-barred and no further proceedings will ~~be required~~occur at Step 2 or Step 3. The grievant may submit the grievance to Step 4 for the limited purpose and scope of determining whether the submission is untimely.

Submission Fails to Satisfy the Requirements of § 7.3 (1)

If the superintendent~~, or designee,~~ concludes that the filing fails to satisfy the requirements of § 7.3 (1) (e.g., fails to assert a specific factual basis for a complaint or fails to identify any specific term or provision of this agreement that would have been misinterpreted, misapplied or violated based upon such facts), the superintendent~~, or designee,~~ will notify the grievant of the specific deficiencies within five (5) working days after receipt of the Step 2 filing.

The grievant will then have ten (10) working days in which to supplement the materials previously filed.

If the grievant fails to submit any~~no~~ additional materials ~~are filed~~ within the time allotted, the grievance will be ~~deemed to have been withdrawn~~time-barred and the grievant irrevocably waives any right to any ~~no~~ further proceedings ~~will be required at Step 2 or Step 3~~.

If additional materials are filed within the time allotted, the superintendent~~, or designee,~~ will have ~~five~~ seven (7) working days from their receipt to determine whether the new materials cure the defects in the original filing.

If the superintendent~~, or designee,~~ concludes that the defect has been cured, the superintendent~~, or designee,~~ will notify the grievant that the grievance will proceed to Step 3, and the time limitations set forth ~~thereunder~~ in Step 3 will begin to run from the time that the superintendent~~, or designee,~~ transmits such notice.

If the superintendent~~, or designee,~~ concludes that the defect has not been cured, the superintendent~~, or designee,~~ will notify the grievant of that conclusion and its basis. No further proceedings will ~~be required~~occur at Step 2 or Step 3. The grievant may submit the grievance to Step 4 for the limited purpose and scope of determining whether the submission fails to satisfy the requirements of § 7.3 (1) (e.g., fails to assert a specific factual basis for a complaint or fails to identify any specific term or provision of this agreement that would have been misinterpreted, misapplied or violated based upon such facts).

3. Step 3: Review of the Grievance at the Superintendent Level~~, General Procedures~~

~~If, at the time of the notice and filing of the Step 2 grievance form, as above provided, grievant elects to invoke the intervention or assistance of a standing peer faculty committee, designated and constituted by COHE at the time of the notice, the grievant will so note on the grievance form, or that right will be waived.~~

Where a grievance complies with the requirements of this Article, or where the superintendent otherwise believes it prudent to do so, ~~The~~ the superintendent~~, or designee,~~ will conduct an investigation~~, which may include the services of a nonunit investigative panel,~~ for the purpose of arriving at an ultimate decision on the merits. Based on the investigative results of such investigation, and the recommendations that may be generated by the investigative process employed, the superintendent will prepare a proposed decision on the grievance.

In the proposed decision, under circumstances where ~~all, or even~~ any part of~~,~~ the requested relief is to be denied grievant, the superintendent will schedule a conference with the grievant, which will be held no sooner than four (4) days after the proposed decision will be delivered to the grievant or his office. At the time of the delivery of the proposed decision, grievant will also receive all material and documentation generated by the investigative process employed. Further, the president of the local COHE chapter will be informed of the scheduled conference, as required in § 7.4, and will further be given, at such time, a copy of the proposed decision.

At the time of the conference, grievant is entitled to present his/~~ or~~ her position on the matter in issue, which may include investigative materials and recommendations of the peer faculty committee, if such was noticed as above provided.~~-~~

~~In any case, t~~The superintendent will issue a written decision to the grievant and local COHE president within twenty (20) working days
after the grievance was filed at Step 3. The decision will include a statement of the findings and conclusions supporting the decision.

Except as otherwise agreed, all meetings in regard to Step 3 grievances will be held on the campus where the grievance occurs.

4. Step 4: Opportunity for Informal Resolution by the Executive Director

If a grievance has not been resolved in Step 3, the grievant may submit the grievance to the Board on the prescribed form [Appendix D--Grievance ~~form~~Form--Step 4]. The Step 4 form will be filed with the executive director within ten (10) working days following receipt of the Step 3 decision. A copy of the Step 4 form will be sent by the grievant to the superintendent of the institution and the COHE chapter president.

The executive director will have fifteen (15) working days within which to attempt, at his discretion, a resolution through informal means. If no resolution is achieved within the time provided in Step 4, the grievance will automatically advance to Step 5.

5. Step 5:

Within fifteen (15) working days of the grievance being advanced to Step 5, ~~If no resolution is achieved within the time herein last provided, t~~the executive director will ~~within fifteen (15) working days~~ determine whether the grievance presents any contested questions of material fact or whether the contested matters may properly be determined as matters of law or policy. ~~The executive director may make this determination in person or through a designee, but, b~~Before making this determination, the executive director will afford the grievant and the administration the opportunity~~ies~~ to submit their rationale for convening a hearing or for proceeding~~dismissing the matter~~ without a hearing. The executive director may require the grievant and the institution to submit argument and authorities to identify the considerations that weigh in favor of their respective positions on the merits of the grievance, on the necessity of a full hearing, or such other relevant matters as the executive director may request.

Referral to Hearing Examiner

If the executive director determines that a matter presents contested questions of material fact, the executive director ~~will~~may, within the fifteen (15) day period allowed for making this determination, refer the ~~formal~~ grievance to a hearing examiner who, within ten (10) days after his designation and appointment, will set the matter down for full hearing to be held no earlier than seven (7) days and no later than fifteen (15) days after his notice of appointment has been postmarked to COHE. The executive director may elect to charge a hearing examiner to consider the preliminary question of whether a grievance may be resolved without a hearing and to proceed to convene a hearing only if one is required to resolve disputed issues of material fact.

Such hearing will be conducted in a confidential setting and all parties to the grievance will make no public statements about the case during the pendency of the proceedings. Both COHE and Board representatives are entitled to be present at the hearing.

All parties to the grievance have the right to obtain witnesses and present evidence. The institution(s) will cooperate with the hearing examiner in securing witnesses and in making available specifically identified and relevant documentary and other evidence requested by the grievant(s), to the extent not limited by contract or law. Grievants will respond to requests to give testimony under oath, incidental to the processing of any grievance under this article, including submission to depositions used to assist a party to prepare for the grievance hearing. For good cause shown, the hearing examiner may direct that other faculty unit members or administrators submit to such pre-hearing depositions. The parties to the grievance will have the right to cross-examine witnesses. Where a witness cannot or will not appear, but the hearing examiner determines that the interest of justice requires admission of their statement, then the hearing examiner will arrange for a deposition. The hearing examiner may grant continuances when requested by either party to enable either party to investigate evidence, or for any other reason deemed appropriate. The hearing examiner will keep a record of the proceedings.

The hearing will not be conducted under strict rules of legal evidence and is not a

contested case. Every possible effort will be made to obtain the most reliable evidence.

The hearing examiner will make a recommendation to the Board which will take the form of findings, conclusions and an order of disposition and will be issued within fifteen (15) working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to COHE, the grievant(s) and the superintendent. The recommendation must be based solely on the record, pertinent institutional and Board policies, this agreement, and the law of the land. Whenever the recommendation reverses or modifies the Step 3 decision, it must be accompanied by a statement of reasons and referred, along with the record, to the central office of the Board.

No Referral to Hearing Examiner

If the executive director determines that a matter does not present contested questions of material fact or that referral to a hearing examiner is not warranted, the executive director will, within the fifteen (15) working day period allowed for making this determination, notify the grievant that a hearing will not be convened. The executive director may then prepare findings and conclusions to assist the Board to determine how to resolve the controversy as a matter of law or policy, or the executive director may call upon the assistance of an outside party to review the submissions and to prepare suitable findings and conclusions for consideration by the Board. A copy of the executive director's draft recommendation will be provided to COHE, the grievant(s) and the superintendent. The recommendation must be based solely upon the record and reasonable inferences therefrom, pertinent institutional and Board policies, this agreement, and the law of the land.

Timing of Board's Action

If the recommendation is received at least ten (10) working days prior to the first day of the next regularly scheduled Board meeting, then the Board will act upon the recommendation at the next regularly scheduled Board meeting following receipt of the recommendation.

If the recommendation is received less than ten (10) working days prior to the first day of the next regularly scheduled Board meeting, then the Board will act upon the recommendation at the subsequent regularly scheduled Board meeting.

The Board will make a final decision based upon the recommendation of the hearing examiner or the executive director. In addition, the Board, in its sole discretion, may review the record pertinent to the issues and hear testimony from individuals as it deems appropriate. COHE may discuss the grievance with the executive director prior to a final decision being made by the Board.

If the Board rejects or modifies the recommendation of the hearing examiner or the executive director, the Board will provide COHE and the grievant with the reasons for rejecting or modifying the recommendation.

Appeals from the decision of the Board will be governed by SDCL § 3-18-15.2.

7.9. MISCELLANEOUS PROVISIONS

1. No offer of settlement of a grievance by either party to the grievance will be admissible as evidence in later grievance proceedings or elsewhere. No settlement of a grievance will constitute a binding precedent in the settlement of similar grievances, unless otherwise agreed.

2. If the grievance concerns nonrenewal, the grievance review will be limited to determining whether the decision was the result of failure to follow procedures, unless otherwise provided in this agreement. The burden of proof, in such cases, will rest with the grievant.

3. Neither COHE nor its members nor the Board nor its administrators will retaliate or effect reprisals against any faculty unit member for processing or participating in a grievance.

4. In the event a grievance is filed near the end of an academic year and strict adherence to time limits will result in hardship to any party, the parties will do everything reasonable to allow the grievance to be processed in an expeditious manner.

5. Grievance records will not be maintained in any faculty unit member's institutional personnel file.

6. The parties to the grievance may, in their discretion, waive any of the time limitations provided for herein; provided, however, that such waiver must be in writing and signed by both parties involved at the particular level or step of the grievance machinery. A request for an extension of time to a date certain will not unreasonably be denied.

7. In the case of a grievance concerning a discipline pursuant to Article VIII or a termination pursuant to Article XIV, Faculty Unit Member Reduction Procedures, the burden to prove the conduct charged or the factual basis for a reduction in force will rest upon the administration to the extent required by law. Grievants bear the burden of production. Grievants also bear the burden of persuasion by a preponderance of evidence for affirmative defenses to actions involving discipline, termination or reduction in force and for all claims that an administrative action misinterprets, misapplies or violates a specific right protected under this agreement or Board policy.

8. Parties to the grievance will bear their own expense in a grievance proceeding. The institution or the Board will bear the expense of providing the hearing examiner and all attendant costs thereto.

9. By written notice, a grievant may amend his/her grievance by advancing further allegations to supplement those that formed the original basis for his/her claim that specified terms or provisions had been misinterpreted, misapplied or violated, at any time prior to (i) the time the hearing examiner sets the matter down for hearing if the matter is referred to a hearing

examiner, or (ii) the date the executive director notifies the grievant that a hearing will not be convened~~, advance further allegations to supplement those that formed the original basis for his or her claim that specified terms or provisions had been misinterpreted, misapplied or violated~~. The filing of such amendments will not act to extend any time constraints. In particular, grievants may only increase the numbers of terms or provisions allegedly violated if such additional specifications are filed within the time allowed for filing the original grievance.

PART B--DECLARATORY RESOLUTIONS

7.10. CONTRACT CONSTRUCTION AND PROCEDURAL STEPS

In any case where COHE or the administration of an institution disputes the interpretation, application or contract compliance with this agreement, either party may notify the other in the form of a demand for a conference resolution of the disputed issues. Such conference will be scheduled and held within fifteen (15) days of the notice. If the dispute involves primarily one institution, the conference will be held on the campus of the involved institution, unless agreed to otherwise. If no accord or resolution is reached within fifteen (15) days after the conference, or if either party will refuse to attend such a conference, either party may serve upon the other a notice of irreconcilability.

~~–~~Within ten (10) days ~~thereafter~~of serving a notice of irreconcilability, the party~~ies~~ serving the notice may seek the intervention of the executive director by ~~, and the issue will be processed in the same manner and with the same effect as provided for in Part A under the Step 3 procedures at the executive director level and all procedures that follow thereafter.~~submitting a written request to the executive director, with a copy to the other party, that includes: (i) a copy of the notice of irreconcilability, (ii) some documentation of the date that the notice of irreconcilability was served on the other party, (iii) some documentation of the date the conference occurred or that the other party refused to attend, and (vi) a statement containing the party's position and any supporting materials. The executive director will review the request to determine whether the request for intervention was timely and includes the required materials.

If the executive director determines that the request for intervention is not timely or lacks any required materials, the executive director will notify the party that sought intervention that the request for intervention is time-barred.

If the executive director determines that the request for intervention is timely and contains all of the required materials, the executive director will inform the parties and will provide the party that did not seek intervention with ten (10) business days to submit a statement containing the party's position and any supporting materials. Within twenty (20) business days of receiving the statement and materials from the party that did not seek intervention, the executive director will issue a written decision to both parties.~~–~~

Nothing provided by this section will preclude individual faculty unit members from processing their individual grievances under Part A.

VIII. INDIVIDUAL CONTRACTS

8.1. TYPES OF CONTRACTS

A contract extended to a faculty unit member at a special school institution will be one of the following: ~~continuing,~~ term, ~~or~~ probationary, or continuing.

8.2. TERM CONTRACTS

A term contract means a contract providing for employment throughout a semester with a workload of fifty percent or greater of the normal full-time load. A term contract may be for either part-time or full-time employment, will be for a definite term not to exceed one (1) fiscal year, and will terminate automatically at the end of the term. ~~-~~Such contracts are renewable solely at the discretion of the Board. Reasons for the issuance of term contracts may include, but are not limited to, the following: funding by grants or special projects outside the Board's legislative appropriation, temporary replacement of a faculty unit member on educational or other leave of absence, a temporary manpower need created for the interim of a job search, for an unanticipated increased workload, or for a vacancy within a school term where it is more appropriate to fill the position temporarily. If a faculty unit member's contract is changed to a ~~continuing~~ probationary contract, the number of years the faculty unit member has served under term contracts may be credited, at the discretion of the Board, towards fulfillment of the period necessary for consideration for a continuing contract. ~~-~~Term contracts will not be used to avoid the proper application and use of probationary or continuing contracts.

Faculty unit members with term contracts will be evaluated at least once per year and informed of any deficiencies. Evaluations and plans to correct deficiencies will be conducted in accordance with Article XI, Evaluation.

8.3. PROBATIONARY CONTRACTS

A probationary contract may be given to a full-time faculty unit member who is occupying a permanent position and who is in the first or second complete academic year of appointment with the special school. During the period of probationary appointment faculty unit members will be evaluated once each semester and informed of any deficiencies. Evaluations and plans to correct deficiencies will be conducted in accordance with Article XI, Evaluation.

8.4. CONTINUING CONTRACTS

Faculty members employed at the School for the Blind and the Visually Impaired who:

(i) are in or beyond their third full year of employment at the institution, and ~~who~~

(ii) have attained their state endorsement in visual impairment (or other endorsement as determined by the superintendent to be appropriate for their assignment in Orientation and Mobility, Low Vision, or Speech/Language Pathology),

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

Faculty unit members employed at the School for the Deaf who:

(i) are in or beyond their third full year of employment at the institution, and

(ii) have attained the state endorsement in deaf education (or other endorsement as determined by the superintendent to be appropriate for their assignment in Speech/Language Pathology or communication),

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

~~Faculty unit members employed at the School for the Deaf who are in or beyond the third full year of employment and at three year intervals thereafter, who can demonstrate an intermediate level of American Sign Language as documented through a nationally recognized American Sign Language proficiency measure or satisfactory completion of at least two credit bearing courses in American Sign Language offered by an accredited postsecondary institution, or have completed at least two rigorous instructional program approved by the Superintendent, will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.~~

When a new faculty member is hired without the required state endorsement for his/her hiring institution, the new faculty member must show passing completion of at least one college credit bearing course that is needed in order to complete that endorsement per semester within the first 3 years of employment.

The School for the Deaf will administer the Sign Language Proficiency Interview (SLPI) every three years to encourage continuous improvement of American Sign Language skills. This report will be used by the faculty unit member to create a personal goal that will show measurable progress. New faculty unit members will be required to take the SLPI within the first 12 months of employment to establish a baseline of skills, unless they have a SLPI rating within the previous three years.

The School for the Deaf provides basic American Sign Language training programs to new employees, and faculty unit members may participate in these programs. The School for the Deaf will also make reasonable efforts to sponsor or provide~~college credit bearing~~ American Sign Language courses or training when faculty unit member interest justifies making such arrangements.

The Board may approve extension of the three year periods of time allowed for completion of endorsements ~~or acquisition of American Sign Language Proficiency~~ required under this section by one year. Good cause for granting such an extension will include, without limitation,

1. On the occasion of the birth or adoption of that faculty member's child or adoptive or placement of a foster child with that faculty member; or

2. When the faculty member is a major caregiver for an immediate family member who has an extended serious illness, injury, or debilitating condition; or

3. When the faculty member has an extended serious illness, injury, or debilitating condition~~:~~; or

4. When a new faculty member comes from out-of-state and is required to complete the SD requirements to be issued a SD teaching certificate; or

5. When extenuating circumstances beyond the control of the new faculty member impede timely completion of required coursework or training, and the new faculty member is making good effort to complete the courses.

The request for extension must be made in writing to the superintendent within one year of the events giving rise to the claim.

A faculty member may use this provision no more than two times.

"Immediate family" is defined in ARSD 55:09:01:01(19) as the employee's spouse, children, mother, father, mother-in-law, father-in-law, daughter-in-law, son-in-law, brothers, sisters, grandparents, grandchildren, stepbrothers, stepsisters, and stepparents.~~For purposes of this policy, "immediate family" includes a spouse, a common law spouse, or any other adult with whom the faculty unit member lives and commingles assets, unemancipated natural, adopted or foster children, parents or persons over whose affairs the faculty unit member exercises the responsibilities of guardian.~~

Faculty unit members who are in or beyond their third year of employment at the institution will have fifteen (15) working days from the date of notification of nonrenewal in which to schedule

a meeting with the superintendent. Prior to the meeting, the superintendent will make available to the faculty unit member for review the faculty unit member's personnel file, advise the faculty unit member in writing of the reasons on which the intention not to renew is based, and afford the faculty unit member an opportunity for an informal conference in a confidential setting of the reasons. The faculty unit member may bring a representative of the member's choosing to the conference. Within five (5) working days of the conference, the superintendent will notify the faculty unit member as to whether the superintendent will rescind the notice of intention to nonrenew or recommend to the Board that the faculty unit member be nonrenewed. Evaluations and plans to correct deficiencies will be conducted in accordance with Article XI, Evaluation.

If the faculty unit member ~~(~~i) believes (a) the reasons given for nonrenewal are not true, and (b) the real reasons are expressly forbidden by this agreement, or (ii) believes procedural rights

have been violated, the faculty unit member may seek review of the superintendent's decision within ten (10) working days by submitting a written appeal to the Board. Any such review will be processed in accordance with Article VII, Contract Disputes, Part A, beginning at Step ~~3~~4.

8.5. INDIVIDUAL APPOINTMENT CONTRACTS

Faculty unit members will receive written notice of appointment signed by the ~~president,~~ superintendent, or an authorized representative, for each year they are employed by the Board. The faculty member will have twenty (20) calendar days from receipt of notice to accept the employment offer, and the employment contract will not become binding until the notice of appointment is executed by both the faculty member and the appointing authority and returned by the faculty member to the institution. Each notice of appointment will contain at least the following elements:

1. Date offered to the faculty unit member;
2. Title or classification;
3. Beginning and ending dates of the contract;
4. Type of contract;
5. Any specific and special conditions and responsibilities of employment beyond the general responsibilities of the appointment;
6. A statement that the contract is subject to the constitution and laws of the state of South Dakota, policies and regulations of the Board, insofar as these may be govern terms and conditions of employment, and the provisions of this agreement;
7. Salary;
8. Tentative teaching assignments which will include, for example, grade level or group level: Early Childhood, Preschool, Primary, ~~Intermediate, Junior High~~Middle School, High School, Vocational, Outreach ~~or Remedial~~. Subject areas for assignments which are not in a self-contained classroom will be listed.

8.6. CONTRACT YEAR

The contract year for the special schools will be set by the Board relative to the following guidelines:

1. The school year for nine (9) month faculty unit members will be based upon the number of student contact hours required under South Dakota Department of Education accreditation standards, subject to allowance for professional training days and weather-related calendar adjustments. New faculty unit members will have no more than two (2) orientation days. In addition, all faculty unit members will have no more than five

(5) professional days prior to the beginning of the first day of class, which may include a registration day. At least one (1) professional day or two (2) half-days, prior to the first day of classes, will be devoted exclusively to the teachers' classroom preparation. Except as provided in § 8.6 (7), nine (9) month faculty unit members will not be required to report for work (i) more than seven (7) working days for new faculty unit members or (ii) five (5) working days for returning faculty unit members, prior the first day of classes, or to work more than five (5) working days after the last day of classes.

2. The contract year for ten (10) month faculty unit members will not exceed 200 contact days.

3. No student contact days or working days will be held on legal state holidays, with the exception of Veterans Day and Martin Luther King Day. If Veterans Day or Martin Luther King Day ~~is~~ are ~~a~~ scheduled contact days, faculty unit members will be provided an alternate day off~~have an additional day added to another vacation period~~.

4. If scheduled student contact hours for nine (9) month faculty unit members are less than the number of student contact hours required under South Dakota Department of Education accreditation standards due to inclement weather, or other unforeseen conditions, additional contact days will be agreed to by the parties. If the parties cannot reach agreement, the superintendent will designate the replacement days. ~~-~~These days will be within the contract period or immediately following the end of the contract period if it is unworkable to schedule such within the contract period.

5. If a faculty unit member who is assigned to classroom instruction is requested by the administration and agrees to provide curriculum or staff development consulting services/in- service to local education agencies prior to the start of the regular school year and must miss the time designated for classroom preparation, the faculty unit member will receive comparable release time for such classroom preparation prior to meeting classes.

6. If a faculty unit member volunteers to work outside the contract year and such work is approved by the administration, the work time will be compensated or the work time during the contract year will be reduced on a one~~-~~-to~~-~~-one basis.

7. Outreach consultants on nine- or ten-month contracts may be scheduled for duties at any time during the fiscal year, provided that the aggregate numbers of days on duty may not exceed the number of duty days scheduled for unit members serving on standard nine- or ten-month contracts. The administration will consult with faculty unit members before scheduling duties outside the standard nine- or ten-month contract year, and ~~it~~ will make reasonable efforts to accommodate faculty unit members' summer activities.

8.7. NONRENEWAL OF PROBATIONARY CONTRACTS

On or before the first day of May, the administration will notify in writing a faculty unit member who is in the first or second full year of employment at one of the special schools of its intention not to renew the faculty unit member's contract. The faculty unit member, upon written request

made within five (5) workings days of the notice, will be afforded an informal, private conference with the administration. The faculty unit member will have the right to have a representative present. The conference will not be required if the faculty unit member is not being rehired because of a reduction in staff. The decision of the administration will be final and is not subject to the grievance procedure.

8.8. CONTRACT FULFILLMENT

Full-time faculty unit members who, after their second year of employment, resign their individual contract for the purpose of receiving employment outside the Regental system without the consent of the Board thereby consent to liquidated damage compensation to the Board for the additional expense caused by said breach of contract. ~~However, any faculty unit member who so resigns and breaches this contract may request a waiver of the deduction of said liquidated damages, in lump sum, from any pay owed to the unit member by the Board. Upon good cause, the Board will not unreasonably withhold its waiver of said liquidated damages and the deduction thereof from allowances owed.~~ Consent to resignation and avoidance of liquidated damages for breach of an individual contract is given by the Board if written notice is given by the unit member to the institution thirty (30) or more days prior to the date when unit members are scheduled to report to the school.

When a resignation is received less than thirty days prior to the date when unit members are scheduled to report to the school, liquidated damages will accrue and be assessed at the rate of $80 per day beginning on the 29th day prior to the date when unit members are scheduled to report to the school. Such liquidated damages will accumulate through the date when unit members are schedule to report to the school, unless a replacement for the unit member is hired earlier, in which case the accumulation of damages will halt on the date that the replacement is hired, not to exceed $2,400.

8.9. TWELVE MONTH SALARY PAYOUT

Beginning July 1, 2013, and subject to the exceptions provided herein, base salary earned by all faculty unit members serving on full-time appointments will be scheduled for payout over twelve months irrespective of the length of the base appointment. Voluntary deductions from base salary, payroll taxes, retirement system contributions and employee benefit payments will be prorated over the full twelve--month period. Salary payments to faculty unit members serving on less than nine-month full-time contracts will be prorated over the stated term of the appointment.

The payment of base salary over a twelve--month period does not change the period when unit members are under active contract for service, nor does it permit the assignment of additional duties outside the dates of the base appointment, except as otherwise provided in this agreement.

Payments for additional service~~,~~ (e.g., overload or summer session contracts or research grant summer stipends)~~,~~ will be paid as earned, and required payroll taxes and retirement system contributions based on the additional salary will be withheld from such payments.

Unit members who will satisfy the rule of 85 or who otherwise will be or will become eligible for retirement between July 1, 2013 and June 30, 2016, may elect to continue to receive salary payments as earned during that time period, subject to proration of elected benefit premium payments. To exercise this election, such unit members must provide the institutional chief academic officer and the institutional human resources director written notice no later than May 1, 2013, that they will continue to receive salary as earned. If a unit member who makes the election provided under this paragraph accepts a full-time appointment for a term beginning on or after July 1, 2016, payments under the new appointment will be paid out over twelve months. If a unit member who is eligible to make the election provided in this paragraph fails to do so on or before May 1, 2013, the right to make the election shall terminate and the unit member's salary will be paid out over twelve months. Eligible unit members who initially elect to continue to receive base salary as earned, may rescind their election on or before July 1, 2014 or July 1, 2015.

IX. UNIT MEMBER RESPONSIBILITIES

9.1. WORKDAY-- CLASSROOM TEACHERS

Regardless of the timing of preparation periods, ~~The~~ the workday for the faculty unit members who are ~~assigned to~~ classroom ~~instruction~~ teachers will commence at 7:45 a.m. and end at 3:45 p.m., except for Fridays when the day will end at 3:30 p.m., with a forty-five (45) minute duty-free lunch period, and all classroom teachers must be in the school building during the workday. ~~Faculty unit members whose classes begin at the first period of the day shall be in their classrooms and prepared to begin instruction at that time. Other salaried faculty unit members will be accessible to students or the public during scheduled hours as approved by supervisors.~~ Faculty unit members must sign out at the front office before leaving the campus during the workday and must sign in upon returning to the campus during the workday.

When attendance is required at IEP meetings or other scheduled meetings during lunch or after school hours, the administration will make a reasonable effort to adjust the faculty unit member's schedule accordingly.

Part-time faculty unit members will work only that portion of the day/week which is equal to their percentages of a full-time unit member. Part-time faculty unit may be required to participate in faculty meetings or scheduled professional activities if such meetings or activities fall during their assigned working hours.

If, in the judgment of the administration, it is necessary that a part-time faculty unit member attend professional activities which are scheduled during other than the faculty unit member's normal working hours, a part-time unit member may be required to attend and will be compensated for the additional working hours.

9.2. WORKDAY--OUTREACH CONSULTANTS

Outreach consultants will have a flexible schedule to accommodate the needs of school districts, students and their families. Weekly workload hours will remain comparable to those of classroom teachers.

9.3. PROFESSIONAL DEVELOPMENT

The administration at the special schools bears the responsibility for determining the necessity for and structuring of professional development activities.

Each school will establish a professional development committee comprised of up to three (3) faculty unit members to be selected by the COHE chapter president and up to three (3) administrators to be appointed by the superintendent. The committee will be responsible for providing professional development program recommendations to the superintendent and for evaluating the content and format of the professional development activities.

9.4. GENERAL FACULTY MEETINGS

The administration at the special schools bears the responsibility for determining the necessity for general faculty meetings. Such meetings will culminate no later than 4:00 p.m. Faculty unit members may make recommendations to the administration concerning the agenda.

9.5. SUBSTITUTES

It will be the responsibility of the administration to secure substitutes when deemed necessary by the administration. Faculty unit members will not be required to assume responsibilities for students of absent faculty, except in situations of less than one-half day duration, when the administration cannot cover the class. Where regular faculty unit members are utilized as substitutes, such assignment will be made equitably. ~~If a faculty unit member gives up a scheduled preparation period to teach a class for a colleague, the faculty unit member will be compensated at the curriculum rate. The curriculum rate will be determined by the superintendent and the local COHE president.~~

9.6. PREPARATION PERIODS--CLASSROOM TEACHERS

Preparation periods are any periods during the workday when classroom teachers do not have classroom obligations. Preparation periods are ~~provided~~ intended to allow faculty unit members to prepare their instructional plans and materials, and engage in other work-related non-classroom obligations. ~~If a faculty unit member needs to leave the campus for a class-related activity or emergency, the faculty unit member will sign out at the principal's office before leaving and sign in upon returning to the campus.~~

Class preparation time at the School for the Blind and the Visually Impaired will not amount to less than 60 minutes per workday, nor less than 400 minutes per workweek. Part-time faculty unit members' class preparation time will be prorated for those who do not have a full-time teaching assignment. Class preparation time will also be prorated during those weeks when classes meet less than the normal workweek.

The administration will schedule planning times for unit members assigned to provide classroom instruction to facilitate collaborative planning or staff meetings. The administration may require unit members to devote planning time to such collaborative activities.

9.7. WORKDAY CHANGES--CLASSROOM TEACHERS

Because of student program requirements, established curricula and classroom work which cannot be scheduled during the normal workday, some faculty unit members who are classroom teachers may need to have an irregular workday other than between the hours of ~~8:00~~7:45 a.m. through 3:45 p.m., except for Fridays when the day will end at 3:30 p.m. The administration and the local COHE executive committee will meet to discuss changes in the workday prior to implementation. ~~–~~Weekly work hours will remain comparable to those of other faculty unit members. If in the foregoing circumstances no agreement is reached, the superintendent will determine the irregular workday for those faculty unit members to be affected. In such latter event, any such affected faculty unit member who is given an irregular workday may grieve the determination of the superintendent under Article VII, but such grievance will not delay the implementation of the ~~change~~irregular workday.

9.8. OUTSIDE EMPLOYMENT

The statutory provisions regarding dual employment are at SDCL §§ 3-8-4 to 3-8-4.3. To the extent permitted under SDCL §§ 3-8-4 to 3-8-4.3 and Board policies regulating conflicts of interest and commitment, faculty unit members may pursue other outside endeavors for profit.

9.9. PROFESSIONAL TRAVEL

Travel expense incurred by faculty unit members in administratively authorized representation of the institution at federal, state agency, or other professional meetings will be fully reimbursed by the institution in accordance with state travel regulations. The administration will develop uniform procedures by which a faculty unit member may request travel funds for professional activities. Faculty unit members may submit concerns regarding travel procedures to the administration.

9.10. STUDENT DISCIPLINE

Student discipline is addressed in Board policy manual and each institution will include the student discipline policy for the institution in the faculty handbook. It is the responsibility of the administration to take appropriate steps to enforce the discipline policy(s) referenced above.

X. ASSIGNMENT, REASSIGNMENT AND TRANSFER

10.1. GENERAL PROVISIONS

The administration will make every effort to assign the faculty unit members to their teaching assignments as soon as possible. Fair consideration will be given for the faculty unit member's current assignment. The faculty unit member may review the tentative assignment/schedule and discuss it with the administration before such assignment is finalized. Insofar as circumstances will reasonably permit, assignment will be finalized by June 15. In the event that unanticipated circumstances ~~,~~ (e.g., ~~including~~ changes in enrollment~~),~~ result in assignments that require less than a full teaching load, faculty unit members may be assigned additional professional responsibilities as needed to provide them with the equivalent of a full-time teaching load.

Criteria for assignment and/or transfer include the following (not in priority order):

1. Area of certification;
2. Relative contribution which the faculty unit member could make to the students;
3. Educational need of special school;
4. Opportunity for professional growth;
5. Degree major and/or minor area of preparation;
6. Length of service at SDSD/SDSBVI;
7. Fair consideration for current assignment;
8. Faculty unit members on temporary contracts and those on probationary contracts issued after the 1990-1991 academic year may not assert the transfer rights outlined under the provisions of Article X.

Intra-institutional transfers are defined as those transfers wherein a faculty unit member within an institution transfers to another department, school or faculty position within the same institution. An applicant from within the same institution will be selected for the position over other applicants provided that the faculty unit member's qualifications as related to the job description are equal to or better than those of any other applicant.

Inter-institutional transfers are defined as those transfers wherein a faculty unit member from one institution under the governance of the Board transfers to another such institution. Inter-institutional applicants will be selected over outside applicants providing that their qualifications as related to the job description are equal to or better than those of any outside applicant.

The accrued rights of faculty unit members will be maintained in those cases involving

involuntary transfers of faculty unit members that have resulted from geographical relocation of such programs. The Board will provide moving expenses in the case of such transfers as provided by state rules and regulations.

10.2. PROCEDURES

Any assignment of faculty unit members will be made by the superintendent or designated representative.

The administration will meet with teachers, individually or in groups, prior to March 15, to exchange available information and make recommendations about individual student needs, classroom groupings, and number of preparations per grouping, class size and population changes for the following school year.

The administration will post, in the location or locations usually used for faculty notices, vacancies which occur during the academic year and vacancies for the following academic year, as soon as such vacancies are certain. During periods when faculty unit members are not under contract~~the months of June, July and August~~, vacancy notices will be sent to all faculty unit members using~~at~~ their summer ~~mailing addresses~~contact information.

When changes in assignment are necessary, due to changes in enrollments or programs, faculty unit members in those positions will be notified in writing as soon as possible. ~~-~~Information regarding these positions will be made available to all teachers. The administration will make every effort to reassign faculty unit members according to their area of qualification and expertise.

Tentative assignment schedules will be provided to faculty unit members prior to May 1. Faculty unit members will discuss their schedule assignments with their supervisor before such schedule is finalized. ~~-~~Insofar as circumstances will reasonably permit, assignments will be finalized prior to June 15.

In the event changes in such assignments occur, the faculty unit member will be notified. ~~If requested, t~~The faculty unit member may discuss the change in assignment with the administration, if such a request is made in writing within five (5) working days of the notification of change in assignment. If the faculty unit member does not wish to accept the change in assignment, the faculty unit member may terminate the contract by written notice within ten (10) working days of the change in assignment notification. Except by mutual agreement, or except under circumstances that compel a later change, no changes in faculty unit member's assignments will be made later than August 1.

10.3. JOB SHARING

Job sharing may be proposed by teachers or administrators. The sharing of one teaching position by two teachers may be approved at the sole discretion of the superintendent. Such sharing must be agreed to in writing by both teachers. Teachers who are sharing a position will be granted the same rights and privileges as other part-time teachers. A job sharing plan must include a method for the sharing of information about students ~~which~~ that the superintendent finds satisfactory. It is understood that the teachers may be required to spend non-compensated time together sharing this information.

XI. EVALUATION

11.1. GENERAL PROVISIONS

Faculty unit member evaluation is a joint concern of the faculty and the administration. The purpose of the evaluation will be to:

1. Promote positive communication between faculty and administration;.
2. Increase awareness of institutional program objectives and needs;.
3. Provide information for decisions on professional training, staff improvement programs and those conditions which promote quality performance; and.
4. Provide basic information for personnel decisions such as discipline, contract renewal, salary and pay matters, tenure, and promotion.

The administration is responsible for implementation of the procedure and the evaluation process.

11.2. EVALUATION PROCEDURES AND INSTRUMENTS

Evaluation procedures and instruments may be reviewed by a committee established for that purpose. The committee will include three faculty unit members selected by COHE and an equal number of administrative representatives and will be convened at the request of either party.

1. The party initiating the review will present documents incorporating recommended changes fifteen (15) days prior to the committee meetings.
2. The committee will study evaluation procedures, instruments and the recommended changes and make appropriate recommendations.
3. Within fifteen (15) days following receipt of the committee's written report, the administration will provide a written response to the committee regarding its recommendations.
4. The administration will finalize, publish and distribute the evaluation procedures and instruments to each faculty unit member for informational purposes at the beginning of each school year; provided that negotiations have been resolved in time to permit such finalization, publication and distribution.

11.3. PERFORMANCE EVALUATION GUIDELINES

1. Probationary faculty unit members will be formally evaluated during each semester for their first two (2) years of employment at the special schools. ~~-~~Formal evaluation will be completed by November 30 in the fall semester and March 1 in the spring semester.

2. Annual evaluation of continuing contract faculty unit members will be completed by March 1 of each year. The annual evaluation will cover faculty unit member performance during the twelve months preceding the evaluation, and its scope and extent of the annual evaluation may be determined as provided in sections 11.2 and 11.3(3).

3. Faculty evaluation is an ongoing process and may include at least one (1) formal observation of not less than thirty (30) minutes of a class period and may consist of informal observations of assigned responsibilities. The administration will give the faculty unit member at least one~~-~~-day advance notice that such a formal observation has been scheduled for purposes of the annual evaluation. If a formal observation of instruction in a classroom or of another work assignment is made, a post-observation conference will be scheduled ~~within two days and conducted within five working days of the observation~~at a mutually agreed-upon time, but no later than fifteen (15) working days after the observation.

4. The evaluator(s) will discuss the formal evaluation document with the faculty unit member. The performance evaluation will be in written form and signed by the evaluator(s), with a copy furnished to the faculty unit member prior to the discussion. The faculty unit member will have ten (10) working days in which to respond in writing. All such responses will be given to the evaluator who in turn will attach the faculty unit member's response(s) to the evaluation instrument.

5. If the evaluation identified deficiencies in the performance of assigned duties~~ that are considered serious by the supervisor(s)~~, the administration will develop a constructive plan to remedy the faculty unit member's deficiencies. The plan ~~will~~ may provide for assistance from the administration.

No plan will be implemented until the immediate supervisor has held a meeting with the faculty unit member to discuss the plan. If the faculty unit member disagrees with any aspect of the plan, the faculty unit member will have the right to respond in writing to the areas of disagreement. All such objections of the faculty unit member will be attached to the plan.

Teachers who receive an unsatisfactory evaluation as a result of the formal classroom observation may request an additional observation to occur within a month of the first observation. If the unit member makes a timely request, any plan that has been implemented will be contingent and subject to review following completion of the additional observation.

XII. ACADEMIC FREEDOM AND RESPONSIBILITY

12.1. STATEMENT

1. The parties agree and declare that academic freedom is guaranteed to faculty unit members subject only to accepted standards of professional responsibility including, but not limited to, those herein set forth:

   A. The importance of academic freedom to teaching and learning is recognized and accepted. Academic freedom includes the right to study, discuss, investigate, teach and publish. Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal. The faculty member is entitled to freedom in research and in the publication of the results, subject to the performing of other assigned academic duties.

   B. Faculty members are entitled to freedom in the classroom in the discussion ~~—~~of their subject.~~——~~ They have the freedom to include the presentation of various scholarly views.

   C. The concept of freedom should be accompanied by an equally demanding concept of responsibility. The faculty members are members of a learned profession. When they speak or write as citizens, they must be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As learned people and as educators, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should indicate that they are not speaking for the institution.

2. To secure student freedom in learning, faculty members in the classroom and in seminar should encourage free and orderly discussion, inquiry and expression as appropriate to the course content and pedagogical approach. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

   A. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

   B. Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. When participating in classroom discussion, students should remain on topic, should employ academic reasoning and should respect the rights of their classmates to receive instruction and to participate in discussions.

C. Each institution will establish an academic appeals procedure to permit review of student allegations that an academic evaluation was tainted by prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards. These procedures will prohibit retaliation against persons who initiate appeals or who participate in the review of appeals.

XIII. CODE OF CONDUCT--DISCIPLINE--JUST CAUSE

13.1. PREAMBLE

The parties acknowledge that the faculty of the South Dakota special schools has maintained a commitment, over generations, to adhere to the highest standards of academic professionalism and decency; and that the expectations of lawful conduct, academic rigor and service to larger social goods that characterize the historic and accepted ethos of the teaching profession, must continuously be maintained.

The Board, through its institutional administrators, is responsible for maintaining a competent, productive, effective and ethical workforce and to assure observance of obligations and rights established by law, rule or policy and implicated in university operations. This authority extends to supervision of faculty unit member conduct. The Board and its administrators possess the inherent power to discipline faculty unit members who fail to adhere to expectations for competent, productive, effective and ethical teaching, research or service, who violate laws, rules or policies implicated in university operations, or who engage in misconduct, neglect of duty, insubordination or otherwise unacceptable conduct. This article assures that the exercise of the power to discipline comports with the requirements of due process.

13.2. ~~ALTERNATIVE~~ DISCIPLINARY MEASURES

In the most usual cases, where institutional administrators are concerned that a faculty unit member has not met expectations for competent, productive, effective or ethical performance or has engaged in conduct that might warrant corrective action through disciplinary measures, initial actions may be informal conversations to reinforce administrative expectations. Likewise, ordinarily, disciplinary actions may be applied progressively with resort to coercive or punitive measures coming after less intrusive actions have failed to change the faculty unit member's behavior.

Nothing in this section either precludes or requires such usual and ordinary practices.

The Board has delegated to institutional administrators provisional authority to discipline faculty unit members for failure to adhere to expectations for competent, productive, effective and ethical teaching, research or service, violation laws, rules or policies implicated in university operations, or misconduct, neglect of duty, insubordination or otherwise unacceptable conduct, including such conduct identified in Board Policy No. 4:14 (2) Code of Professional Conduct. The authority delegated to institutional administrators must be exercised consistently with Board policy. The delegated authority includes the power to determine the discipline to be imposed and its effective date.

Taking into consideration the circumstances that warrant discipline, past service, scholarly achievements or other mitigating or aggravating circumstances, discipline may include any combination of the following ~~alternative~~ actions:

1. Warnings;

2. Warnings to be filed with the personnel file of the faculty unit member;

3. Required training related to the conduct that occasioned discipline, such as, by way of illustration and without limitation, training in anger management or training in compliance with antidiscrimination obligations;–

4. Required treatment for current substance abuse at the cost of the faculty unit member;

5. Suspension from duties with, or without, loss of pay commensurate therewith;

6. Reassignment;

7. Demotion;

8. Discharge.

13.3. PROCEDURES

1. The following procedures apply to all disciplinary measures other than warnings and warnings filed in the personnel file.

The disciplinary procedure comprises two stages. The first, informal stage is designed to provide an initial check against mistaken decisions, by creating an opportunity to determine whether there are reasonable grounds to believe that the charges against the employee are true and support the proposed action. At the first stage, the faculty unit member will receive oral or written notice of the allegations, an explanation of the evidence, and an opportunity to respond. At the close of the first stage informal hearing the administration may impose the selected discipline. -The second stage assures clear and actual notice of the reasons for termination in sufficient detail to enable presentation of evidence relating to them; notice of both the names of those who have made allegations against the faculty unit member and the specific nature and factual basis for the charges; a reasonable time and opportunity to present testimony on any disputed issue of material fact; and a hearing before an impartial decision-maker.

Stage One: Informal Pre-Discipline Hearing

If the administration determines that there are reasonable grounds for discipline, the faculty unit member will be furnished written notice of the allegations supporting the determination, an explanation of the evidence relied upon by the administration and the intended disciplinary action. At the same time, the COHE chapter president will be notified that the administration intends to discipline the faculty unit member. The matter will be discussed with the faculty member at a personal conference which will be held at a time not sooner than ten (10) working days, nor later than fifteen (15) working days from the date of the transmission of the written notice, unless otherwise agreed by the faculty unit member and the administration. The faculty unit member may bring to this meeting a representative chosen by the faculty unit member. At the close of the personal conference, or within five (5) working days thereafter, the administration will notify the faculty unit member whether it will discipline the faculty unit member, and if so, what discipline it will impose ~~how~~ and

the effective date of the discipline.

Stage Two: Post-Discipline Hearing Rights

Faculty unit members who have been disciplined after completion of Stage One hearings may challenge the action through the grievance procedures established in Article VII of this agreement. Any grievance appeal under this section will begin at Step 2. ~~The grievance conference required at Step 2 must be held by the president, or in the absence of the president, the acting president, and may not be delegated to any other person.~~

When the disciplinary action is a discharge and the individual invokes the grievance procedures, the faculty unit member will be placed on interim suspension as provided in § 13.4 during the pendency of grievance before the institution or the Board.

To the extent provided by law, the administration will bear the burdens of production and persuasion to prove conduct warranting discipline. Faculty unit members will bear the burden to prove affirmative defenses, bearing both the burdens of production and persuasion for such defenses and for any claims that an administrative action misinterprets, misapplies or violates a specific right protected under this agreement or Board policy

2. Faculty unit members may respond to warnings filed in the personnel file, and their responses will be attached to such warnings.

A faculty unit member will have five (5) working days from the time that the institution provides notice, pursuant to § 20.9, of its intention to place a warning in the personnel file to notify the department head that the unit member will submit additional comments or that a peer group will be requested.

When a faculty unit member requests that the warning letter be sent to a peer group established by COHE for additional signed recommendations to be attached to the warning letter, the warning letter will be forwarded to the peer group within five (5) working days. The peer group recommendations will be forwarded to the department head no later than fifteen (15) working days after the warning letter has been forwarded to it, and the recommendations will be attached to the warning letter.

Placement of a response or a peer review statement in the personnel file will not relieve the faculty unit member of the obligation to comply with the directive stated in the warning letter.

13.4. INTERIM SUSPENSION

Unlike a disciplinary suspension under paragraph 5 of § 13.2, an interim suspension from duties during the pendency of an active review of allegations of conduct warranting discipline is not deemed to be a discipline under this article or during the pendency of a grievance brought to challenge a discharge.—

The decision to place a faculty unit member on interim suspension pursuant to this section does not require compliance with the Stage One notice procedures set forth in § 13.4, but an informal pre-suspension process will ordinarily be provided. Absent the need for quick action or manifest impracticality, a faculty unit member will be informed, either orally or in writing, of the basis for the suspension, given an explanation of the evidence supporting the action and afforded an opportunity to respond before being placed on interim suspension.–

In circumstances that require quick action or where the pre-suspension process is impractical, and where independent third-party findings confirm reasonable grounds for the allegations against the faculty unit member, the administration may place a faculty unit member on interim suspension before providing the requisite information, explanation and opportunity to respond.

In exceptional circumstances, the administration may withhold pay. Such suspension without pay ordinarily is appropriate, where the circumstances that trigger the interim suspension implicate public trust in ways that would preclude the unit member's continued discharge of assigned responsibilities.

13.5. NONDISCIPLINARY ACTION

The procedures set forth in this article ~~will~~ may also be used, to the extent practicable, where incapacity or serious safety concerns prevent~~s~~ a faculty unit member from discharging essential functions.

XIV. FACULTY UNIT MEMBER REDUCTION PROCEDURES

14.1. GENERAL PROVISIONS

If it becomes necessary to terminate the contractual rights of faculty unit members because of governmental action, significant loss of enrollment, consolidation of departments, or other reorganization, dropping of courses, programs, or activities, or financial exigency, the Board may, notwithstanding any other provision of this agreement, terminate the appointments of faculty unit members in accordance with the provisions of this agreement.

The superintendent of the institution will notify any individual faculty unit member of termination and provide the local president of COHE or the UniServ director of COHE the reasons for the reduction and the faculty unit members to be affected under the proposal, in order for COHE to have the opportunity to respond. Such response will be within ten (10) working days of the president's or superintendent's notice. Upon request of COHE, the superintendent will schedule a meeting to discuss the response. An effort will be made to provide notice of intent to utilize the provisions of this article, as soon as practicable.

14.2. FACULTY UNIT MEMBER REDUCTION AND RECALL PROCEDURES

1. At the special schools, when a reduction in force does not require the elimination of all positions within a program or organizational unit, the following retention priorities will be used in sequence in the identification of faculty unit members assigned to the program or organizational unit who will ~~to~~ be terminated, subject to the need to retain personnel with special skills essential to maintain the integrity and quality of a program, and subject to the need to retain personnel whose performance, in the judgment of the superintendent, significantly enhances the educational effectiveness of the school. The retention priorities outlined in this section will govern to the extent that faculty unit members will only be entitled to preference when their performance equals or exceeds that of persons in lower retention categories as documented on the annual performance reviews for the three most recent years, if available:

    a. Whenever possible, faculty unit member reduction will be accomplished through attrition.

    b. Among faculty unit members serving under probationary contracts, those employed in permanently funded positions will have retention priority over those employed in temporarily funded positions, and those employed full-time will have retention priority over those employed on a part-time basis.

    c. A qualified faculty unit member serving under a continuing contract will have retention priority over a faculty unit member serving under a probationary contract.

    d. Among faculty unit members having equal retention priority, the faculty unit member with greatest seniority who is qualified to fill the staffing needs of the institution will have retention priority over colleagues whose performance ratings are lower. Seniority will be based upon a faculty unit member's total years of full-time equivalent

employment exclusive of periods of unpaid leave, provided that faculty unit members with a break in service of more than four (4) years will not be given credit for service prior to such break.

2. If a faculty unit member who is on continuing contract is terminated under this article, the position may not be filled for a period of two (2) years, unless the terminated faculty unit member has been offered reappointment. The terminated faculty unit member has twenty (20) working days from the receipt of notice to accept an offer of reappointment.

3. Faculty unit members will be recalled in order of greatest seniority, provided the faculty unit member is qualified to perform the duties of the vacant position.

4. The fringe benefits of faculty unit members who return to employment under this section will, to the extent provided by law, be as they were at the time their previous employment terminated, provided the new benefits still exist and they are eligible for them in the new position.

5. Every effort will be made to relocate a terminated faculty unit member in other academic, administrative, or staff positions that are vacant at the special schools, provided the faculty unit member is qualified to perform the duties of the position. Special consideration for relocation will be given to those faculty unit members nearing retirement age. If a relocation is accomplished, the salary and other considerations of employment will be as stated for the~~at~~ position to which the faculty unit member is relocated. In addition, a faculty unit member at the special schools will be considered for inter-institutional transfers in accordance with Article X, Transfer, Assignment and Reassignment.

6. Every reasonable effort will be made to allow an affected unit member to complete the current appointment.

7. The accrued rights of faculty unit members will be maintained in those cases involving involuntary transfers of faculty unit members that have resulted from geographical relocation of programs. The Board will provide moving expenses in the case of such transfers as provided by state rules and regulations.

14.3. FEDERAL FUNDING--SPECIAL CONDITIONS

A faculty unit member who is terminated in accordance with this article, and whose salary was fully supported by federal funds, will have no priority of employment over faculty unit members in positions supported by state funding sources. However, ~~unless such~~ if the faculty unit member was previously employed in a state funded position~~. In the latter case,~~ the faculty unit member will be treated in accordance with the guidelines provided in this article, though no credit will be given for service that was fully supported by federal funds.

14.4. FURTHER PROVISIONS

A faculty unit member terminated pursuant to the provisions of this article may institute a grievance under Article VII, Contract Disputes, and the burden of proof will rest with the administration to the extent required by law. Any grievance challenging an action taken under this article will begin at Step 2 of the procedures outlined in § 7.~~7~~8.

XV. PERSONNEL FILES

15.1. STATEMENT

A single official personnel file will be maintained on each faculty unit member at a central location(s) designated by the superintendent. Business records concerning each member of the unit may be maintained in the institutional business or personnel office. If working files are maintained by any administrators, all materials thus generated must be filed in the personnel file at the time of their use in any adverse personnel decisions involving faculty unit members.

Administrators may maintain working files to document faculty unit member performance. Such working files will be separate from the official personnel file. If working files are maintained by any administrators, all materials thus generated must be filed in the personnel file at the time of their use in any adverse personnel decisions involving faculty unit members.

Beginning with the effective date of this agreement, items placed in a faculty unit member's personnel file will be signed and dated by the person placing the material in the file. Beginning with the effective date of this agreement, items placed in a faculty unit member's personnel file will be signed and dated by the person placing the material in the file and the faculty unit member will be notified at that time. This notification requirement will not apply to documents whose placement in the personnel file is required under this agreement~~,~~ (~~i.~~e.g., the annual appointment notice and annual evaluations)~~,~~ or to documents whose placement is required under state law (~~,~~ e.g., leave documents).

Faculty unit members will have access to their personnel and business record files, exclusive of confidential pre-employment placement credentials, during normal business hours and may request copies, at their own cost, of material contained therein. If the file is not immediately available, it will be made available within ~~one~~ two (~~1~~2) working days. Faculty unit members may not remove their files from the room in which they are housed.

Faculty unit members may enter a statement in their file which they feel clarifies, corrects, or refutes material therein, and such statement will be attached to the applicable documents in the file. ~~–~~Faculty unit members may also place in their file materials relevant to academic qualifications, teaching, research, scholarship and service.

Access to faculty unit members' personnel files will be restricted to the faculty unit members, their authorized agents, ~~or~~ and authorized administrators. Members of departmental, school or institutional promotion and tenure committees may also have access to the file when reviewing the credentials of applicants for promotion or tenure.

A log will be maintained which indicates the following:

1. Name of faculty unit member.

2. Date accessed.

3. Name of person accessing file.

4. If taken to another room, date removed and location to which removed.

5. Date returned to room in which file is housed.

The log requirement set forth above does not apply to access or inspection for routine clerical purposes, such as to insert copies of individual appointment notices or to confirm accuracy of data, provided that the file is not taken from the room.

Personnel files may be purged of any material which is obsolete, unfounded, is unnecessary or is otherwise inappropriate, under the following circumstances and procedures:

1. On written request by the faculty unit member to the administration, with assent by the administration as demonstrated by the return of either all, or a part, of such documents to the faculty unit member. Lacking administrative assent, the faculty unit member may initiate a grievance to remove the material on any of the bases stated above.

2. By action of the administration in purging such files, and forwarding such material to the faculty unit member. On receipt thereof, the faculty unit member will return within twenty (20) business days, by mail, those materials he prefers to have refiled in his/her personnel file.

XVI. WORKING CONDITIONS

16.1. SAFE WORKING CONDITIONS

The parties will comply with all applicable state and federal laws relating to safe working conditions.

Whenever a faculty unit member becomes aware of a condition which the faculty unit member feels is a violation of an institutional safety or health rule or regulation, the faculty unit member will report such conditions to an appropriate administrator who will promptly investigate such conditions.

Protective devices and first aid equipment will be provided to faculty unit members who practice in a hazardous institutional environment and the faculty unit member will be responsible for the proper use of such devices.

The parties also recognize that unruly students not only present a discipline problem and hinder the educational process within the classroom, but, on occasion, can threaten the safety and security of the faculty unit member. In the event that a student's behavior results in the faculty member feeling threatened, the faculty unit member may request a functional behavior assessment.

16.2. UNIT MEMBER OFFICES

The administration at the special schools will provide faculty unit members with either private offices (if available), lockable desks, or a lockable file for the security of private and confidential materials and articles.

16.3. TELEPHONE SERVICE

Each institution will provide access to telephone service for faculty unit members~~ under the general guidelines that institutions at which needs are demonstrated will provide improved service and privacy of conversations with consideration given to budgetary constraints and departmental priorities~~.

16.4. CLERICAL ASSISTANCE AND INSTRUCTIONAL SUPPLIES

The parties recognize the desirability of professional clerical assistance and adequate instructional supplies. To the extent that financial resources permit, effort will be made to provide faculty unit members the clerical assistance, including the assistance of available work-study students, and instructional supplies necessary for the fulfillment of their assigned responsibilities.

16.5. FACILITIES AND EQUIPMENT

The Board will make a reasonable effort to provide each faculty unit member with reasonably adequate facilities and equipment for effective performance.

XVII. SALARY PROVISIONS

17.1. DISTRIBUTION OF SALARY POLICY APPROPRIATIONS

Allocation priorities are applicable to all sums appropriated to support salary increases for continuing faculty unit members for all successive fiscal years, plus such additional monies as the Board in its sole discretion may elect to provide.

The Board has an abiding commitment to assist South Dakota children with hearing or vision loss by assuring their access to teaching and learning environments provided directly or supported through outreach services provided by the South Dakota School for the Deaf and the South Dakota School for the Blind and the Visually Impaired. To achieve such objectives, the Board has adopted measures to provide faculty unit members with financial incentives and rewards to achieve high levels of performance and professional preparation. Hence, salary increases will be distributed on the following bases:

1. Before any other distribution is considered, each institution will allocate any sums needed to assure that internal salary structure comports with governing law. Allocations will be based upon funds made available to the Special Schools.

2. Remaining monies will be allocated on the basis of faculty unit member performance.

    a. All faculty unit members will be eligible for a performance increase, except for such individuals for whom a prescriptive plan has been written for the subsequent fiscal year.

    b. Seventy percent of the funds for performance and IEP development and management will be awarded for classroom instruction. Ratings will be based upon the annual performance evaluation conducted by assigned supervisor according to institutional practice.

    c. Twenty percent will be awarded for service to the school community. Faculty unit members will provide documentation of activities they wish to have considered. Activities may include such thing as:

        i. examples of innovative units of instruction or classroom practices, or technology integration,

        ii. achievement toward meeting institutional priorities/goals identified by the school team for school improvement,

        iii. contributions to overall school environment through personal effort or contribution to a school project, committee that has a significant positive impact on students and or school,

        iv. volunteer activity-a significant unpaid contribution of time and effort to a single activity or an outstanding pattern of volunteer activity.

d. Ten percent will be distributed based on professional growth and development.

e. Within each performance category the total available funds will be prorated among faculty unit members based upon performance ratings. Each rating will be assigned a numerical point value on the following scale:

i. Unit members who failed to meet expectations (Rating of 0 points, ineligible for performance increase);

ii. Unit members who met expectations (Rating of 1 point);~~,~~

iii. Unit members who performed above expectations (Rating of 2 points).

f. For each separate category, the points assigned to all faculty unit members will then be added together. The total dollars available for distribution in each category will be divided by that sum. ~~-~~This will yield a dollar value per point. This amount will then be multiplied by the points assigned to each faculty member in that category to produce a performance increase for that area of professional responsibility.

g. Information submitted will be reviewed and rated by the immediate supervisor on the same three-point scale noted above.

h. Teacher evaluations and supporting information from the immediate supervisor will be submitted to the superintendent, who will have the final responsibility for salary distribution.

3. Individual faculty unit members will be notified at the time of the issuance of their new contracts of the means used to determine their salary increases. The notification will specify the dollar amounts distributed in recognition of their performance, service to the school community, professional growth and development, and any amounts distributed to correct possible impermissible ~~discrimination~~bias.

4. The Performance Standards and Procedures used to determine faculty unit member performance ratings are found in Appendix ~~T~~K.

17.2. ADDITIONAL INCENTIVE PAYMENTS

The Board encourages faculty unit members to maintain professional credentials pertinent to the educational specialty areas whose mastery falls within their job responsibilities. In addition to performance pay measures addressed in § 17.1, a supplement is provided to each faculty unit member who acquires and maintains certification of skills needed to work with children with hearing or vision loss and a base increase is provided in recognition of acquisition of a master's degree relevant to the unit member's field of expertise.

1. Each institution will annually allocate $1,000 to each faculty unit member who maintains a

current national certification (CED/CCC/ACVREP). This allocation is not a part of the base salary.

a. Faculty unit members who have provided proof of current certification to the superintendent within two (2) weeks of the beginning of a semester or within such additional time as circumstances, in the discretion of the superintendent may warrant, will be paid the certification supplement. Midyear or midterm certification may be recognized by the superintendent on a prorated basis.

b. "Certification" as used in this article will mean, at the School for the Deaf, current certification by the Council on Education of the Deaf, (CED-Provisional or CED-Professional), and at the School for the Blind and the Visually Impaired, current certification by the Association for the Certification of Vision Rehabilitation and Education Professionals (ACVREP) for Orientation and Mobility Specialists and Low Vision Specialists. Teachers of children with hearing loss can meet this certification by fulfilling the criteria outlined in the attached Memorandum of Understanding. Teachers of children with vision loss can meet this certification by fulfilling the criteria outlined in the attached Memorandum of Understanding. Clinicians who hold a Certificate of Clinical Competence from the American Speech and Hearing Association in their respective areas (Audiology=CCC-A; Speech=CCC-SP) are also recognized as certified. No faculty unit member will be paid for more than one certification.

c. It is the intent of the parties that faculty unit members paid from federal or other restricted fund sources will be paid for certification at the same rate as faculty unit members paid from direct operating funds. It is recognized that this provision will be implemented only if funds are available from the appropriate federal or other restricted fund sources and the institution receives approval for additional spending authority or transfer authority necessary to implement this provision.

d. Notification, in writing, of intent to acquire certification will be provided, by the faculty unit member, to the administration no later than April 1.

2. Each faculty unit member will have a salary increase equal to twelve percent (12%) of the prior year's base upon the attainment of a master's degree that is determined by the superintendent to be, relevant to the unit member's field of expertise. (This will be added to the salary base at the time of acquiring the first master's degree only and no faculty unit member will receive this salary increase for more than one master's degree.)

a. Faculty unit members who wish to claim entitlements under this section must provide the superintendent with written notification no later than April 1 that they have satisfactorily completed or that, prior to the beginning of the next academic year, they will satisfactorily complete requirements for a master's degree relevant to the unit member's field of expertise. The faculty unit member will provide verification of the completion of education requirements to the administration no later than September 1 and an official transcript by October 15. If such verification is not provided, the faculty unit member increase under this section will be cancelled and the faculty unit member's pay will be reduced accordingly. All credits are to be earned from a degree--granting accredited institution, and evidence of

credits earned shall be in the form of an official transcript.

17.3. DETERMINATION OF SALARY AT HIRE

The superintendent will determine salaries offered to newly-hired faculty unit members taking into account degrees, certifications, experience, special skills related to performance of the employment, internal and external market conditions and other job-related factors. Upon request of the local COHE president, the superintendent will meet with COHE to explain the rationale for initial salary determination.

17.4. EXTRACURRICULAR COMPENSATION

The authorized voluntary assumption of faculty unit members of the following extracurricular activity supervision at the special schools will be compensated in accordance with the extracurricular compensation schedule, which is based upon work outside the workday.

The superintendent and the local COHE president will meet to negotiate the extracurricular compensation schedule for the respective institution. Each schedule will be incorporated herein as part of Appendix ~~L~~I.

If a special school decides to establish additional compensated extracurricular activities, or if a vacancy cannot be filled for the compensation on the schedule, the superintendent will determine the appropriate compensation for the vacancy and will, prior to the implementation, inform the president of the COHE chapter of the plans and compensation for the extracurricular activity. The vacancy then will first be offered to suitable applicants from the faculty unit before advertising the position to outside applicants. In the event that there are no suitable applicants for the position, the administration may assign the responsibility to a faculty unit member or to an employee outside the bargaining unit.

17.5. SALARY AND FRINGE BENEFIT FUNDING

Representatives of the Board and COHE will meet prior to the June Board meeting to hold preliminary discussions on salary and fringe benefits for a successor contract. It is the intent of the parties to attempt to reach such agreement as is necessary to cooperate in supporting legislation to fund salaries and fringe benefits.

17.6. SUMMER SCHOOL COMPENSATION

Teachers employed in an academic summer school program will be paid a prorated share of their base salary, taking into account the length of the school day and the program duration.

XVIII. ~~FRINGE BENEFITS~~RESERVED

XIX. LEAVES

19.1. SICK LEAVE

Upon request, a faculty unit member may take sick leave with full compensation, in accordance with SDCL ~~Chapter §~~ 3-6C-7 and ARSD 55:09:04:02, for personal illness, pregnancy; the birth or the placement for adoption or foster care of a child, in order to bond with a child within one year of child's birth or placement; exposure to contagious diseases that would endanger the health of fellow employees; required eye and dental care; required medical examination; or inpatient or outpatient treatment in approved centers for alcohol, drug abuse, psychiatric, or counseling care ~~and related disabilities, adoption, exposure to contagious diseases that would endanger the health of fellow employees, eye and dental care, or medical examinations~~.

The institutions have the right to investigate the use of sick leave. If use of sick leave is found to be for other than the uses listed above, the time off will be charged to leave without pay, and may be cause for disciplinary action.

Full-time faculty unit members who have contracts for the full academic year will accrue 9.334 hours of sick leave per month. Faculty unit members who are employed at least fifty percent (50%), but less than one hundred percent (100%), during the full academic year, will accrue sick leave on a prorated basis of the above. Accumulation of unused accrued sick leave is unlimited.

Advance sick leave may be granted, not to exceed 224 hours. Advance sick leave may be used only after the exhaustion of all regularly accumulated sick and annual leave. Advanced sick leave will be charged against all sick leave credits subsequently earned. Advanced sick leave must be repaid prior to leaving the employment of the institution. Advance sick leave may not be granted during the first year of employment. All advance sick leave must be approved by the superintendent and the ~~commissioner of the bureau of personnel~~executive director.

19.2. ANNUAL LEAVE

Annual leave will accrue at the statutory rate pursuant to SDCL ch. 3-6C~~.~~.

Ten-month faculty unit members will be required to take annual leave on working days during the contract when the ten-month faculty unit member has no assigned responsibility.

For nine-month faculty unit members, ~~Working~~ working days during the contract when the nine-month faculty unit member has no assigned responsibility will offset annual leave accrual~~; provided, however, that every nine-month faculty unit member will be entitled to receive at least two (2) days annual leave upon timely request of no less than five (5) business days' notice~~.

~~Faculty unit members who do not take the two annual leave days assured hereunder to every nine-month faculty unit member during the school year will be paid for those days at the end of the school year. Each day will be paid the standard daily compensation that the special school paid to substitutes during the preceding school year. Only nine-month faculty unit members~~

~~who forego their right to take two days annual leave pursuant to this section will be entitled to such payment, and they may only be paid for two such days.~~

19.3. PROFESSIONAL LEAVE

Faculty unit members at the special schools may be granted professional leave. ~~–~~The administration will develop a procedure to be included in the faculty handbook by which the faculty unit member may apply for professional leave. The institutional COHE chapter may submit recommendations for this procedure.

19.4. PERSONAL ~~EMERGENCY~~ LEAVE

Pursuant to SDCL § 3-6C-7 and ARSD 55:09:04:05, ~~Faculty~~ faculty unit members are allowed to use up to forty (40) hours of accumulated sick leave during each calendar year for the following purposes:

1. A death in the immediate family
2. The temporary care of members of the immediate family; and
3. A call to state active duty of military reserve or national guard members

"Immediate family" is defined in ARSD 55:09:01:01(19) as the employee's spouse, children, mother, father, mother-in-law, father-in-law, daughter-in-law, son-in-law, brothers, sisters, grandparents, grandchildren, stepbrothers, stepsisters, and stepparents.

~~personal emergency. The use of sick leave for personal emergency may be granted due to a death in the immediate family (spouse, child, mother, father, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother, sister, grandparent, grandchild, stepchildren or stepparents); the temporary care of members of the immediate family; call to state active duty of military reserve or national guard members; volunteer police or rescue work.~~

19.5. MILITARY LEAVE

Faculty unit members who are called to active duty in the military services are eligible to request a leave without pay during the length of required service.

Faculty unit members who are members of Reserve or National Guard units are authorized up to fifteen (15) working days during a calendar year for required training. The faculty unit member does not lose pay or benefits during the training period.

19.6. JURY LEAVE

Faculty unit members who are summoned for jury duty will receive their regular compensation and are authorized to accept the fees ordinarily paid to a juror. No charges will be made against accrued leave.

19.7. SABBATICAL, FACULTY ~~UNIT~~ MEMBER IMPROVEMENT AND CAREER

REDIRECTION LEAVES

Faculty unit members are eligible to apply for sabbatical, faculty member improvement and career redirection leaves pursuant to Board Policy 4:15. However, a faculty unit member must submit the written request, using a form provided by the Board, no later than June 1 of the prior calendar year.

~~***A faculty unit member may be granted sabbatical leave after six (6) or more consecutive years of full-time employment in the system. A faculty unit member may be granted faculty unit member improvement or career redirection leave after three (3) consecutive years of full-time employment in the system. Approval for such leave will be contingent upon the faculty unit member presenting plans for formal study, research, or other experiences which are designed to improve the quality of service of the faculty unit member to the institution, to the Board and to the state of South Dakota.***~~

~~***The number of all faculty unit member improvement, career redirection or sabbatical leaves granted by an institution during any fiscal year will not exceed five percent (5%) of the faculty unit members or one (1) FTE, whichever is greater, in any one year.***~~

~~***Sabbatical leave for nine (9) month faculty unit members will be for not more than two (2) semesters at one-half the salary which would have been paid had the faculty unit member been on full-time employment, or not more than one (1) semester at the full salary which would have been paid had the faculty unit member been on full-time employment.***~~

~~***Sabbatical leave for twelve (12) month faculty unit members will be for not more than twelve (12) months at one-half the salary which would have been paid on full-time employment, or not more than six (6) consecutive months at the full salary which would have been paid on full-time employment.***~~

~~***Faculty unit member improvement or career redirection leave for nine (9) month faculty unit members will be for not more than two (2) semesters at eight percent (8%) of the salary which would have been paid on full-time employment, for each full academic year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary, or not more than one (1) semester at sixteen percent (16%) of the salary which would have been paid on full-time employment, for each full academic year of consecutive full-time service, up to a maximum of one hundred percent (100%) of salary, for each year of consecutive service.***~~

~~***Faculty unit member improvement or career redirection leaves for twelve (12) month faculty unit members will be for not more than twelve (12) months at eight percent (8%) of the salary which would have been paid on full-time employment, for each full year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary, or not more than six (6) consecutive months at sixteen percent (16%) of the salary which would have been paid on full-time employment, for each full year of consecutive service up to a maximum of one hundred percent (100%) of salary.***~~

~~***All faculty unit members receiving faculty unit member improvement, career redirection, or sabbatical leave are required to return to the institution granting the leave for at least two (2)***~~

~~*academic years of full-time service, or to refund the full salary and institutional costs of fringe benefits received while on leave. If a faculty unit member returns, but fails to perform the full two (2) years return-to-service obligation, then the repayment obligation will be prorated. Any repayment obligation will be due in full one (1) calendar year after the end of the leave period or any subsequent, successive leave periods. Any repayment obligation which remains unpaid after falling due will earn interest at a rate equal to the monthly average prime rate of interest offered by the Wells-Fargo Bank system, or its successor in interest, during the leave period plus two percentage points. Interest will be compounded semi-annually on all unpaid balances. A faculty unit member who cannot perform return-to-service obligations due to death or permanent and total disability or reduction in force will be released of all repayment obligations. Determination of whether a faculty unit member is to be considered disabled will be made by the Board.*~~

~~*All faculty unit members, upon return from faculty unit member improvement, career redirection, or sabbatical leave, will be returned to their former positions or be assigned to positions of like nature and status and will be granted increment increases that were given during their leave. They may be considered for merit increases as if they had served at the institution during such period. They will maintain tenure, insurance benefits, accumulated sick leave, and all other accrued benefits. If the faculty unit member is on less than fifty percent (50%) compensation, service for retirement is not accumulated during the period of such leave. Nothing in this article will be construed to abrogate other provisions of this agreement which affect employment status.*~~

~~*The following criteria will be considered in selecting the candidates for faculty unit member improvement, career redirection or sabbatical leave:*~~

~~1. *The merit of the objectives as they relate to improving the instructional program and enhancing the professional growth of the application and, where other institutions are involved, evidence of acceptance of the faculty unit member's program or project by the institution offering the advanced study or research.*~~

~~2. *Years of experience in the system.*~~

~~3. *Previous leaves.*~~

~~4. *Distribution of applicants by academic area.*~~

~~5. *Anticipated program changes.*~~

~~*All grantees of faculty unit member improvement, career redirection or sabbatical leave will execute a promissory note with the Board which is consistent with the terms of this article.*~~

19.8. ~~RETRAINING OR REASSIGNMENT SABBATICAL LEAVE~~RESERVED

~~*Based upon individual negotiation and without precedential value, a faculty unit member may be granted a retraining or reassignment sabbatical leave for a period not to exceed two (2) semesters, for retraining which would lead to permanent reassignment from an area where his services are no longer required or, in the future, may no longer be required to a discipline where additional faculty are needed. The potential receiving department will be consulted with respect to both the proposed retraining plan and the reassignment. The individual faculty unit member may have a COHE representative during the negotiations.*~~

~~*When significant needs for reassignment exist, as defined by the administration, applications from faculty members not normally eligible for sabbatical leave may be considered.*~~

~~*Faculty members receiving additional financial support beyond that ordinarily provided for faculty on a sabbatical leave will be required to extend their commitment to return to full service at the institution granting the leave for a period of at least one year and possibly longer if requested by the institution at the time the leave is negotiated. Terms and conditions of retraining or reassignment or sabbatical leaves which provide supplemental financial support will be reduced to writing and a copy of the leave agreement will be sent to COHE. The selection of the individuals to receive retraining or reassignment sabbaticals, as well as the selection of the individuals who receive supplemental financial support as described above, and the terms and conditions to be established in each individual case, are not subject to the grievance procedures outlined in Article VII of this Agreement. Failure on the part of either party to maintain the terms of the leave agreement will form the basis for a grievance.*~~

~~*The administration will develop appropriate procedures, including time considerations, for applications submitted under this Section.*~~

19.9. LEAVE OF ABSENCE WITHOUT PAY

Leave of absence without pay may be granted by the Board for up to one (1) year for educational, parental or other valid reasons. Extensions may be granted by the Board. If allowed by existing insurance contract(s), the faculty unit member may elect to continue group insurance coverage by notifying the appropriate administrative office at the institution, by complying with the insurance contract(s) requirements, and by arranging to pay monthly premiums consistent with Board Policy 4:15.

Upon return from a leave of absence without pay, faculty unit members will be assigned to their former positions or to comparable positions for which they are qualified. Faculty unit members will retain all accrued benefits during leaves of absence without pay. A leave of absence without pay will not constitute a break in service for purposes of eligibility for the leaves established under § 19.7.

19.10. UNAUTHORIZED ABSENCE

A faculty unit member who is absent from assigned professional activities without authorized administrative approval may be subject to the provisions of Article XIII, Code of Conduct--Discipline--Just Cause.

19.11. ADMINISTRATIVE LEAVE

Pursuant to ARSD 55:09:04:13, ~~Administrative~~ administrative leave will be granted in the following situations, allowing an employee to receive compensation for the hours that the employee would normally have worked with no loss of leave.

1. An office is administratively closed;

2. An employee is a member of a volunteer fire department, reserve law enforcement unit, emergency search and rescue squad, or ambulance service and is called to duty during working hours;

3. An employee may be placed on administrative leave ~~Pending~~ pending an investigation of charges made against an employee upon which disciplinary action could be taken; and

4. For any other purpose that has been requested in writing and approved by the ~~commissioner~~executive director.

The appointing authority will grant administrative leave hours as straight time off at a later date or as cash payment at the regular hourly rate to employees who are required to work when an office is administratively closed. If an office remains open and an employee is not able to reach the worksite, the employee must use annual leave~~, compensatory time,~~ or leave without pay.

Appointing authorities will inform the ~~commissioner~~ executive director of all office closings.

19.12. DONATION OF LEAVE--RECIPIENT AND DONOR REQUIREMENTS

Under conditions outlined in ARSD 55:09:04:14 through 55:09:04:17~~the Career Service Regulations~~, faculty unit members may donate leave or receive donated leave. ~~The Board will forward new rules to the COHE UniServ Director as they are adopted by the Career Service Commission.~~

19.13. LEAVE FOR PROFESSIONAL PRESENTATIONS

Faculty unit members who give professional presentations away from the special school during school time will take leave without pay, unless they elect to use their annual leave for such purposes or unless the presentations are made at the request of the special school.

XX. AGREEMENT MANAGEMENT PROVISIONS

20.1. AGREEMENT MANAGEMENT

In order to facilitate the management of this agreement, the following agreement management committees are established.

20.2. INSTITUTIONAL AGREEMENT MANAGEMENT COMMITTEES

Each institution will establish an institutional agreement management committee (IAMCOM) made up of two (2) administrators who will be appointed by the superintendent and two (2) faculty unit members appointed by the COHE chapter president. For each of such committees, the appointment authorities will designate one (1) of their appointees as co-chairperson. The co-chairpersons will be jointly responsible for establishing meetings and composing agenda. Such committees will meet at least once every ninety (90) calendar days unless otherwise agreed by the co-chairpersons.

The IAMCOMs are intended to be informal forums for identification and discussion of problems of interpretation of agreement language and agreement implementation and management. The committees are not authorized to modify, supplement or amend agreement language. Items of business will be placed on the agenda of any meeting upon written request of any two (2) members.

The committee will not become involved in the grievance process or in negotiations, nor be obligated to reach agreement on any item of business considered.

20.3. ~~SYSTEM-WIDE COMMITTEES~~RESERVED

20.4. TOTALITY OF AGREEMENT

All matters on which the parties have reached agreement are set forth in this document. All other understandings, representations, or agreements between the parties ~~are of~~have no force ~~and~~ or effect.

~~During the duration of this agreement, the provisions hereof will supersede any previous or future regulations, practices, rules, policies, or handbook provisions, which may be in conflict with the express terms hereof.~~ Any individual contract entered into between the Board and a faculty unit member will be subject to the provisions of this agreement.

Guidelines for intra-institutional rights and responsibilities for a particular institution may be compiled in a handbook. Faculty handbooks are neither intended, nor should they be considered, as conferring any employment rights not provided for in this agreement, and to the extent they may be so arguably interpreted, the same are void and ~~of~~ have no force or effect.

20.5. PUBLICATION OF AGREEMENT

The Board and COHE will cooperate in preparing this agreement and its appendices for publication via the Board's website. The Board will prepare the master copy for publication. The text will be approved by the parties.

20.6. SEVERABILITY

If any word, phrase or provision of this agreement or any application thereof to any faculty unit member or the Board is held to be contrary to law by a court of competent jurisdiction, such word, phrase, or provision or application will be deemed valid and subsisting only to the extent permitted by law and all other words, phrases, provisions and applications will be separated and will continue in full force and effect.

20.7. WAIVER

Failure of either party to require performance by the other party of any promise, condition or covenant herein will in no way affect the full right to require such performance at any time thereafter, nor will the waiver by either party of a breach of any promise, condition or covenant hereof be taken or held to be a waiver of the promise, condition or covenant.

20.8. MODIFICATION

This agreement may be modified in writing upon agreement of the parties.

20.9. NOTICE

1. Unless otherwise provided, where notice is required to be given, it will be sufficient:

   a. In the case of faculty unit members, if sent by first class mail to their last reported residential address, if ~~delivery~~ delivered by electronic mail to the faculty unit members' official institutional electronic mail ~~account constitutes notice as provided in ¶ 4 of this section~~ or if hand delivered directly to the affected faculty unit member;

   b. In the case of COHE, if sent by first class mail to the institutional COHE president at the last reported residential address, or to the office of the COHE UniServ Director, or hand-delivered to the institutional COHE president or to an employee of the Pierre COHE office;

   c. In the case of the Board, if sent by first class mail to Board of Regents, 306 East Capitol Suite 200, Pierre, South Dakota 57501-3159, or hand-delivered to the executive director of the Board or to a clerical staff member on duty at the office of the executive director;

   d. In the case of ~~institutional~~ the ~~presidents~~superintendent, if sent by first class mail to the~~ir respective~~ institutional address~~es~~, or hand-delivered to the superintendent or to a clerical staff member on duty at the ~~respective~~ superintendent's office;

and in all other cases, if sent by campus or regular mails to the institutional office or regular business address of the person or party. The parties agree that a signed receipt acknowledging hand delivery will be provided upon request.

2. Notice will be required only when the words "notice" or "notification" appear in this agreement.

~~3. In connection with disciplinary or grievance proceedings, the administration's initial notice will be by first class mail to the faculty unit member's home address.~~

~~4.~~3. In any case in which a faculty unit member, administrator, COHE, the Board or an attorney representing such person, official or entity uses electronic mail, telefacsimile or other electronic communications systems to send or to respond to a notice, the sender will be deemed thereby to have consented to the use of electronic mail to deliver any subsequent, related correspondence, including notices, to the electronic mail address, telefacsimile number or other electronic address used by the sender.

~~5.~~4. Notice will be effective on the date postmarked by the United States Postal Service, on the date delivered by hand or on the date sent electronically (whether by electronic mail, telefacsimile or other electronic communications system); provided that, where disruption of institutional electronic communications systems interferes with delivery of an electronic notice, the effective date of notices sent electronically will be delayed until service has been restored.

XXI. LEGISLATIVE ACTION

21.1. STATEMENT

Where a provision of this agreement requires legislative action, other than appropriations, for its implementation, COHE and the Board agree to meet to discuss the drafting of such legislation, and its introduction into the legislative process. Where mutual agreement is reached on the proper form of the desired legislation and the proper introduction of such legislation into the process, then the parties will lend their support to the passage of such legislation.

The provisions of § 3.2.8 do not obligate COHE to support legislation enacting merit pay.

XXII. DUES DEDUCTION

22.1. STATEMENT

During the term of this agreement, the Board agrees to deduct COHE membership dues, in an amount established by COHE and communicated in writing to the Board by an authorized official of COHE, from the pay of those faculty unit members in the bargaining unit who individually and voluntarily make such request on the dues deduction authorization form as depicted in Appendix ~~H~~ E of this agreement.

Deductions will be made monthly. ~~–~~Annual dues will be deducted in twelve (12) equal installments for faculty unit members with twelve (12) month contracts, or whose nine (9) month compensation is paid in twelve (12) installments. Annual dues will be deducted in nine (9) equal installments for faculty unit members with less than twelve (12) month contracts. Twelve (12) month contract faculty unit members requesting dues deduction subsequent to July or less than twelve (12) month contract faculty unit members requesting the dues deduction subsequent to September will have their annual dues deducted in the remaining pay periods on a pro rata basis. The faculty unit member's dues deduction authorization form must reach the business office no later than the tenth day of the month in which the authorized dues deduction is to begin. COHE will give to the Board written notice of any change in its dues at least thirty (30) working days prior to the effective date of any such change. Only one such change may be made per calendar year.

The dues deducted will be remitted by the institution to the local COHE treasurer as soon as possible, but not later than fifteen (15) working days following the end of each pay period.

Accompanying each remittance will be a list of the faculty unit members from whose salaries such deductions were made, and the amounts deducted.

The institutions will not be responsible for making deduction for dues if a faculty unit member's pay within a period, after other mandatory voluntary deductions, is less than the amount authorized. In such event it will be the responsibility of COHE to collect its dues for that pay period directly from the faculty unit member.

The institution's responsibility for deducting dues from a faculty unit member's salary will terminate automatically upon either (1) revocation of the faculty unit member's prior dues deduction authorization, or (2) cessation of the authorized faculty unit member's employment, or (3) the cessation of the authorizing faculty unit member's inclusion in the bargaining unit.

Faculty unit members who wish to cancel their dues deduction authorization will forward a completed dues deduction cancellation form (Appendix ~~I~~F) to the institutional payroll section prior to the first of the month in which the faculty unit member wishes a dues deduction authorization to be canceled.

The institution will inform the institutional COHE chapter president of any request for dues deduction cancellation by the fifth working day of the month in which the dues deduction is to be canceled.

COHE will indemnify, defend and hold the Board, its members, officials, agents and representatives harmless against any claim, demand, suit, or any form of liability (monetary or otherwise), including attorneys' fees and costs, arising from any action taken or not taken by the Board, its members, officials, agents or representatives in complying with this article or in reliance upon any notice, letter or written authorization furnished to the Board pursuant hereto. COHE assumes full and sole responsibility for all monies deducted pursuant to this article upon remittance to COHE. COHE will promptly refund to the Board any funds received pursuant to this article which are in excess of the amount of dues which the Board has agreed to deduct.

The Board will not deduct from the pay of any faculty unit member any COHE fines, penalties, or special assessments which are not a part of the amount of annual dues.

The Board's responsibilities under this article will terminate automatically upon the expiration of this agreement.

XXIII. EFFECT AND DURATION

23.1. EFFECT AND DURATION

This agreement will take effect when signed and ratified by both parties. It will remain in full force and effect through the 30th day of June, ~~2018~~2021, except to the extent that modification is required in order to respond to changes in statute or regulation or to binding court decisions.

Notwithstanding this limitation, the parties may reopen talks concerning §17.1 in the event that the Board fails to provide funds to supplement salary policy for a fiscal year.

On or before the ~~first~~ 15th day of ~~March~~February, ~~2018~~2021, either party may notify the other that it wishes to renew or modify this agreement. In this event, the parties will meet no later than the 15th day of March, ~~2018~~2021, to negotiate with respect to a successor agreement.

If a successor agreement has not been ratified by the 30th day of June, ~~2018~~2021, the parties may mutually agree to extend the force and effect of this agreement.

Executed this ___ day of _____, ~~2015~~2018.

SOUTH DAKOTA BOARD OF REGENTS

~~Randy Schaefer~~
President, Board of Regents

~~Mike Rush~~
Executive Director and CEO

~~James F. Shekleton~~Guilherme Costa
Chief Negotiator

COUNCIL ON HIGHER EDUCATION

~~Loren Paul~~ Alan Aldrich
President, ~~Chief Negotiator~~COHE~~, Higher Education~~

Nina Ringsmeyer
Chief Negotiator for SDSD

Jane Mundschenk
Chief Negotiator for SDSBVI

Board of Regents Negotiations Team:

Guilherme Costa
Marjorie Kaiser
Kayla Bastian
Kim Wadsworth
Jodi Carlsgaard

COHE Negotiations Team:

Nina Ringsmeyer
Kerry A. Ruth
Jane Mundschenk~~Kerry A. Ruth~~
Lorri Peterson
~~Nina Ringsmey~~

~~Board of Regents Negotiating Team: COHE Negotiations Team:~~
~~James F. Shekleton Loren Paul~~

~~Marjorie Kaiser~~ ~~Jane Mundschenk~~
~~Kim Wadsworth~~ ~~Kerry A. Ruth~~
~~Barbara Basel~~ ~~Amy Scepaniak~~
~~Nina Ringsmey~~

BOARD OF REGENTS
306 EAST CAPITOL AVENUE, SUITE 200
PIERRE, SOUTH DAKOTA 57501-2545
(605) 773-3455/FAX (605) 773-5320
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OFFICE OF THE EXECUTIVE DIRECTOR

May 30, 2018

Nina Ringstmeyer
COHE Campus Contact
SDSD

Jane Mundschenk
COHE Campus Contact
SDSBVI

Sent via email to nina.ringstmeyer@sdsd.sdbor.edu and jane.mundschenk@sdsbvi.northern.edu

Re: Third Negotiating Session held on May 3, 2018, for an Agreement to Replace the Special Schools Agreement that Expires on June 30, 2018.

Dear Nina and Jane:

On May 3, 2018, the Council of Higher Education represented by Nina Ringstmeyer and Kerry A. Ruth ("SDSD COHE"), and Jane Mundschenk and Lorri Peterson ("SDSBVI COHE") (collectively "COHE") met with the South Dakota Board of Regents represented by Guilherme Costa, Kayla Bastian, Marjorie Kaiser, Kim Wadsworth, and Jodi Carlsgaard (collectively "Board") to continue negotiations for the collective bargaining agreement to replace the agreement that expires on June 30, 2018.

The Board asked COHE how it wanted to proceed. COHE identified specific provisions it wanted to discuss first (Sections 8.4, 9.6, 9.2), which the parties negotiated, then went back to the beginning and worked through the proposals chronologically.

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BOARD PROPOSALS

Below are the Board's proposals and rationale in chronological order based on the current placement in the Agreement for July 1, 2015 through June 30, 2018. Each proposal is followed by COHE's response:

PREFACE (from 1st Negotiation Session)

It is recognized and agreed to by and between the parties that the inclusion of the articles regarding

(a) Conflict of interest (Appendix S), the imposed portions of the
(b) Intellectual Property (Appendix R) and Appendix Q
(c) Disciplinary procedures (Article XV),
(d) Grievance procedures (Article VII),
(e) Contract year (Section 8.4)
(f) Performance deficiencies identified in evaluations (Section 13.2)
(g) Procedures for disciplinary action (Section 13.3)
(h) Reduction priorities (Section 14.2), and
(i) Appendix G in the contract

IS DUE TO LANGUAGE ~~BEING~~ PREVIOUSLY IMPOSED BY THE BOR AND NOT AGREED TO BY COHE and does not mean that COHE accepts the validity of any or all of these provisions or otherwise waives the right to challenge any of all of these articles in the future by whatever legal means may be available to COHE or its bargaining unit members.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

PREFACE (from 2nd Negotiation Session)

~~**PREFACE**~~

~~It is recognized and agreed to by and between the parties that the inclusion of the articles regarding~~

~~(j) Conflict of interest (Appendix S), the imposed portions of the~~
~~(k) Intellectual Property (Appendix R) and Appendix Q~~
~~(l) Disciplinary procedures (Article XV),~~
~~(m) Grievance procedures (Article VII),~~
~~(n) Contract year (Section 8.4)~~
~~(o) Performance deficiencies identified in evaluations (Section 13.2)~~
~~(p) Procedures for disciplinary action (Section 13.3)~~
~~(q) Reduction priorities (Section 14.2), and~~

~~(r) Appendix G in the contract~~

~~IS DUE TO LANGUAGE BEING IMPOSED BY THE BOR AND NOT AGREED TO BY COHE and does not mean that COHE accepts the validity of any or all of these provisions or otherwise waives the right to challenge any of all of these articles in the future by whatever legal means may be available to COHE or its bargaining unit members.~~

- **BOR RATIONALE**
  - This preface was only relevant to whichever prior contract negotiation resulted in the Board imposing the items identified in the preface. That prior contract will have the preface for historical purposes.
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

I. DEFINITIONS

For the purpose of this agreement, unless explicitly defined differently elsewhere in this agreement:

…

1.18. "Superintendent" means the chief executive officer of either or both of the Special Schools, or designee.

1.19. "Special Schools" or "Institution" or "School" means the South Dakota School for the Blind and the Visually Impaired and the State School for the Deaf.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (2nd Negotiation)**
  - COHE has a proposal impacting this section, so hold off on any agreement to this section until COHE's proposal is presented
  - Tentative Agreement

2.1. RECOGNITION STATEMENT

The Board recognizes COHE as the exclusive representative of the collective bargaining unit, as determined by the Division of Labor and Management Document No. 12E 1976/77, dated the 11th day of August, ~~1978~~1977, or as may be ~~modified~~ narrowed by this agreement, for the purpose of collective bargaining in respect to rates of pay, wages, hours of employment, grievance procedures and other conditions of employment. The bargaining unit composition is referenced in Appendix A.

- **BOR RATIONALE**
  - Correction
  - Adding new classes of positions to the unit would deprive their incumbents of their statutory rights to vote upon representation.

- **COHE RESPONSE (1st Negotiation)**
  - Nina Ringstmeyer asked for clarification for the proposed change from "modified" to "narrowed"
    - Guilherme Costa stated that the contract can narrow, but not enlarge, the definition of the bargaining unit as determined by the SD Department of Labor because contractually adding new classes of positions to the bargaining unit would deprive their incumbents of their statutory rights to vote upon representation
      - The term "modified" is less precise because the general meaning is a change in either direction, whereas the term "narrowed" is defined as allowing a change in one direction only.
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement on date change
  - No on changing "modified" to "narrow" because believes that "narrow" narrows it

3.4. INCORPORATION BY REFERENCE

The parties acknowledge that the discretion of the Board or its administrators in matters involving terms and conditions of employment may be limited by statute, regulation and/or Board policy. The provisions of this agreement are intended to be consistent with such binding limitations. Such extra-contractual requirements may change from time to time through legislative, executive, judicial or Board action, and the parties agree that where such changes prevent the operation of a term or condition of this agreement, the provisions of this agreement shall be deemed to have been overridden.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

4.1. MEETING FACILITIES

Upon annual written request to the superintendent, COHE meetings will be permitted at the institution without charge, if appropriate facilities are available, during that school year. If special services are required, a charge may be made for such service.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

4.2. BULLETIN BOARDS

COHE may post notices on a shared basis with campus groups on existing bulletin ~~Boards~~ boards customarily used for general notices to the faculty. If prior approval of notices appearing on these bulletin ~~Boards~~ boards is needed, this prior approval must also be obtained for COHE notices.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

4.3. CAMPUS COURIER SERVICE

4.3. ~~CAMPUS COURIER SERVICE~~RESERVED

~~To the extent legally permissible, COHE may use the intra-campus courier service. Special courier service fees will be charged for such services used by COHE at each institution on the same basis as any other recognized institutional organization.~~

- **BOR RATIONALE**
  - Interoffice mail is no longer available
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

4.5. BOARD MEETINGS AND ACCESS TO INFORMATION

4.5. BOARD OF REGENTS MEETINGS ~~AND ACCESS TO INFORMATION~~

~~The president and UniServ director of COHE each will be supplied a copy of the agenda of the regular Board meetings by the executive director at the same time as copies are supplied to the institutions. If the agenda supplied does not include all public reports and recommendations, they will be made available at the meeting. One (1) copy of the minutes of the meeting will be furnished to the UniServ director of COHE.~~ COHE may request in writing to be placed on the tentative agenda and heard by any committee or the Board at a regularly scheduled meeting, provided that such written request, ~~and~~ containing the content to be discussed, is made known to the executive director at least ~~ten~~ twenty (~~10~~20) working days prior to the first day of the meeting.

Upon written request of COHE, the executive director will, within ten (10) working days, make available one (1) copy of any public document published by the Board or an institution that is not available on the Board website.

- **BOR RATIONALE**

- Board agenda, meeting materials, and minutes are publicly available on the Board website
- Clarification that request to be placed on the tentative agenda must be in writing

- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement to title
  - Tentative Agreement to change from "ten (10) working days" to "at least twenty (20) working days"
  - No, to rest of changes because think it's still good to have to provide documents that are publicly available
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement on all changes

4.6. COHE BUSINESS

Authorized representatives of COHE may transact official business on institutional property provided that this does not interfere with or interrupt normal institutional operations or other institutional personnel in the performance of their duties or conflict with other articles of this agreement. No faculty unit member will ~~knowingly~~ engage in COHE activities or the preparation of litigation or grievances against the institution or the Board during the time for performing scheduled teaching or other assigned institutional duties.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

4.7. COHE LEADERSHIP LEAVE

The statewide officers or alternative designees of COHE or SDEA/NEA may be given time off for the purpose of serving a leadership capacity, subject to the following provisions:

1. That the written request for time off be approved by the member's immediate supervisor. The superintendent may deny such leave if it will significantly detract from the normal operations of the institution. If any such request is denied, the reasons for such denial will be stated in writing.

2. That the written request for time off be submitted to the superintendent no fewer than thirty (30) calendar days prior to the beginning of the semester for which the time off is applicable.

3. That COHE reimburse the unit member's institution for the amount of salary, fringe

benefits and other direct costs corresponding to the time off at the conclusion of the academic ~~term~~year.

COHE members granted such leave will receive credit towards salary and fringe benefit increases as if they were not on leave.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement to all changes with change from "term" to "year"

4.8. COHE RESPONSIBILITIES

COHE will designate the membership of an institutional peer group as soon as practical after the unit membership list is received. The membership will continue until replacements have been named. Where specific peer groups are required under the contract, the institutional COHE president will select the members of the group or committee; provided that no person may be assigned to a group or committee convened to review an administrative action involving the department or division to which the individual is assigned.

Should the Board charge that a member or members of the bargaining unit are engaged in illegal activities as per SDCL ~~§~~ ch. 3-18, notification will be sent to the COHE director by registered mail. COHE will immediately, by registered letter, so notify such member or members of the receipt of the Board charge and will advise such member or members that their actions are governed by SDCL ~~§~~ ch. 3-18. If it will be objectively established that such Board charges have substance, COHE will notify in writing such member or members of the opinion. Copies of such correspondence will be forwarded to the Board's executive director.

- **BOR RATIONALE**
  - Correction
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

4.9. ATTENDANCE AT MEETINGS

4.9. ATTENDANCE AT MEETINGS OF THE BOARD OF REGENTS

The president of COHE may attend each meeting of the Board and speak on faculty issues during the time that the Board determines to be appropriate. The COHE president will not be charged leave without pay, but will arrange compensation time, rearrange classes or pay a substitute, if the preceding options are not possible.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Nina Ringstmeyer asked for clarification as to when COHE is normally allowed to speak at Board meetings.
    - Guilherme Costa responded that at each of the regularly scheduled Board meetings, there is a time on the agenda for the Community Forum where COHE, and any member of the community, is invited to ask questions of, and make comments to, the Board of Regents.
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement on Title change
  - No to addition in text b/c thinks it was fine before

5.2. CURRICULUM COMMITTEES

Curriculum committees will be established for the purpose of studying curriculum development at the special schools. The membership of the curriculum committee will include at least three faculty unit members. The committees will be responsible for providing their recommendations to the superintendent regarding curriculum change or development of a curriculum area.

If the administration intends to contract with a faculty unit member for special curriculum work~~,~~ (i.e.~~that is~~, special projects that are not within the scope of service on the curriculum committee~~,~~) it will provide all faculty unit members with an opportunity to apply.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

6.1. STATEMENT

The parties reaffirm that their commitment to the objectives of affirmative action, equal opportunity and nondiscrimination is in accordance with state and federal law. Redress for alleged violations of those laws by either party may be pursued at law or through the procedures recognized under this agreement. Further, the parties recognize that plenary jurisdiction for enforcement of civil rights and antidiscrimination laws is vested solely in the various state and federal agencies and the courts.

In those cases where the grievance rests in whole or in part on allegations that an institutional action involved prohibited discrimination, the grievance will be pursued using the procedures stipulated in Board Policy No. 1:18, attached as Appendix ~~N~~H, and not the procedures contained in Article VII or XIII. The local COHE president will receive any notice ~~where required under~~

~~Articles VII or XIII~~provided to the grievant as part of the procedures stipulated in Board Policy No. 1:18. Board Policy No. 1:18 has been incorporated into this agreement in order to reduce the likelihood that grievants and parties charged will be subject to multiple hearings and to provide for orderly, consistent mechanisms to achieve a timely resolution to discrimination claims that may involve allegations of conduct by administrators, students, unit or non-unit faculty members or other persons employed or involved in institutional activities.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - SDSD COHE was ready to tentatively agree; SDSBVI COHE will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement
    - Nina requested a list of appendices for new contract at end of negotiations

7.1. PURPOSE

The parties agree that all problems should be resolved, whenever possible, before the filing of a grievance. They encourage open communication between administrators and faculty unit members so that resorting to the ~~formal~~ grievance procedure will not be necessary. The purpose of this article is to promote prompt and efficient procedures for investigating and resolving grievances.

- **BOR RATIONALE**
  - Eliminating distinction between “formal grievance” and “grievance”, and consolidating into a single term “grievance”
    - This was done in a previous negotiation of the higher education agreement
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

7.2. GRIEVANCE RIGHTS

Any individual faculty unit member or group of faculty unit members may at any time request the informal resolution of a grievance. When the ~~informal or formal~~ grievance is processed by an individual faculty unit member or a group of faculty unit members, they may process the grievance without the involvement of the COHE representative. It is the responsibility of the administration to provide the local COHE president with a copy of any such grievance and to notify its representatives of the times and places of meetings at which they might be present. The institution will provide COHE with a written statement of any resolution.

- **BOR RATIONALE**
  - Eliminating distinction between “formal grievance” and “grievance”, and consolidating into a single term “grievance”
    - This was done in a previous negotiation of the higher education agreement
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

7.3. DEFINITIONS

For the purpose of this article:

~~1.~~ The term "grievance" means an alleged misinterpretation, misapplication or violation of a specific term or provision of this agreement~~.~~; provided that allegations supporting the claimed grievance assert

~~2.~~

~~3.~~1. ~~The phrase “formal grievance” means a grievance supported by that state~~ a specific factual basis for the complaint that, if proven, would establish that an action attributable to the administration deprived the individual employee of a right arising under a specific term or provision of this agreement. A faculty unit member may not rely upon mere conclusions, general allegations and speculative statements to establish a factual ground for the claim that a provision has been misinterpreted, misapplied, or violated. Faculty unit members must cite specific facts and circumstances known to them first hand or to another first hand who is willing to testify to their existence or established through official governmental publications or other published documents whose authenticity and reliability cannot reasonably be doubted, together with such factual inferences as may be drawn from such facts. The term “grievance” does not include claims for damages or other general relief based upon allegations that sound in tort, claims for damages or other contract relief available solely through the judiciary, or claims alleging that provisions of this agreement, or incorporated statutes, rules or policies, violate constitutional or legal restrictions unrelated to terms and conditions of employment.

…

- **BOR RATIONALE**
  - Eliminating distinction between “formal grievance” and “grievance”, and consolidating into a single term “grievance”
    - This was done in a previous negotiation of the higher education agreement
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Nina Ringstmeyer asked for clarification about the addition of language in body
    - Guilherme Costa responded that the addition is language currently in the Higher Education agreement that provides additional details about what is

and is not a grievance, and provides guidance about how grievances will be evaluated, etc.

- Tentative Agreement

7.5. CONFIDENTIALITY

To the extent permitted by law, ~~The~~ the grievance proceedings will be confidential. No meeting or hearing conducted pursuant to § 7.7 will be open to the public and witnesses will be directed not to disclose the substance of any matter disclosed to them in the course of a meeting or hearing. Notwithstanding the foregoing ~~assurances of confidentiality~~, where a grievant, a grievant's representative, COHE or a third party causes or acquiesces to publication, whether in the press or otherwise, of information about the grievance or grievance proceedings, the administration or the Board shall have the power, but not the obligation, at its sole discretion to make such disclosures as it deems necessary to assure the public or interested parties of the regularity of proceedings or to correct misstatements of fact or otherwise misleading statements. If the Board elects to issue a written statement to the public, it will provide the local COHE president with a copy of the statement.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

7.6. TIME LIMITATIONS

When any action which is required to be taken within a specified time period is not taken in time, the following will apply:

1. If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the ~~formal~~ grievance and ~~it~~ the grievance will be ~~deemed withdrawn~~time-barred.

2. In the case where the administration fails to act in time, the grievant may proceed to the next review level and any subsequently issued decision on the matter at the bypassed level will be void.

- **BOR RATIONALE**
  - Eliminating distinction between "formal grievance" and "grievance", and consolidating into a single term "grievance"
    - This was done in a previous negotiation of the higher education agreement
  - Clarification of the consequence of failing to abide by the time limit

- This was done in a previous negotiation of the higher education agreement

- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

7.7. INFORMAL PROCESS FOR OBTAINING REVIEW OF COMPLAINTS ABOUT SALARY OR WORKING CONDITIONS, WHETHER OR NOT THESE MIGHT CONSTITUTE GRIEVANCES

7.7. INFORMAL PROCESS FOR OBTAINING REVIEW OF COMPLAINTS ABOUT SALARY OR WORKING CONDITIONS, REGARDLESS OF WHETHER OR NOT THESE MIGHT CONSTITUTE GRIEVANCES

1 If a faculty unit member has a ~~concern~~ complaint with salary or working conditions, regardless of whether or not the ~~concern~~ complaint might constitute a grievance under this Article, the ~~concern~~ complaint should be addressed informally with the unit member's immediate supervisor.

2 If, after such discussion, the faculty unit member is not satisfied with the disposition of the ~~matter~~complaint, the faculty unit member will have the right to have a local COHE representative assist in further efforts to resolve the ~~problem~~ complaint informally with the supervisor or any other appropriate administrator.

3 If the faculty unit member remains unsatisfied with the handling of the complaint, and if the complaint would state a grievance under this Article, the faculty unit member may file a ~~formal~~ grievance within the time limitations and in the manner fixed in § 7.8.

- **BOR RATIONALE**
  - Clarification
  - Eliminating distinction between "formal grievance" and "grievance", and consolidating into a single term "grievance"
    - This was done in a previous negotiation of the higher education agreement
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

7.8. STEPS FOR PROCESSING A FORMAL GRIEVANCE (STEP 1)

7.8. STEPS FOR PROCESSING A ~~FORMAL~~ GRIEVANCE

1. **Step 1: Written Statement of Grievance**

A grievance is initiated by filing a formal written statement of grievance to afford an initial opportunity to review the concerns raised.

A grievant must first present a ~~formal~~ grievance, identified as such, in writing, personally executed by an individual grievant, or by a duly authorized COHE officer where COHE has brought the grievance to vindicate rights guaranteed to COHE under this agreement, and informally, in accordance with the prescribed grievance form [Appendix B--Grievance Form--Step 1], at the lowest administrative level having authority to dispose of the grievance and with the COHE chapter president. The grievance must be filed using the prescribed grievance form Appendix B--Grievance Form--Step 1. The faculty unit member, or each individual unit member where more than one files a grievance, must sign the grievance form. If a faculty unit member chooses to be represented by another person, the faculty unit member must provide the administration with written and personally signed notice that another person, organization or firm has been authorized to serve as the formal representative. No action taken by a representative will be recognized as having any effect under this agreement until such a signed notice has been received by the administration. A duly authorized COHE officer may sign the form where COHE has brought the grievance to vindicate rights guaranteed to COHE under this agreement.

The grievance must be filed within fifteen (15) working days of the date on which the grievant knew or should have known of the action or condition which occasioned the grievance. This deadline is not extended for faculty unit members who follow the informal complaint procedure established in § 7.7.

In order to satisfy the specificity requirements for ~~formal~~ grievances, faculty unit members ~~usually~~ must allege specific facts and circumstances that they know firsthand or for which they can provide first-hand witnesses. Alternatively, faculty unit members may rely upon official governmental publications or other credible, published documents to ground their factual allegations. They may also rely upon any factual inferences that may be drawn from such facts.

Faculty unit members will not satisfy the specificity requirements if they cite only mere conclusions, general allegations and speculative statements. Mere conclusions, general allegations and speculative statements cannot establish a factual ground for the claim that a provision has been misinterpreted, misapplied or violated.

The administrator, upon learning of the grievance, will investigate the grievance as deemed appropriate and will respond to the grievant in writing within ~~seven~~ ten (~~7~~10) working days; such investigation may include a private meeting with the grievant. Notwithstanding the foregoing, if the office of the superintendent represents the lowest administrative level having authority to dispose of the grievance, then the grievance will be filed in the first instance at Step 2; in this circumstance, the applicable filing period remains fifteen (15) working days.

- **BOR RATIONALE**

- Eliminating distinction between “formal grievance” and “grievance”, and consolidating into a single term “grievance”
  - This was done in a previous negotiation of the higher education agreement
- Clarification of the process
  - This will better align the process with that found in the higher education agreement

- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement to Section Title, to deletion of “formal”, to change from “seven (7) working days” to “ten (10) working days”
  - No to Step 1 subtitle, no 1st new paragraph, no to additions to 2nd paragraph b/c already in writing at the Form for Step 1
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement to all changes

7.8. STEPS FOR PROCESSING A FORMAL GRIEVANCE (STEP 2)

2. **Step 2: Preliminary Review of the Grievance at the Superintendent Level**

All grievances submitted for action at the superintendent level will be subjected to a preliminary review to determine whether they are subject to dismissal for failure to comply with procedural requirements or for failure to state a grievance.

If the grievance is not resolved in Step 1, the grievant file a Step 2 grievance with the superintendent of the institution and the local president of COHE within seven (7) working days of the Step 1 decision. A Step 2 grievance is filed using the form found in Appendix C-- Grievance Form--Step 2. This form requires the legal name and personal signature of the individual grievant, or of a duly authorized COHE officer where COHE has brought the grievance to vindicate rights guaranteed to COHE under this agreement, a statement of the specific provision(s) of this agreement alleged to have been violated, the relief requested, ~~and~~ evidence that the grievant attempted an informal adjustment of the grievance, as required in Step 1, and a copy of the written response to the grievance by the administrator who considered the grievance at Step 1.

Where a submission is untimely or where a faculty unit member fails to satisfy the requirements of § 7.3 (1) (e.g., fails to assert a specific factual basis for a complaint or fails to identify any specific term or provision of this agreement that would have been misinterpreted, misapplied or violated based upon such facts~~,~~), the superintendent will address such submissions as described below ~~may dismiss the grievance summarily~~.

For the purposes of ~~To determine~~ determining whether a grievance should be dismissed on such grounds, the superintendent~~, or designee,~~ will review the record developed at Step 1, plus any supporting allegations or materials that the unit member may provide. Additionally,

the superintendent may choose to investigate further the allegations, though the superintendent's decision neither waives any defects that would justify dismissal of untimely or insufficient submissions nor extends the time limitations that apply to Step 2.

Submission is Untimely

If the superintendent~~, or designee,~~ concludes that the submission is untimely, the superintendent~~, or designee,~~ will notify the grievant that the grievance ~~has been deemed withdrawn~~is time-barred and no further proceedings will ~~be required~~occur at Step 2 or Step 3. The grievant may submit the grievance to Step 4 for the limited purpose and scope of determining whether the submission is untimely.

Submission Fails to Satisfy the Requirements of § 7.3 (1)

If the superintendent~~, or designee,~~ concludes that the filing fails to satisfy the requirements of § 7.3 (1) (e.g., fails to assert a specific factual basis for a complaint or fails to identify any specific term or provision of this agreement that would have been misinterpreted, misapplied or violated based upon such facts), the superintendent~~, or designee,~~ will notify the grievant of the specific deficiencies within five (5) working days after receipt of the Step 2 filing.

The grievant will then have ten (10) working days in which to supplement the materials previously filed.

If the grievant fails to submit any~~no~~ additional materials ~~are filed~~ within the time allotted, the grievance will be ~~deemed to have been withdrawn~~time-barred and the grievant irrevocably waives any right to any ~~no~~ further proceedings ~~will be required at Step 2 or Step 3~~.

If additional materials are filed within the time allotted, the superintendent~~, or designee,~~ will have ~~five~~ seven (7) working days from their receipt to determine whether the new materials cure the defects in the original filing.

If the superintendent~~, or designee,~~ concludes that the defect has been cured, the superintendent~~, or designee,~~ will notify the grievant that the grievance will proceed to Step 3, and the time limitations set forth ~~thereunder~~ in Step 3 will begin to run from the time that the superintendent~~, or designee,~~ transmits such notice.

If the superintendent~~, or designee,~~ concludes that the defect has not been cured, the superintendent~~, or designee,~~ will notify the grievant of that conclusion and its basis. No further proceedings will ~~be required~~occur at Step 2 or Step 3. The grievant may submit the grievance to Step 4 for the limited purpose and scope of determining whether the submission fails to satisfy the requirements of § 7.3 (1) (e.g., fails to assert a specific factual basis for a complaint or fails to identify any specific term or provision of this agreement that would have been misinterpreted, misapplied or violated based upon such facts).

- **BOR RATIONALE**
  - Eliminating distinction between "formal grievance" and "grievance", and consolidating into a single term "grievance"
    - This was done in a previous negotiation of the higher education agreement
  - Clarification of the process
    - This addresses some gaps and will better align the process with that found in the higher education agreement
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Wants have more time to review
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement

7.8. STEPS FOR PROCESSING A FORMAL GRIEVANCE (STEP 3)

3. **Step 3: Review of the Grievance at the Superintendent Level~~, General Procedures~~**

~~If, at the time of the notice and filing of the Step 2 grievance form, as above provided, grievant elects to invoke the intervention or assistance of a standing peer faculty committee, designated and constituted by COHE at the time of the notice, the grievant will so note on the grievance form, or that right will be waived.~~

Where a grievance complies with the requirements of this Article, or where the superintendent otherwise believes it prudent to do so, ~~The~~ the superintendent~~, or designee,~~ will conduct an investigation~~, which may include the services of a nonunit investigative panel,~~ for the purpose of arriving at an ultimate decision on the merits. Based on the investigative results of such investigation, and the recommendations that may be generated by the investigative process employed, the superintendent will prepare a proposed decision on the grievance.

In the proposed decision, under circumstances where ~~all, or even~~ any part of~~,~~ the requested relief is to be denied grievant, the superintendent will schedule a conference with the grievant, which will be held no sooner than four (4) days after the proposed decision will be delivered to the grievant or his office. At the time of the delivery of the proposed decision, grievant will also receive all material and documentation generated by the investigative process employed. Further, the president of the local COHE chapter will be informed of the scheduled conference, as required in § 7.4, and will further be given, at such time, a copy of the proposed decision.

At the time of the conference, grievant is entitled to present his/~~or~~ her position on the matter in issue, which may include investigative materials and recommendations of the peer faculty committee, if such was noticed as above provided.

~~In any case, t~~The superintendent will issue a written decision to the grievant and local COHE president within twenty (20) working days after the grievance was filed at Step 3. The decision will include a statement of the findings and conclusions supporting the decision.

Except as otherwise agreed, all meetings in regard to Step 3 grievances will be held on the campus where the grievance occurs.

- **BOR RATIONALE**
  - Clarification of the process
    - This will better align the process with that found in the higher education agreement
    - There is no detail about either the standing peer faculty committee or the nonunit investigative panel, so removing both will reduce confusion and uncertainty as to what they are, how they work, and what their role is.
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Wants have more time to review
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement

7.8. STEPS FOR PROCESSING A FORMAL GRIEVANCE (STEP 4)

4. **Step 4: Opportunity for Informal Resolution by the Executive Director**

If a grievance has not been resolved in Step 3, the grievant may submit the grievance to the Board on the prescribed form [Appendix D--Grievance ~~form~~Form--Step 4]. The Step 4 form will be filed with the executive director within ten (10) working days following receipt of the Step 3 decision. A copy of the Step 4 form will be sent by the grievant to the superintendent of the institution and the COHE chapter president.

The executive director will have fifteen (15) working days within which to attempt, at his discretion, a resolution through informal means. If no resolution is achieved within the time provided in Step 4, the grievance will automatically advance to Step 5.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Wants have more time to review
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement

7.8. STEPS FOR PROCESSING A FORMAL GRIEVANCE (STEP 5)

5. Step 5:

Within fifteen (15) working days of the grievance being advanced to Step 5, ~~If no resolution is achieved within the time herein last provided, t~~the executive director will ~~within fifteen (15) working days~~ determine whether the grievance presents any contested questions of material fact or whether the contested matters may properly be determined as matters of law or policy. ~~The executive director may make this determination in person or through a designee, but, b~~Before making this determination, the executive director will afford the grievant and the administration the opportunity~~ies~~ to submit their rationale for convening a hearing or for proceeding~~dismissing the matter~~ without a hearing. The executive director may require the grievant and the institution to submit argument and authorities to identify the considerations that weigh in favor of their respective positions on the merits of the grievance, on the necessity of a full hearing, or such other relevant matters as the executive director may request.

Referral to Hearing Examiner

If the executive director determines that a matter presents contested questions of material fact, the executive director ~~will~~may, within the fifteen (15) day period allowed for making this determination, refer the ~~formal~~ grievance to a hearing examiner who, within ten (10) days after his designation and appointment, will set the matter down for full hearing to be held no earlier than seven (7) days and no later than fifteen (15) days after his notice of appointment has been postmarked to COHE. The executive director may elect to charge a hearing examiner to consider the preliminary question of whether a grievance may be resolved without a hearing and to proceed to convene a hearing only if one is required to resolve disputed issues of material fact.

Such hearing will be conducted in a confidential setting and all parties to the grievance will make no public statements about the case during the pendency of the proceedings. Both COHE and Board representatives are entitled to be present at the hearing.

All parties to the grievance have the right to obtain witnesses and present evidence. The institution(s) will cooperate with the hearing examiner in securing witnesses and in making available specifically identified and relevant documentary and other evidence requested by the grievant(s), to the extent not limited by contract or law. Grievants will respond to requests to give testimony under oath, incidental to the processing of any grievance under this article, including submission to depositions used to assist a party to prepare for the grievance hearing. For good cause shown, the hearing examiner may direct that other faculty unit members or administrators submit to such pre-hearing depositions. The parties to the grievance will have the right to cross-examine witnesses. Where a witness cannot or will not appear, but the hearing examiner determines that the interest of justice requires admission of their statement, then the hearing examiner will arrange for a deposition. The hearing examiner may grant continuances when requested by either party to enable either party to investigate evidence, or for any other reason deemed appropriate. The hearing examiner will keep a record of the proceedings.

The hearing will not be conducted under strict rules of legal evidence and is not a contested case. Every possible effort will be made to obtain the most reliable evidence.

The hearing examiner will make a recommendation to the Board which will take the form of findings, conclusions and an order of disposition and will be issued within fifteen (15) working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to COHE, the grievant(s) and the superintendent. The recommendation must be based solely on the record, pertinent institutional and Board policies, this agreement, and the law of the land. Whenever the recommendation reverses or modifies the Step 3 decision, it must be accompanied by a statement of reasons and referred, along with the record, to the central office of the Board.

No Referral to Hearing Examiner

If the executive director determines that a matter does not present contested questions of material fact or that referral to a hearing examiner is not warranted, the executive director will, within the fifteen (15) working day period allowed for making this determination, notify the grievant that a hearing will not be convened. The executive director may then prepare findings and conclusions to assist the Board to determine how to resolve the controversy as a matter of law or policy, or the executive director may call upon the assistance of an outside party to review the submissions and to prepare suitable findings and conclusions for consideration by the Board. A copy of the executive director's draft recommendation will be provided to COHE, the grievant(s) and the superintendent. The recommendation must be based solely upon the record and reasonable inferences therefrom, pertinent institutional and Board policies, this agreement, and the law of the land.

Timing of Board's Action

If the recommendation is received at least ten (10) working days prior to the first day of the next regularly scheduled Board meeting, then the Board will act upon the recommendation at the next regularly scheduled Board meeting following receipt of the recommendation.

If the recommendation is received less than ten (10) working days prior to the first day of the next regularly scheduled Board meeting, then the Board will act upon the recommendation at the subsequent regularly scheduled Board meeting.

The Board will make a final decision based upon the recommendation of the hearing examiner or the executive director. In addition, the Board, in its sole discretion, may review the record pertinent to the issues and hear testimony from individuals as it deems appropriate. COHE may discuss the grievance with the executive director prior to a final decision being made by the Board.

If the Board rejects or modifies the recommendation of the hearing examiner or the executive director, the Board will provide COHE and the grievant with the reasons for rejecting or modifying the recommendation.

Appeals from the decision of the Board will be governed by SDCL § 3-18-15.2.

- **BOR RATIONALE**
  - Eliminating distinction between "formal grievance" and "grievance", and consolidating into a single term "grievance"
    - This was done in a previous negotiation of the higher education agreement
  - Clarification of the process
    - This addresses some gaps and will better align the process with that found in the higher education agreement
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - COHE SDSD Tentative Agreement for no hearing examiner heading and paragraph that follows heading
  - COHE SDSBVI wants to hold off to review
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement

7.9. MISCELLANEOUS PROVISIONS

…

4. In the event a grievance is filed near the end of an academic ~~year~~ ~~term~~ year and strict adherence to time limits will result in hardship to any party, the parties will do everything reasonable to allow the grievance to be processed in an expeditious manner.

…

9. By written notice, a grievant may amend his/her grievance by advancing further allegations to supplement those that formed the original basis for his/her claim that specified terms or provisions had been misinterpreted, misapplied or violated, at any time prior to (i) the time the hearing examiner sets the matter down for hearing if the matter is referred to a hearing examiner, or (ii) the date the executive director notifies the grievant that a hearing will not be convened~~, advance further allegations to supplement those that formed the original basis for his or her claim that specified terms or provisions had been misinterpreted, misapplied or violated~~. The filing of such amendments will not act to extend any time constraints. In particular, grievants may only increase the numbers of terms or provisions allegedly violated if such additional specifications are filed within the time allowed for filing the original grievance.

- **BOR RATIONALE**
  - Flexibility is also important at the end of the fall term because of winter break

- Clarification needed to align with the clarification of the process contained in Article 7.8 (Step 5)

- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - In paragraph 4, change back to "year" – BOR Tentative Agreement on that change
  - SDSD COHE Tentative Agreement; SDSBVI COHE hold off to review
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement
  - NOTE: In paragraph 9, "their" was changed to "his/her" during the editing process for grammar

7.10. CONTRACT CONSTRUCTION AND PROCEDURAL STEPS

In any case where COHE or the administration of an institution disputes the interpretation, application or contract compliance with this agreement, either party may notify the other in the form of a demand for a conference resolution of the disputed issues. Such conference will be scheduled and held within fifteen (15) days of the notice. If the dispute involves primarily one institution, the conference will be held on the campus of the involved institution, unless agreed to otherwise. If no accord or resolution is reached within fifteen (15) days after the conference, or if either party will refuse to attend such a conference, either party may serve upon the other a notice of irreconcilability.

~~—~~Within ten (10) days ~~thereafter~~of serving a notice of irreconcilability, the party~~ies~~ serving the notice may seek the intervention of the executive director by ~~, and the issue will be processed in the same manner and with the same effect as provided for in Part A under the Step 3 procedures at the executive director level and all procedures that follow thereafter.~~submitting a written request to the executive director, with a copy to the other party, that includes: (i) a copy of the notice of irreconcilability, (ii) some documentation of the date that the notice of irreconcilability was served on the other party, (iii) some documentation of the date the conference occurred or that the other party refused to attend, and (vi) a statement containing the party's position and any supporting materials. The executive director will review the request to determine whether the request for intervention was timely and includes the required materials.

If the executive director determines that the request for intervention is not timely or lacks any required materials, the executive director will notify the party that sought intervention that the request for intervention is time-barred.

If the executive director determines that the request for intervention is timely and contains all of the required materials, the executive director will inform the parties and will provide the party that did not seek intervention with ten (10) business days to submit a statement containing the party's position and any supporting materials. Within twenty (20) business days of

receiving the statement and materials from the party that did not seek intervention, the executive director will issue a written decision to both parties.

Nothing provided by this section will preclude individual faculty unit members from processing their individual grievances under Part A.

- **BOR RATIONALE**
  - Clarification of the process that is similar to the agreed-upon process that was used for a recent request for contract construction in the higher education agreement
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - SDSD COHE ready to Tentative Agreement; SDSBVI wants to review
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement

8.1. TYPES OF CONTRACTS

A contract extended to a faculty unit member at a special school institution will be one of the following: ~~continuing,~~ term, ~~or~~ probationary, or continuing.

- **BOR RATIONALE**
  - Typographical to present the list in the same order as the contract does
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

8.2. TERM CONTRACTS

A term contract means a contract providing for employment throughout a semester with a workload of fifty percent or greater of the normal full-time load. A term contract may be for either part-time or full-time employment, will be for a definite term not to exceed one (1) fiscal year, and will terminate automatically at the end of the term. Such contracts are renewable solely at the discretion of the Board. Reasons for the issuance of term contracts may include, but are not limited to, the following: funding by grants or special projects outside the Board's legislative appropriation, temporary replacement of a faculty unit member on educational or other leave of absence, a temporary manpower need created for the interim of a job search, for an unanticipated increased workload, or for a vacancy within a school term where it is more appropriate to fill the position temporarily. If a faculty unit member's contract is changed to a ~~continuing~~ probationary contract, the number of years the faculty unit member has served under term contracts may be credited, at the discretion of the Board, towards fulfillment of the period necessary for consideration for a continuing contract. Term contracts will not be used to avoid the proper application and use of probationary or continuing contracts.

Faculty unit members with term contracts will be evaluated at least once per year and informed of any deficiencies. Evaluations and plans to correct deficiencies will be conducted in accordance with Article XI, Evaluation.

- **BOR RATIONALE**
  - Correction
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

8.4. CONTINUING CONTRACTS (1st and 2nd Negotiation)

Faculty members employed at the School for the Blind and the Visually Impaired who:

(i) are in or beyond their third full year of employment at the institution, and ~~who~~

(ii) have attained their state endorsement in visual impairment (or other endorsement as determined by the superintendent to be appropriate for their assignment in Orientation and Mobility, Low Vision, or Speech/Language Pathology),

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

Faculty unit members employed at the School for the Deaf who:

(i) are in or beyond their third full year of employment at the institution, and

(ii) have attained the state endorsement in deaf education (or other endorsement as determined by the superintendent to be appropriate for their assignment in Speech/Language Pathology or communication),

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

Faculty unit members employed at the School for the Deaf who:

(i) are in or beyond the third full year of employment at the institution, and at three-year intervals thereafter, ~~who~~ and

(ii.a) can demonstrate an intermediate level of American Sign Language as documented through a nationally recognized American Sign Language proficiency measure, or

(ii.b) can demonstrate satisfactory completion of at least two credit bearing courses in American Sign Language offered by an accredited postsecondary institution, or

(ii.c) have completed ~~at least two rigorous~~an instructional program approved by the Superintendent,

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

The School for the Deaf will administer the Sign Language Proficiency Interview (SLPI) every three years to encourage continuous improvement of American Sign Language skills. This report will be used by the faculty unit member to create a personal goal that will show measurable progress. New faculty unit members will be required to take the SLPI within the first 12 months of employment to establish a baseline of skills, unless they have a SLPI rating within the previous three years.

The School for the Deaf provides basic American Sign Language training programs to new employees, and faculty unit members may participate in these programs. The School for the Deaf ~~will~~ may also make reasonable efforts to sponsor college credit bearing American Sign Language courses when faculty unit member interest justifies making such arrangements.

The Board may approve extension of the three year periods of time allowed for completion of endorsements or acquisition of American Sign Language Proficiency required under this section by one year. Good cause for granting such an extension will include, without limitation,

1. On the occasion of the birth or adoption of that faculty member's child or adoptive or placement of a foster child with that faculty member; or

2. When the faculty member is a major caregiver for an immediate family member who has an extended serious illness, injury, or debilitating condition; or

3. When the faculty member has an extended serious illness, injury, or debilitating condition~~:~~; or

4. When a new faculty member comes from out-of-state and is required to complete the SD requirements to be issued a SD teaching certificate; or

5. When extenuating circumstances beyond the control of the new faculty member impede timely completion of required coursework or training, and the new faculty member is making good effort to complete the courses.

The request for extension must be made in writing to the superintendent within one year of the events giving rise to the claim.

A faculty member may use this provision no more than two times.

For purposes of this policy, “immediate family” includes a spouse, a common law spouse, or any other adult with whom the faculty unit member lives and commingles assets, unemancipated

natural, adopted or foster children, parents or persons over whose affairs the faculty unit member exercises the responsibilities of guardian.

Faculty unit members who are in or beyond their third year of employment at the institution will have fifteen (15) working days from the date of notification of nonrenewal in which to schedule a meeting with the superintendent. Prior to the meeting, the superintendent will make available to the faculty unit member for review the faculty unit member's personnel file, advise the faculty unit member in writing of the reasons on which the intention not to renew is based, and afford the faculty unit member an opportunity for an informal conference in a confidential setting of the reasons. The faculty unit member may bring a representative of the member's choosing to the conference. Within five (5) working days of the conference, the superintendent will notify the faculty unit member as to whether the superintendent will rescind the notice of intention to nonrenew or recommend to the Board that the faculty unit member be nonrenewed. Evaluations and plans to correct deficiencies will be conducted in accordance with Article XI, Evaluation.

If the faculty unit member (i) believes (a) the reasons given for nonrenewal are not true and (b) the real reasons are expressly forbidden by this agreement, or (ii) believes procedural rights have been violated, the faculty unit member may seek review of the superintendent's decision within ten (10) working days by submitting a written appeal to the Board. Any such review will be processed in accordance with Article VII, Contract Disputes, Part A, beginning at Step ~~3~~4.

- **BOR RATIONALE**
  - Clarification
  - New path for continuing contract for SDSD unit faculty who obtain state endorsement
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Hold off for now b/c both parties have proposals on this
- **COHE RESPONSE (3rd Negotiation)**
  - Parties discussed both BOR and COHE proposal on Article 8.4 and agreed to the joint revised proposal below

8.4. CONTINUING CONTRACTS (3rd Negotiation – Joint Revised Proposal)

Faculty members employed at the School for the Blind and the Visually Impaired who:

(i) are in or beyond their third full year of employment at the institution, and ~~who~~

(ii) have attained their state endorsement in visual impairment (or other endorsement as determined by the superintendent to be appropriate for their assignment in Orientation and Mobility, Low Vision, or Speech/Language Pathology).

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

Faculty unit members employed at the School for the Deaf who:

(i) are in or beyond their third full year of employment at the institution, and

(ii) have attained the state endorsement in deaf education (or other endorsement as determined by the superintendent to be appropriate for their assignment in Speech/Language Pathology or communication),

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

~~Faculty unit members employed at the School for the Deaf who:~~

~~(i) are in or beyond the third full year of employment at the institution, and at three year intervals thereafter, who and~~

~~(ii.a) can demonstrate an intermediate level of American Sign Language as documented through a nationally recognized American Sign Language proficiency measure, or~~

~~(ii.b) can demonstrate satisfactory completion of at least two credit bearing courses in American Sign Language offered by an accredited postsecondary institution, or~~

~~(ii.c) have completed at least two rigorousan instructional program approved by the Superintendent,~~

~~will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.~~

When a new faculty member is hired without the required state endorsement for ~~their~~ his/her hiring institution, the new faculty member must show passing completion of at least one college credit bearing course that is needed in order to complete that endorsement per semester within the first 3 years of employment ~~until that endorsement is acquired~~.

The School for the Deaf will administer the Sign Language Proficiency Interview (SLPI) every three years to encourage continuous improvement of American Sign Language skills. This report will be used by the faculty unit member to create a personal goal that will show measurable progress. New faculty unit members will be required to take the SLPI within the first 12 months of employment to establish a baseline of skills, unless they have a SLPI rating within the previous three years.

The School for the Deaf provides basic American Sign Language training programs to new employees, and faculty unit members may participate in these programs. The School for the Deaf will also make reasonable efforts to sponsor or provide ~~college credit bearing~~ American

Sign Language courses or training when faculty unit member interest justifies making such arrangements.

The Board may approve extension of the three year periods of time allowed for completion of endorsements ~~or acquisition of American Sign Language Proficiency~~ required under this section by one year. Good cause for granting such an extension will include, without limitation,

1. On the occasion of the birth or adoption of that faculty member's child or adoptive or placement of a foster child with that faculty member; or

2. When the faculty member is a major caregiver for an immediate family member who has an extended serious illness, injury, or debilitating condition; or

3. When the faculty member has an extended serious illness, injury, or debilitating condition~~.~~; or

4. When a new faculty member comes from out-of-state and is required to complete the SD requirements to be issued a SD teaching certificate; or

5. When extenuating circumstances beyond the control of the new faculty member impede timely completion of required coursework or training, and the new faculty member is making good effort to complete the courses.

The request for extension must be made in writing to the superintendent within one year of the events giving rise to the claim.

A faculty member may use this provision no more than two times.

"Immediate family" is defined in ARSD 55:09:01:01(19) as the employee's spouse, children, mother, father, mother-in-law, father-in-law, daughter-in-law, son-in-law, brothers, sisters, grandparents, grandchildren, stepbrothers, stepsisters, and stepparents.
~~For purposes of this policy, "immediate family" includes a spouse, a common law spouse, or any other adult with whom the faculty unit member lives and commingles assets, unemancipated natural, adopted or foster children, parents or persons over whose affairs the faculty unit member exercises the responsibilities of guardian.~~

Faculty unit members who are in or beyond their third year of employment at the institution will have fifteen (15) working days from the date of notification of nonrenewal in which to schedule

a meeting with the superintendent. Prior to the meeting, the superintendent will make available to the faculty unit member for review the faculty unit member's personnel file, advise the faculty unit member in writing of the reasons on which the intention not to renew is based, and afford the faculty unit member an opportunity for an informal conference in a confidential setting of the reasons. The faculty unit member may bring a representative of the member's choosing to the conference. Within five (5) working days of the conference, the superintendent will notify the faculty unit member as to whether the superintendent will rescind the notice of intention to

nonrenew or recommend to the Board that the faculty unit member be nonrenewed. Evaluations and plans to correct deficiencies will be conducted in accordance with Article XI, Evaluation.

If the faculty unit member (i) believes (a) the reasons given for nonrenewal are not true and (b) the real reasons are expressly forbidden by this agreement, or (ii) believes procedural rights have been violated, the faculty unit member may seek review of the superintendent's decision within ten (10) working days by submitting a written appeal to the Board. Any such review will be processed in accordance with Article VII, Contract Disputes, Part A, beginning at Step ~~3~~4.

- **Joint Proposal**
  - Tentative Agreement
  - Blue highlighting shows revisions the parties verbally discussed and agreed to as part of the negotiation on this Article 8.4.
  - NOTE: "their" was changed to "his/her" during the editing process for grammar

8.5. INDIVIDUAL APPOINTMENT CONTRACTS

Faculty unit members will receive written notice of appointment signed by the ~~president,~~ superintendent, or an authorized representative, for each year they are employed by the Board. The faculty member will have twenty (20) calendar days from receipt of notice to accept the employment offer, and the employment contract will not become binding until the notice of appointment is executed by both the faculty member and the appointing authority and returned by the faculty member to the institution. Each notice of appointment will contain at least the following elements:

1. Date offered to the faculty unit member;

2. Title or classification;

3. Beginning and ending dates of the contract;

4. Type of contract;

5. Any specific and special conditions and responsibilities of employment beyond the general responsibilities of the appointment;

6. A statement that the contract is subject to the constitution and laws of the state of South Dakota, policies and regulations of the Board, insofar as these may be govern terms and conditions of employment, and the provisions of this agreement;

7. Salary;

8. Tentative teaching assignments which will include, for example, grade level or group level: Early Childhood, Preschool, Primary, ~~Intermediate, Junior High~~Middle School, High School, Vocational, Outreach ~~or Remedial~~. Subject areas for assignments which are not in a self-contained classroom will be listed.

- **BOR RATIONALE**
  - Typographical
  - Updating language to current vernacular
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

8.6. CONTRACT YEAR

The contract year for the special schools will be set by the Board relative to the following guidelines:

1. The school year for nine (9) month faculty unit members will be based upon the number of student contact hours required under South Dakota Department of Education accreditation standards, subject to allowance for professional training days and weather-~~-~~related calendar adjustments. New faculty unit members will have no more than two (2) orientation days. In addition, all faculty unit members will have no more than five (5) professional days prior to the beginning of the first day of class, which may include a registration day. At least one (1) professional day or two (2) half-days, prior to the first day of classes, will be devoted exclusively to the teachers' classroom preparation. Except as provided in § 8.6 (7), nine (9) month faculty unit members will not be required to report for work (i) more than seven (7) working days for new faculty unit members or (ii) five (5) working days for returning faculty unit members, prior the first day of classes, or to work more than five (5) working days after the last day of classes.

…

3. No student contact days or working days will be held on legal state holidays, with the exception of Veterans Day and Martin Luther King Day. If Veterans Day or Martin Luther King Day ~~is~~ are ~~a~~ scheduled contact days, faculty unit members will be provided an alternate day off~~have an additional day added to another vacation period~~.

…

7. Outreach consultants on nine- or ten-month contracts may be scheduled for duties at any time during the fiscal year, provided that the aggregate numbers of days on duty may not exceed the number of duty days scheduled for unit members serving on standard nine- or ten-month contracts. The administration will consult with faculty unit members before scheduling duties outside the standard nine- or ten-month contract year, and ~~it~~ will make reasonable efforts to accommodate faculty unit members' summer activities.

- **BOR RATIONALE**
  - Clarification
  - Added flexibility for MLK Day to align with needs of some schools
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

8.8. CONTRACT FULFILLMENT

Full-time faculty unit members who, after their second year of employment, resign their individual contract for the purpose of receiving employment outside the Regental system without the consent of the Board thereby consent to liquidated damage compensation to the Board for the additional expense caused by said breach of contract. ~~However, any faculty unit member who so resigns and breaches this contract may request a waiver of the deduction of said liquidated damages, in lump sum, from any pay owed to the unit member by the Board. Upon good cause, the Board will not unreasonably withhold its waiver of said liquidated damages and the deduction thereof from allowances owed.~~ Consent to resignation and avoidance of liquidated damages for breach of an individual contract is given by the Board if written notice is given by the unit member to the institution thirty (30) or more days prior to the date when unit members are scheduled to report to the school.

When a resignation is received less than thirty days prior to the date when unit members are scheduled to report to the school, liquidated damages will accrue and be assessed at the rate of $80 per day beginning on the 29th day prior to the date when unit members are scheduled to report to the school. Such liquidated damages will accumulate through the date when unit members are schedule to report to the school, unless a replacement for the unit member is hired earlier, in which case the accumulation of damages will halt on the date that the replacement is hired, not to exceed $2,400.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - No, b/c of concerns of unforeseen circumstances
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement

9.1. WORKDAY—CLASSROOM TEACHERS (1st and 2nd Negotiation)

Regardless of the timing of preparation periods, ~~The~~ the workday for the faculty unit members who are ~~assigned to~~ classroom ~~instruction~~ teachers will commence at 7:45 a.m. and end at 3:45 p.m., except for Fridays when the day will end at 3:30 p.m., with a forty-five (45) minute duty-free lunch period, and all classroom teachers must be at the school during the workday. ~~Faculty unit members whose classes begin at the first period of the day shall be in their classrooms and prepared to begin instruction at that time. Other salaried faculty unit members will be accessible to students or the public during scheduled hours as approved by supervisors.~~

When attendance is required at IEP meetings or other scheduled meetings during lunch or after school hours, the administration will make a reasonable effort to adjust the faculty unit member's schedule accordingly.

Part-time faculty unit members will work only that portion of the day/week which is equal to their percentages of a full-time unit member. Part-time faculty unit may be required to participate in faculty meetings or scheduled professional activities if such meetings or activities fall during their assigned working hours.

If, in the judgment of the administration, it is necessary that a part-time faculty unit member attend professional activities which are scheduled during other than the faculty unit member's normal working hours, a part-time unit member may be required to attend and will be compensated for the additional working hours.

- **BOR RATIONALE**
  - Clarification that classroom teachers must be at the school during the workday regardless of the timing of their preparation periods
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Wait to meet with members to discuss

9.1. WORKDAY—CLASSROOM TEACHERS (For 3rd Negotiation Session)

Regardless of the timing of preparation periods, ~~The~~ the workday for the faculty unit members who are ~~assigned to~~ classroom ~~instruction~~ teachers will commence at 7:45 a.m. and end at 3:45 p.m., except for Fridays when the day will end at 3:30 p.m., with a forty-five (45) minute duty-free lunch period, and all classroom teachers must be ~~at~~in the school building during the workday. ~~Faculty unit members whose classes begin at the first period of the day shall be in their classrooms and prepared to begin instruction at that time. Other salaried faculty unit members will be accessible to students or the public during scheduled hours as approved by supervisors.~~ Faculty unit members must sign out at the front office before leaving the campus during the workday and must sign in upon returning to the campus during the workday.

When attendance is required at IEP meetings or other scheduled meetings during lunch or after school hours, the administration will make a reasonable effort to adjust the faculty unit member's schedule accordingly.

Part-time faculty unit members will work only that portion of the day/week which is equal to their percentages of a full-time unit member. Part-time faculty unit may be required to participate in faculty meetings or scheduled professional activities if such meetings or activities fall during their assigned working hours.

If, in the judgment of the administration, it is necessary that a part-time faculty unit member attend professional activities which are scheduled during other than the faculty unit member's normal working hours, a part-time unit member may be required to attend and will be compensated for the additional working hours.

- **BOR RATIONALE**
  - Clarification that classroom teachers must be ~~at~~ in the school building during the workday regardless of the timing of their preparation periods
  - Moved language about signing in and out when leaving during the workday from 9.6 to here for classroom teachers and re-worded it for clarity.
- **COHE RESPONSE**
  - Tentative Agreement on all changes

9.2. WORKDAY--OUTREACH CONSULTANTS

Outreach consultants will have a flexible schedule to accommodate the needs of school districts, students and their families. Weekly workload hours will remain comparable to those of classroom teachers. Faculty unit members who have offices located on one of the two main campuses must sign out at the front office before leaving the campus and must sign in upon returning to the campus if they return during the regular campus business hours.

- **BOR RATIONALE**
  - Moved language about signing in and out when leaving during the workday from 9.6 to here for outreach consultants and re-worded it for clarity.
- **COHE RESPONSE (3rd Negotiation)**
  - Reject proposal

9.5. SUBSTITUTES

It will be the responsibility of the administration to secure substitutes when deemed necessary by the administration. Faculty unit members will not be required to assume responsibilities for students of absent faculty, except in situations of less than one-half day duration, when the administration cannot cover the class. Where regular faculty unit members are utilized as substitutes, such assignment will be made equitably. ~~If a faculty unit member gives up a scheduled preparation period to teach a class for a colleague, the faculty unit member will be compensated at the curriculum rate. The curriculum rate will be determined by the superintendent and the local COHE president.~~

- **BOR RATIONALE**
  - Filling in for a colleague during normal work hours is not an additional compensatory event
  - Preparation periods are addressed in Article 9.6
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

9.6. PREPARATION PERIODS (1st and 2nd Negotiation)

Preparation periods are provided to allow faculty unit members to prepare their instructional plans and materials. ~~If a faculty unit member needs to leave the campus for a class-related activity or emergency, the faculty unit member will sign out at the principal's office before leaving and sign in upon returning to the campus.~~

Class preparation time at the School for the Blind and the Visually Impaired will not amount to less than 60 minutes per workday on average per pay period~~, nor less than 400 minutes per workweek~~. Part-time faculty unit members' class preparation time will be prorated for those who do not have a full-time teaching assignment.~~ Class preparation time will also be prorated during those weeks when classes meet less than the normal workweek.~~

The administration will schedule planning times for unit members assigned to provide classroom instruction to facilitate collaborative planning or staff meetings. The administration may require unit members to devote planning time to such collaborative activities.

- **BOR RATIONALE**
  - Need more flexibility regarding class preparation periods
  - Clarification as to the time period during which the minimum average minutes per day of class preparation time is calculated
  - No need to pro-rate partial weeks because of shift to a daily average over a pay period
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Wait to meet with members to discuss

9.6. PREPARATION PERIODS~~-CLASSROOM TEACHERS~~ (3rd Negotiation)

Preparation periods are any periods during the workday when classroom teachers do not have classroom obligations. Preparation periods are ~~provided~~ intended to allow faculty unit members to prepare their instructional plans and materials, and engage in other work-related non-classroom obligations. ~~If a faculty unit member needs to leave the campus for a class-related activity or emergency, the faculty unit member will sign out at the principal's office before leaving and sign in upon returning to the campus.~~

Class preparation time at the School for the Blind and the Visually Impaired will not amount to less than 60 minutes per workday on average per pay period~~, nor less than 400 minutes per workweek~~. Part-time faculty unit members' class preparation time will be prorated for those who do not have a full-time teaching assignment.~~ Class preparation time will also be prorated during those weeks when classes meet less than the normal workweek.~~

The administration will schedule planning times for unit members assigned to provide classroom instruction to facilitate collaborative planning or staff meetings. The administration may require unit members to devote planning time to such collaborative activities.

- **BOR RATIONALE**
  - Need more flexibility regarding class preparation periods
  - Clarification as to the time period during which the minimum average minutes per day of class preparation time is calculated
  - No need to pro-rate partial weeks because of shift to a daily average over a pay period
  - Moved language about signing in and out when leaving during the workday from here to 9.1 for classroom teachers and 9.2 for outreach consultants and re-worded it for clarity.
- **COHE RESPONSE (3rd Negotiation)**
  - COHE TA 1st Paragraph
  - Concern about 60 minutes a day not being enough
    - Discussion about evaluation time
  - Tentative Agreement to revisions to 1st paragraph
  - Tentative Agreement on global revision to add "the" to the name of the SDSBVI to align with statute
  - Rejection of revisions to 2nd paragraph

9.7. WORKDAY CHANGES

9.7. WORKDAY CHANGES—CLASSROOM TEACHERS

Because of student program requirements, established curricula and classroom work which cannot be scheduled during the normal workday, some faculty unit members who are classroom teachers may need to have an irregular workday other than between the hours of ~~8:00~~7:45 a.m. through 3:45 p.m., except for Fridays when the day will end at 3:30 p.m. The administration and the local COHE executive committee will meet to discuss changes in the workday prior to implementation. —Weekly work hours will remain comparable to those of other faculty unit members. If in the foregoing circumstances no agreement is reached, the superintendent will determine the irregular workday for those faculty unit members to be affected. In such latter event, any such affected faculty unit member who is given an irregular workday may grieve the determination of the superintendent under Article VII, but such grievance will not delay the implementation of the ~~change~~irregular workday.

- **BOR RATIONALE**
  - Correction to align with hours in Article 9.1
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**

- Wait to meet with members to discuss

- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement

10.1. GENERAL PROVISIONS

The administration will make every effort to assign the faculty unit members to their teaching assignments as soon as possible. Fair consideration will be given for the faculty unit member's current assignment. The faculty unit member may review the tentative assignment/schedule and discuss it with the administration before such assignment is finalized. Insofar as circumstances will reasonably permit, assignment will be finalized by June 15. In the event that unanticipated circumstances ~~,~~ (e.g., ~~including~~ changes in enrollment)~~,~~ result in assignments that require less than a full teaching load, faculty unit members may be assigned additional professional responsibilities as needed to provide them with the equivalent of a full-time teaching load.

…

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

10.2. PROCEDURES

Any assignment of faculty unit members will be made by the superintendent or designated representative.

The administration will meet with teachers, individually or in groups, prior to March 15, to exchange available information and make recommendations about individual student needs, classroom groupings, and number of preparations per grouping, class size and population changes for the following school year.

The administration will post, in the location or locations usually used for faculty notices, vacancies which occur during the academic year and vacancies for the following academic year, as soon as such vacancies are certain. During periods when faculty unit members are not under contract~~the months of June, July and August~~, vacancy notices will be sent to all faculty unit members ~~via email or at~~ using their summer ~~mailing addresses~~contact information.

When changes in assignment are necessary, due to changes in enrollments or programs, faculty unit members in those positions will be notified in writing as soon as possible. ~~-~~Information regarding these positions will be made available to all teachers. The administration will make every effort to reassign faculty unit members according to their area of qualification and expertise.

Tentative assignment schedules will be provided to faculty unit members prior to May 1. Faculty unit members will discuss their schedule assignments with their supervisor before such schedule is finalized. Insofar as circumstances will reasonably permit, assignments will be finalized prior to June 15.

In the event changes in such assignments occur, the faculty unit member will be notified. ~~If requested, t~~The faculty unit member may discuss the change in assignment with the administration, if such a request is made in writing within five (5) working days of the notification of change in assignment. If the faculty unit member does not wish to accept the change in assignment, the faculty unit member may terminate the contract by written notice within ten (10) working days of the change in assignment notification. Except by mutual agreement, or except under circumstances that compel a later change, no changes in faculty unit member's assignments will be made later than August 1.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement with revision to 3rd paragraph in blue highlighting (BOR agreed to revision)

10.3. JOB SHARING

Job sharing may be proposed by teachers or administrators. The sharing of one teaching position by two teachers may be approved at the sole discretion of the superintendent. Such sharing must be agreed to in writing by both teachers. Teachers who are sharing a position will be granted the same rights and privileges as other part-time teachers. A job sharing plan must include a method for the sharing of information about students ~~which~~ that the superintendent finds satisfactory. It is understood that the teachers may be required to spend non-compensated time together sharing this information.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

11.1. GENERAL PROVISIONS

Faculty unit member evaluation is a joint concern of the faculty and the administration. The purpose of the evaluation will be to:

1. Promote positive communication between faculty and administration;~~.~~

2. Increase awareness of institutional program objectives and needs;.
3. Provide information for decisions on professional training, staff improvement programs and those conditions which promote quality performance; and.
4. Provide basic information for personnel decisions such as discipline, contract renewal, salary and pay matters, tenure, and promotion.

The administration is responsible for implementation of the procedure and the evaluation process.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

11.2. EVALUATION PROCEDURES AND INSTRUMENTS

Evaluation procedures and instruments may be reviewed by a committee established for that purpose. The committee will include three faculty unit members selected by COHE and an equal number of administrative representatives and will be convened at the request of either party.

1. The party initiating the review will present documents incorporating recommended changes fifteen (15) days prior to the committee meetings.

2. The committee will study evaluation procedures, instruments and the recommended changes and make appropriate recommendations.

3. Within fifteen (15) days following receipt of the committee's written report, the administration will provide a written response to the committee regarding its recommendations.

4. The administration will finalize, publish and distribute the evaluation procedures and instruments to each faculty unit member for informational purposes at the beginning of each school year; provided that negotiations have been resolved in time to permit such finalization, publication and distribution.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

11.3. PERFORMANCE EVALUATION GUIDELINES

1. Probationary faculty unit members will be formally evaluated during each semester for their first two (2) years of employment at the special schools. Formal evaluation will be

completed by November 30 in the fall semester and March 1 in the spring semester.

2. Annual evaluation of continuing contract faculty unit members will be completed by March 1 of each year. The annual evaluation will cover faculty unit member performance during the twelve months preceding the evaluation, and its scope and extent of the annual evaluation may be determined as provided in sections 11.2 and 11.3(3).

3. Faculty evaluation is an ongoing process and may include at least one (1) formal observation of not less than thirty (30) minutes of a class period and may consist of informal observations of assigned responsibilities. The administration will give the faculty unit member at least one ~~-~~day advance notice that such a formal observation has been scheduled for purposes of the annual evaluation. If a formal observation of instruction in a classroom or of another work assignment is made, a post-observation conference will be scheduled ~~within two days and conducted within five working days of the observation~~at a mutually agreed-upon time, but no later than fifteen (15) working days after the observation.

4. The evaluator(s) will discuss the formal evaluation document with the faculty unit member. The performance evaluation will be in written form and signed by the evaluator(s), with a copy furnished to the faculty unit member prior to the discussion. The faculty unit member will have ten (10) working days in which to respond in writing. All such responses will be given to the evaluator who in turn will attach the faculty unit member's response(s) to the evaluation instrument.

5. If the evaluation identified deficiencies in the performance of assigned duties ~~that are considered serious by the supervisor(s)~~, the administration will develop a constructive plan to remedy the faculty unit member's deficiencies. The plan ~~will~~ may provide for assistance from the administration.

No plan will be implemented until the immediate supervisor has held a meeting with the faculty unit member to discuss the plan. If the faculty unit member disagrees with any aspect of the plan, the faculty unit member will have the right to respond in writing to the areas of disagreement. All such objections of the faculty unit member will be attached to the plan.

Teachers who receive an unsatisfactory evaluation as a result of the formal classroom observation may request an additional observation to occur within a month of the first observation. If the unit member makes a timely request, any plan that has been implemented will be contingent and subject to review following completion of the additional observation.

- **BOR RATIONALE**
  - Flexibility for post-observation conference
  - Flexibility for constructive plan
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

13.2. ALTERNATIVE MEASURES

13.2. ~~ALTERNATIVE~~ DISCIPLINARY MEASURES

In the most usual cases, where institutional administrators are concerned that a faculty unit member has not met expectations for competent, productive, effective or ethical performance or has engaged in conduct that might warrant corrective action through disciplinary measures, initial actions may be informal conversations to reinforce administrative expectations. Likewise, ordinarily, disciplinary actions may be applied progressively with resort to coercive or punitive measures coming after less intrusive actions have failed to change the faculty unit member's behavior.

Nothing in this section either precludes or requires such usual and ordinary practices.

The Board has delegated to institutional administrators provisional authority to discipline faculty unit members for failure to adhere to expectations for competent, productive, effective and ethical teaching, research or service, violation laws, rules or policies implicated in university operations, or misconduct, neglect of duty, insubordination or otherwise unacceptable conduct, including such conduct identified in Board Policy No. 4:14 (2) Code of Professional Conduct. The authority delegated to institutional administrators must be exercised consistently with Board policy. The delegated authority includes the power to determine the discipline to be imposed and its effective date.

Taking into consideration the circumstances that warrant discipline, past service, scholarly achievements or other mitigating or aggravating circumstances, discipline may include any combination of the following ~~alternative~~ actions:

1. Warnings;
2. Warnings to be filed with the personnel file of the faculty unit member;
3. Required training related to the conduct that occasioned discipline, such as, by way of illustration and without limitation, training in anger management or training in compliance with antidiscrimination obligations;
4. Required treatment for current substance abuse at the cost of the faculty unit member;
5. Suspension from duties with, or without, loss of pay commensurate therewith;
6. Reassignment;
7. Demotion;
8. Discharge.

- **BOR RATIONALE**
  - Clarification that disciplinary action may include any combination of the listed actions
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

13.3. PROCEDURES

1. The following procedures apply to all disciplinary measures other than warnings and warnings filed in the personnel file.

The disciplinary procedure comprises two stages. The first, informal stage is designed to provide an initial check against mistaken decisions, by creating an opportunity to determine whether there are reasonable grounds to believe that the charges against the employee are true and support the proposed action. At the first stage, the faculty unit member will receive oral or written notice of the allegations, an explanation of the evidence, and an opportunity to respond. At the close of the first stage informal hearing the administration may impose the selected discipline. -The second stage assures clear and actual notice of the reasons for termination in sufficient detail to enable presentation of evidence relating to them; notice of both the names of those who have made allegations against the faculty unit member and the specific nature and factual basis for the charges; a reasonable time and opportunity to present testimony on any disputed issue of material fact; and a hearing before an impartial decision-maker.

Stage One: Informal Pre-Discipline Hearing

If the administration determines that there are reasonable grounds for discipline, the faculty unit member will be furnished written notice of the allegations supporting the determination, an explanation of the evidence relied upon by the administration and the intended disciplinary action. At the same time, the COHE chapter president will be notified that the administration intends to discipline the faculty unit member. The matter will be discussed with the faculty member at a personal conference which will be held at a time not sooner than ten (10) working days, nor later than fifteen (15) working days from the date of the transmission of the written notice, unless otherwise agreed by the faculty unit member and the administration. The faculty unit member may bring to this meeting a representative chosen by the faculty unit member. At the close of the personal conference, or within five (5) working days thereafter, the administration will notify the faculty unit member whether it will discipline the faculty unit member, and if so, what discipline it will impose ~~how~~ and the effective date of the discipline.

Stage Two: Post-Discipline Hearing Rights

Faculty unit members who have been disciplined after completion of Stage One hearings may challenge the action through the grievance procedures established in Article VII of this agreement. Any grievance appeal under this section will begin at Step 2. ~~The grievance conference required at Step 2 must be held by the president, or in the absence of the president, the acting president, and may not be delegated to any other person.~~

When the disciplinary action is a discharge and the individual invokes the grievance procedures, the faculty unit member will be placed on interim suspension as provided in § 13.4 during the pendency of grievance before the institution or the Board.

To the extent provided by law, the administration will bear the burdens of production and persuasion to prove conduct warranting discipline. Faculty unit members will bear the burden to prove affirmative defenses, bearing both the burdens of production and persuasion for such defenses and for any claims that an administrative action misinterprets, misapplies or violates a specific right protected under this agreement or Board policy

2. Faculty unit members may respond to warnings filed in the personnel file, and their responses will be attached to such warnings.

A faculty unit member will have five (5) working days from the time that the institution provides notice, pursuant to § 20.9, of its intention to place a warning in the personnel file to notify the department head that the unit member will submit additional comments or that a peer group will be requested.

When a faculty unit member requests that the warning letter be sent to a peer group established by COHE for additional signed recommendations to be attached to the warning letter, the warning letter will be forwarded to the peer group within five (5) working days. The peer group recommendations will be forwarded to the department head no later than fifteen (15) working days after the warning letter has been forwarded to it, and the recommendations will be attached to the warning letter.

Placement of a response or a peer review statement in the personnel file will not relieve the faculty unit member of the obligation to comply with the directive stated in the warning letter.

- **BOR RATIONALE**
  - Typographical
  - Managerial decision as to whether superintendent or delegate will hold grievance conference
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

13.5. NONDISCIPLINARY ACTION

The procedures set forth in this article ~~will~~ may also be used, to the extent practicable, where incapacity or serious safety concerns prevent~~s~~ a faculty unit member from discharging essential functions.

- **BOR RATIONALE**
  - Need flexibility to address safety concerns involving faculty unit member
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss

- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

14.2. FACULTY UNIT MEMBER REDUCTION AND RECALL PROCEDURES

1. At the special schools, when a reduction in force does not require the elimination of all positions within a program or organizational unit, the following retention priorities will be used in sequence in the identification of faculty unit members assigned to the program or organizational unit who will ~~to~~ be terminated, subject to the need to retain personnel with special skills essential to maintain the integrity and quality of a program, and subject to the need to retain personnel whose performance, in the judgment of the superintendent, significantly enhances the educational effectiveness of the school. The retention priorities outlined in this section will govern to the extent that faculty unit members will only be entitled to preference when their performance equals or exceeds that of persons in lower retention categories as documented on the annual performance reviews for the three most recent years, if available:

…

5. Every effort will be made to relocate a terminated faculty unit member in other academic, administrative, or staff positions that are vacant at the special schools, provided the faculty unit member is qualified to perform the duties of the position. ~~-~~Special consideration for relocation will be given to those faculty unit members nearing retirement age. _If a relocation is accomplished, the salary and other considerations of employment will be as stated for th~~e~~at position to which the faculty unit member is relocated. In addition, a faculty unit member at the special schools will be considered for inter-institutional transfers in accordance with Article X, Transfer, Assignment and Reassignment.

- **BOR RATIONALE**
  - Typographical
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - SDSD COHE was ready to tentatively agree; SDSBVI COHE will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

14.3. FEDERAL FUNDING—SPECIAL CONDITIONS

A faculty unit member who is terminated in accordance with this article, and whose salary was fully supported by federal funds, will have no priority of employment over faculty unit members in positions supported by state funding sources. However, ~~unless such~~ if the faculty unit member was previously employed in a state funded position~~. In the latter case,~~ the faculty unit member will be treated in accordance with the guidelines provided in this article, though no credit will be given for service that was fully supported by federal funds.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

14.4. FURTHER PROVISIONS

A faculty unit member terminated pursuant to the provisions of this article may institute a grievance under Article VII, Contract Disputes, and the burden of proof will rest with the administration to the extent required by law. Any grievance challenging an action taken under this article will begin at Step 2 of the procedures outlined in § 7.~~7~~8.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

15.1. STATEMENT

A single official personnel file will be maintained on each faculty unit member at a central location(s) designated by the superintendent. Business records concerning each member of the unit may be maintained in the institutional business or personnel office. If working files are maintained by any administrators, all materials thus generated must be filed in the personnel file at the time of their use in any adverse personnel decisions involving faculty unit members.

Administrators may maintain working files to document faculty unit member performance. Such working files will be separate from the official personnel file. If working files are maintained by any administrators, all materials thus generated must be filed in the personnel file at the time of their use in any adverse personnel decisions involving faculty unit members.

Beginning with the effective date of this agreement, items placed in a faculty unit member's personnel file will be signed and dated by the person placing the material in the file. Beginning with the effective date of this agreement, items placed in a faculty unit member's personnel file will be signed and dated by the person placing the material in the file and the faculty unit member will be notified at that time. This notification requirement will not apply to documents whose placement in the personnel file is required under this agreement~~,~~ (~~i.~~e.g., the annual appointment notice and annual evaluations)~~,~~ or to documents whose placement is required under state law (~~,~~e.g., leave documents).

Faculty unit members will have access to their personnel and business record files, exclusive of confidential pre-employment placement credentials, during normal business hours and may request copies, at their own cost, of material contained therein. If the file is not immediately

available, it will be made available within ~~one~~ two (~~1~~2) working days. Faculty unit members may not remove their files from the room in which they are housed.

Faculty unit members may enter a statement in their file which they feel clarifies, corrects, or refutes material therein, and such statement will be attached to the applicable documents in the file. ~~–~~Faculty unit members may also place in their file materials relevant to academic qualifications, teaching, research, scholarship and service.

Access to faculty unit members' personnel files will be restricted to the faculty unit members, their authorized agents, ~~or~~ and authorized administrators. Members of departmental, school or institutional promotion and tenure committees may also have access to the file when reviewing the credentials of applicants for promotion or tenure.

A log will be maintained which indicates the following:

1. Name of faculty unit member.
2. Date accessed.
3. Name of person accessing file.
4. If taken to another room, date removed and location to which removed.
5. Date returned to room in which file is housed.

The log requirement set forth above does not apply to access or inspection for routine clerical purposes, such as to insert copies of individual appointment notices or to confirm accuracy of data, provided that the file is not taken from the room.

Personnel files may be purged of any material which is obsolete, unfounded, is unnecessary or is otherwise inappropriate, under the following circumstances and procedures:

1. On written request by the faculty unit member to the administration, with assent by the administration as demonstrated by the return of either all, or a part, of such documents to the faculty unit member. Lacking administrative assent, the faculty unit member may initiate a grievance to remove the material on any of the bases stated above.

2. By action of the administration in purging such files, and forwarding such material to the faculty unit member. ~~_~~On receipt thereof, the faculty unit member will return within twenty (20) business days, by mail, those materials he prefers to have refiled in his/her personnel file.

- **BOR RATIONALE**
  - Typographical
  - Flexibility of more time to locate file
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

16.1. SAFE WORKING CONDITIONS

The parties will comply with all applicable state and federal laws relating to safe working conditions.

Whenever a faculty unit member becomes aware of a condition which the faculty unit member feels is a violation of an institutional safety or health rule or regulation, the faculty unit member will report such conditions to an appropriate administrator who will promptly investigate such conditions.

Protective devices and first aid equipment will be provided to faculty unit members who practice in a hazardous institutional environment and the faculty unit member will be responsible for the proper use of such devices.

The parties also recognize that unruly students not only present a discipline problem and hinder the educational process within the classroom, but, on occasion, can threaten the safety and security of the faculty unit member. In the event that a student's behavior results in the faculty member feeling threatened, the faculty unit member may request a functional behavior assessment.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

16.3. TELEPHONE SERVICE

Each institution will provide access to telephone service for faculty unit members ~~under the general guidelines that institutions at which needs are demonstrated will provide improved service and privacy of conversations with consideration given to budgetary constraints and departmental priorities~~.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

17.1. DISTRIBUTION OF SALARY POLICY APPROPRIATIONS

…

3. Individual faculty unit members will be notified at the time of the issuance of their new contracts of the means used to determine their salary increases. The notification will specify the dollar amounts distributed in recognition of their performance, service to the school community, professional growth and development, and any amounts distributed to

correct possible impermissible ~~discrimination~~bias.

4. The Performance Standards and Procedures used to determine faculty unit member performance ratings are found in Appendix ~~T~~K.

- **BOR RATIONALE**
  - Clarification of language regarding impermissible bias
    - This was done in a previous negotiation of the higher education agreement
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Nina Ringstmeyer asked a clarifying question about changing the numbering in the appendices
    - Guilherme Costa responded that the appendices are not part of the CBA and are not negotiated, but rather are external documents that are made readily accessible to the parties. Costa added that the numbering of the appendices can change from CBA to CBA and that some of the external documents that are appendices to the current CBA (2015-2018) will not be appendices in the next CBA (2018-2021) and therefore the appendices will be renumbered.
    - Ringstmeyer asked for a list of the appendices to the current CBA (2015-2018)
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

17.2. ADDITIONAL INCENTIVE PAYMENTS

The Board encourages faculty unit members to maintain professional credentials pertinent to the educational specialty areas whose mastery falls within their job responsibilities. In addition to performance pay measures addressed in § 17.1, a supplement is provided to each faculty unit member who acquires and maintains certification of skills needed to work with children with hearing or vision loss and a base increase is provided in recognition of acquisition of a master's degree relevant to the unit member's field of expertise.

…

2. Each faculty unit member will have a salary increase equal to twelve percent (12%) of the prior year's base upon the attainment of a master's degree that is determined by the superintendent to be~~,~~ relevant to the unit member's field of expertise. (This will be added to the salary base at the time of acquiring the first master's degree only and no faculty unit member will receive this salary increase for more than one master's degree.)

   a. Faculty unit members who wish to claim entitlements under this section must provide the superintendent with written notification no later than April 1 that they have satisfactorily completed or that, prior to the beginning of the next academic year, they will satisfactorily complete requirements for a master's degree relevant to the unit member's field of expertise. The faculty unit member will provide verification of the

completion of education requirements to the administration no later than September 1 and an official transcript by October 15. If such verification is not provided, the faculty unit member increase under this section will be cancelled and the faculty unit member's pay will be reduced accordingly. All credits are to be earned from a degree-granting accredited institution, and evidence of credits earned shall be in the form of an official transcript.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

17.4. EXTRACURRICULAR COMPENSATION

The authorized voluntary assumption of faculty unit members of the following extracurricular activity supervision at the special schools will be compensated in accordance with the extracurricular compensation schedule, which is based upon work outside the workday.

The superintendent and the local COHE president will meet to negotiate the extracurricular compensation schedule for the respective institution. Each schedule will be incorporated herein as part of Appendix ~~L~~I.

If a special school decides to establish additional compensated extracurricular activities, or if a vacancy cannot be filled for the compensation on the schedule, the superintendent will determine the appropriate compensation for the vacancy and will, prior to the implementation, inform the president of the COHE chapter of the plans and compensation for the extracurricular activity. The vacancy then will first be offered to suitable applicants from the faculty unit before advertising the position to outside applicants. In the event that there are no suitable applicants for the position, the administration may assign the responsibility to a faculty unit member or to an employee outside the bargaining unit.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Will review and discuss
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement
    - Nina Ringstmeyer requested a list of appendices for new contract at end of negotiations

XVIII. FRINGE BENEFITS

XVIII. ~~FRINGE BENEFITS~~RESERVED

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Tentative Agreement

19.1. SICK LEAVE

Upon request, a faculty unit member may take sick leave with full compensation, in accordance with SDCL ~~Chapter~~ § 3-6C-7 and ARSD 55:09:04:02, for personal illness, pregnancy; the birth or the placement for adoption or foster care of a child, in order to bond with a child within one year of child's birth or placement; exposure to contagious diseases that would endanger the health of fellow employees; required eye and dental care; required medical examination; or inpatient or outpatient treatment in approved centers for alcohol, drug abuse, psychiatric, or counseling care ~~and related disabilities, adoption, exposure to contagious diseases that would endanger the health of fellow employees, eye and dental care, or medical examinations~~.

The institutions have the right to investigate the use of sick leave. If use of sick leave is found to be for other than the uses listed above, the time off will be charged to leave without pay, and may be cause for disciplinary action.

Full-time faculty unit members who have contracts for the full academic year will accrue 9.334 hours of sick leave per month. Faculty unit members who are employed at least fifty percent (50%), but less than one hundred percent (100%), during the full academic year, will accrue sick leave on a prorated basis of the above. Accumulation of unused accrued sick leave is unlimited.

Advance sick leave may be granted, not to exceed 224 hours. Advance sick leave may be used only after the exhaustion of all regularly accumulated sick and annual leave. Advanced sick leave will be charged against all sick leave credits subsequently earned. Advanced sick leave must be repaid prior to leaving the employment of the institution. Advance sick leave may not be granted during the first year of employment. All advance sick leave must be approved by the superintendent and the ~~commissioner of the bureau of personnel~~executive director.

- **BOR RATIONALE**
  - Update language to better align with language in state law
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement, but COHE indicated a potential need to make additional revisions tied to COHE's proposal regarding calamity days
- **COHE RESPONSE (3rd Negotiation)**

- Tentative Agreement

19.2. ANNUAL LEAVE (1st and 2nd Negotiation)

Annual leave will accrue at the statutory rate pursuant to SDCL ch. 3-6C~~.~~.

Ten-month faculty unit members will be required to take annual leave or flex time on working days during the contract when the ten-month faculty unit member has no assigned responsibility.

For nine-month faculty unit members, ~~Working~~ working days during the contract when the nine-month faculty unit member has no assigned responsibility will offset annual leave accrual; provided, however, that every nine-month faculty unit member will be entitled to receive ~~at least~~ two (2) days annual leave upon timely request of no less than five (5) business-days' notice.

Faculty unit members who do not take the two annual leave days assured hereunder to every nine-month faculty unit member during the school year will be paid for those days at the end of the school year. Each day will be paid the standard daily compensation that the special school paid to substitutes during the preceding school year. Only nine-month faculty unit members who forego their right to take two ~~-~~ days annual leave pursuant to this section will be entitled to such payment, and they may only be paid for two such days.

- **BOR RATIONALE**
  - Clarification to align with contract lengths of unit members at each special school
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement, but BOR stated that it may make additional revisions to discuss at 3rd negotiation because still reviewing this section 19.2

-

19.2. ANNUAL LEAVE (3rd Negotiation)

Annual leave will accrue at the statutory rate pursuant to SDCL ch. 3-6C-4~~.~~.

Ten-month faculty unit members will be required to take annual leave ~~or flex time~~ on working days during the contract when the ten-month faculty unit member has no assigned responsibility.

For nine-month faculty unit members, ~~Working~~ working days during the contract when the nine-month faculty unit member has no assigned responsibility will offset annual leave accrual~~; provided, however, that every nine-month faculty unit member will be entitled to receive at least two (2) days annual leave upon timely request of no less than five (5)~~ business-days' notice.

~~Faculty unit members who do not take the two annual leave days assured hereunder to every nine-month faculty unit member during the school year will be paid for those days at the end of~~

~~the school year. Each day will be paid the standard daily compensation that the special school paid to substitutes during the preceding school year. Only nine-month faculty unit members who forego their right to take two_ days annual leave pursuant to this section will be entitled to such payment, and they may only be paid for two such days.~~

- **BOR RATIONALE**
  - Clarification
  - Salaried employees do not get flex time for working above 40 hours per week
  - SDCL 3-6C-4 and ARSD 55:09:04:01 make clear that annual/vacation leave accrual is set by statute and regulation and we cannot give more
  - Pursuant to SDCL 3-6C-6, payout for accrued but unused annual/vacation leave occurs when employee retires or resigns from state employment
    - So, no payout at end of year at substitute rate. Instead, will be paid out when leave employment at their then-current rate subject to statutory leave accrual maximum
- **COHE RESPONSE (3rd Negotiation)**
  - Tentative Agreement

19.4. PERSONAL EMERGENCY LEAVE

19.4. PERSONAL ~~EMERGENCY~~ LEAVE

Pursuant to SDCL § 3-6C-7 and ARSD 55:09:04:05, ~~Faculty~~ faculty unit members are allowed to use up to forty (40) hours of accumulated sick leave during each calendar year for the following purposes:

1. A death in the immediate family
2. The temporary care of members of the immediate family; and
3. A call to state active duty of military reserve or national guard members

"Immediate family" is defined in ARSD 55:09:01:01(19) as the employee's spouse, children, mother, father, mother-in-law, father-in-law, daughter-in-law, son-in-law, brothers, sisters, grandparents, grandchildren, stepbrothers, stepsisters, and stepparents.

~~personal emergency. The use of sick leave for personal emergency may be granted due to a death in the immediate family (spouse, child, mother, father, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother, sister, grandparent, grandchild, stepchildren or stepparents); the temporary care of members of the immediate family; call to state active duty of military reserve or national guard members; volunteer police or rescue work.~~

- **BOR RATIONALE**
  - Better align with state law
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

19.7. SABBATICAL, FACULTY UNIT MEMBER IMPROVEMENT AND CAREER REDIRECTION LEAVES (1st and 2nd Negotiation)

19.7. ~~SABBATICAL, FACULTY UNIT MEMBER IMPROVEMENT AND CAREER REDIRECTION LEAVES~~RESERVED

~~A faculty unit member may be granted sabbatical leave after six (6) or more consecutive years of full-time employment in the system. A faculty unit member may be granted faculty unit member improvement or career redirection leave after three (3) consecutive years of full-time employment in the system. Approval for such leave will be contingent upon the faculty unit member presenting plans for formal study, research, or other experiences which are designed to improve the quality of service of the faculty unit member to the institution, to the Board and to the state of South Dakota.~~

~~The number of all faculty unit member improvement, career redirection or sabbatical leaves granted by an institution during any fiscal year will not exceed five percent (5%) of the faculty unit members or one (1) FTE, whichever is greater, in any one year.~~

~~Sabbatical leave for nine (9) month faculty unit members will be for not more than two (2) semesters at one-half the salary which would have been paid had the faculty unit member been on full-time employment, or not more than one (1) semester at the full salary which would have been paid had the faculty unit member been on full-time employment.~~

~~Sabbatical leave for twelve (12) month faculty unit members will be for not more than twelve (12) months at one-half the salary which would have been paid on full-time employment, or not more than six (6) consecutive months at the full salary which would have been paid on full-time employment.~~

~~Faculty unit member improvement or career redirection leave for nine (9) month faculty unit members will be for not more than two (2) semesters at eight percent (8%) of the salary which would have been paid on full-time employment, for each full academic year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary, or not more than one (1) semester at sixteen percent (16%) of the salary which would have been paid on full-time employment, for each full academic year of consecutive full-time service, up to a maximum of one hundred percent (100%) of salary, for each year of consecutive service.~~

~~Faculty unit member improvement or career redirection leaves for twelve (12) month faculty unit members will be for not more than twelve (12) months at eight percent (8%) of the salary which would have been paid on full-time employment, for each full year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary, or not more than six (6) consecutive months at sixteen percent (16%) of the salary which would have been paid on full-time employment, for each full year of consecutive service up to a maximum of one hundred percent (100%) of salary.~~

~~All faculty unit members receiving faculty unit member improvement, career redirection, or sabbatical leave are required to return to the institution granting the leave for at least two (2) academic years of full-time service, or to refund the full salary and institutional costs of fringe benefits received while on leave. If a faculty unit member returns, but fails to perform the full two (2) years return-to-service obligation, then the repayment obligation will be prorated. Any repayment obligation will be due in full one (1) calendar year after the end of the leave period or any subsequent, successive leave periods. Any repayment obligation which remains unpaid after~~

~~falling due will earn interest at a rate equal to the monthly average prime rate of interest offered by the Wells Fargo Bank system, or its successor in interest, during the leave period plus two percentage points. Interest will be compounded semi-annually on all unpaid balances. A faculty unit member who cannot perform return to service obligations due to death or permanent and total disability or reduction in force will be released of all repayment obligations. Determination of whether a faculty unit member is to be considered disabled will be made by the Board.~~

~~All faculty unit members, upon return from faculty unit member improvement, career redirection, or sabbatical leave, will be returned to their former positions or be assigned to positions of like nature and status and will be granted increment increases that were given during their leave. They may be considered for merit increases as if they had served at the institution during such period. They will maintain tenure, insurance benefits, accumulated sick leave, and all other accrued benefits. If the faculty unit member is on less than fifty percent (50%) compensation, service for retirement is not accumulated during the period of such leave. Nothing in this article will be construed to abrogate other provisions of this agreement which affect employment status.~~

~~The following criteria will be considered in selecting the candidates for faculty unit member improvement, career redirection or sabbatical leave:~~

~~5. The merit of the objectives as they relate to improving the instructional program and enhancing the professional growth of the application and, where other institutions are involved, evidence of acceptance of the faculty unit member's program or project by the institution offering the advanced study or research.~~
~~6. Years of experience in the system.~~
~~7. Previous leaves.~~
~~8. Distribution of applicants by academic area.~~
~~9. Anticipated program changes.~~

~~All grantees of faculty unit member improvement, career redirection or sabbatical leave will execute a promissory note with the Board which is consistent with the terms of this article.~~

- **BOR RATIONALE**
  - Seldom, if ever used
  - Significant cost and disruption to the special school
  - Uncommon benefit for K-12 teachers
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - No, b/c don't want to remove the opportunity from those who may want it
  - No, sees as a plus to allow someone to go
    - BOR response that needs to review, but if ultimately agree to leave in, may need to add additional language about the process that appears to be lacking (could be a reference to a Board policy that has the process)
- **COHE RESPONSE (3rd Negotiation)**
  - Willing to add requirement of 1-year's notice – June 1 of prior calendar year
  - BOR wants to add reference to Board policy for request and approval process
  - REVISED PROPOSAL

- NEW TITLE: Sabbatical, Faculty Member Improvement and Career Reduction Leaves
- "Faculty unit members are eligible to apply for sabbatical, faculty member improvement and career redirection leaves pursuant to Board Policy 4:15. However, a faculty unit member must submit the written request, using a form provided by the Board, no later than June 1 of the prior calendar year."

19.7. SABBATICAL, FACULTY UNIT MEMBER IMPROVEMENT AND CAREER REDIRECTION LEAVES (Revised Proposal during 3rd Negotiation)

Delete current language and replace with:

19.7. SABBATICAL, FACULTY MEMBER IMPROVEMENT AND CAREER REDIRECTION LEAVES

Faculty unit members are eligible to apply for sabbatical, faculty member improvement and career redirection leaves pursuant to Board Policy 4:15. However, a faculty unit member must submit the written request, using a form provided by the Board, no later than June 1 of the prior calendar year.

- **COHE RESPONSE**
  - Tentative Agreement

19.8. RETRAINING OR REASSIGNMENT SABBATICAL LEAVE (1st and 2nd Negotiation)

19.8. ~~RETRAINING OR REASSIGNMENT SABBATICAL LEAVE~~RESERVED

~~Based upon individual negotiation and without precedential value, a faculty unit member may be granted a retraining or reassignment sabbatical leave for a period not to exceed two (2) semesters, for retraining which would lead to permanent reassignment from an area where his services are no longer required or, in the future, may no longer be required to a discipline where additional faculty are needed. The potential receiving department will be consulted with respect to both the proposed retraining plan and the reassignment. The individual faculty unit member may have a COHE representative during the negotiations.~~

~~When significant needs for reassignment exist, as defined by the administration, applications from faculty members not normally eligible for sabbatical leave may be considered.~~

~~Faculty members receiving additional financial support beyond that ordinarily provided for faculty on a sabbatical leave will be required to extend their commitment to return to full service at the institution granting the leave for a period of at least one year and possibly longer if requested by the institution at the time the leave is negotiated. Terms and conditions of retraining or reassignment or sabbatical leaves which provide supplemental financial support will be reduced to writing and a copy of the leave agreement will be sent to COHE. The selection of the individuals to receive retraining or reassignment sabbaticals, as well as the selection of the individuals who receive supplemental financial support as described above, and the terms and conditions to be established in each individual case, are not subject to the grievance~~

~~procedures outlined in Article VII of this Agreement. Failure on the part of either party to maintain the terms of the leave agreement will form the basis for a grievance.~~

~~The administration will develop appropriate procedures, including time considerations, for applications submitted under this Section.~~

- **BOR RATIONALE**
  - Seldom, if ever used
  - Significant cost and disruption to the special school
  - Uncommon benefit for K-12 teachers
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - No, b/c don't want to remove the opportunity from those who may want
  - No, sees as a plus to allow someone to go
    - BOR response that needs to review, but if ultimately agree to leave in, may need to add additional language about the process that appears to be lacking (could be a reference to a Board policy that has the process)
- **COHE RESPONSE (3rd Negotiation)**
  - Willing to add requirement of 1-year's notice – June 1 of prior calendar year
  - BOR wants to add reference to Board policy for request and approval process
  - Article 19.8 will be subsumed into revised Article 19.7 (above) and Article 19.8 will be deleted and replaced with "RESERVED"

19.8. RETRAINING OR REASSIGNMENT SABBATICAL LEAVE (Revised Proposal During 3rd Negotiation)

Delete current language and replace with:

19.8. RESERVED

- **COHE RESPONSE**
  - Tentative Agreement

19.9. LEAVE OF ABSENCE WITHOUT PAY

Leave of absence without pay may be granted by the Board for up to one (1) year for educational, parental or other valid reasons. Extensions may be granted by the Board. If allowed by existing insurance contract(s), the faculty unit member may elect to continue group insurance coverage by notifying the appropriate administrative office at the institution, by complying with the insurance contract(s) requirements, and by arranging to pay monthly premiums consistent with Board Policy 4:15.

Upon return from a leave of absence without pay, faculty unit members will be assigned to their former positions or to comparable positions for which they are qualified. Faculty unit members will retain all accrued benefits during leaves of absence without pay. A leave of absence without pay will not constitute a break in service for purposes of eligibility for the leaves established under § 19.7.

- **BOR RATIONALE**
  - Clarification
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

19.11. ADMINISTRATIVE LEAVE (1st and 2nd Negotiation)

Pursuant to ARSD 55:09:04:13, ~~Administrative~~ administrative leave will be granted in the following situations, allowing an employee to receive compensation for the hours that the employee would normally have worked with no loss of leave.

1. An office is administratively closed;

2. An employee is a member of a volunteer fire department, reserve law enforcement unit, emergency search and rescue squad, or ambulance service and is called to duty during working hours;

3. An employee may be placed on administrative leave ~~Pending~~ pending an investigation of charges made against an employee upon which disciplinary action could be taken; and

4. For any other purpose that has been requested in writing and approved by the ~~commissioner~~executive director.

The appointing authority will grant administrative leave hours as straight time off at a later date or as cash payment at the regular hourly rate to employees who are required to work when an office is administratively closed. If an office remains open and an employee is not able to reach the worksite, the employee must use annual leave, compensatory time, or leave without pay. Appointing authorities will inform the ~~commissioner~~ executive director of all office closings.

- **BOR RATIONALE**
  - Clarification
  - Correction
  - During 2nd Negotiation Session, Board added "Pursuant to ARSD 55:09:04:13"
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Nina questions:

- Snow days were confusing – who decides to close? How does this work?
  - KB – BOR Policy 4:40
  - M Kaiser – have to clarify with HR Director on logistics and process
  - Want to have differentiation on news notices about closing b/c RC SDSD
- Question about compensatory time and whether it should be flex time
  - KB – no, compensatory is incorrect b/c don't have hourly faculty

o Kaiser wants to have conversation to clarify; Costa wants to review last paragraph to see why in there (KB indicated may be best to refer to BOR policy for how paid out)

o COHE SDSD Tentative Agreement

19.11. ADMINISTRATIVE LEAVE (3rd Negotiation)

Pursuant to ARSD 55:09:04:13, ~~Administrative~~ administrative leave will be granted in the following situations, allowing an employee to receive compensation for the hours that the employee would normally have worked with no loss of leave.

1. An office is administratively closed;

2. An employee is a member of a volunteer fire department, reserve law enforcement unit, emergency search and rescue squad, or ambulance service and is called to duty during working hours;

3. An employee may be placed on administrative leave ~~Pending~~ pending an investigation of charges made against an employee upon which disciplinary action could be taken; and

4. For any other purpose that has been requested in writing and approved by the ~~commissioner~~executive director.

The appointing authority will grant administrative leave hours as straight time off at a later date or as cash payment at the regular hourly rate to employees who are required to work when an office is administratively closed. If an office remains open and an employee is not able to reach the worksite, the employee must use annual leave~~, compensatory time,~~ or leave without pay. Appointing authorities will inform the ~~commissioner~~ executive director of all office closings.

- **BOR RATIONALE**
  - o Clarification
  - o Correction
  - o Salaried employees do not get compensatory time
- **COHE RESPONSE (3rd Negotiation)**
  - o Tentative Agreement

19.12. DONATION OF LEAVE—RECIPIENT AND DONOR REQUIREMENTS

Under conditions outlined in ARSD 55:09:04:14 through 55:09:04:17~~the Career Service Regulations~~, faculty unit members may donate leave or receive donated leave. ~~The Board will forward new rules to the COHE UniServ Director as they are adopted by the Career Service Commission.~~

- **BOR RATIONALE**
  - Clarification
  - New rules are publicly available and are publicized when issued by the state agency
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

20.3. SYSTEM-WIDE COMMITTEES

20.3. ~~SYSTEM-WIDE COMMITTEES~~RESERVED

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

20.4. TOTALITY OF AGREEMENT

All matters on which the parties have reached agreement are set forth in this document. All other understandings, representations, or agreements between the parties ~~are of~~have no force ~~and~~ or effect.

~~During the duration of this agreement, the provisions hereof will supersede any previous or future regulations, practices, rules, policies or handbook provisions which may be in conflict with the express terms hereof.~~ Any individual contract entered into between the Board and a faculty unit member will be subject to the provisions of this agreement.

Guidelines for intra-institutional rights and responsibilities for a particular institution may be compiled in a handbook. Faculty handbooks are neither intended, nor should they be considered, as conferring any employment rights not provided for in this agreement, and to the extent they may be so arguably interpreted, the same are void and ~~of~~ have no force or effect.

- **BOR RATIONALE**
  - Clarification

- Typographical
- Middle paragraph is inconsistent with Section 4.4 Incorporation by Reference, and is inconsistent with state law about pre-emption

- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

20.9. NOTICE

1. Unless otherwise provided, where notice is required to be given, it will be sufficient:

   a. In the case of faculty unit members, if sent by first class mail to their last reported residential address, if ~~delivery~~ delivered by electronic mail to the faculty unit members' official institutional electronic mail ~~account constitutes notice as provided in ¶ 4 of this section~~ or if hand delivered directly to the affected faculty unit member;

   b. In the case of COHE, if sent by first class mail to the institutional COHE president at the last reported residential address, or to the office of the COHE UniServ Director, or hand-delivered to the institutional COHE president or to an employee of the Pierre COHE office;

   c. In the case of the Board, if sent by first class mail to Board of Regents, 306 East Capitol Suite 200, Pierre, South Dakota 57501-3159, or hand-delivered to the executive director of the Board or to a clerical staff member on duty at the office of the executive director;

   d. In the case of ~~institutional~~ the ~~presidents~~superintendent, if sent by first class mail to the~~ir respective~~ institutional address~~es~~, or hand-delivered to the superintendent or to a clerical staff member on duty at the ~~respective~~ superintendent's office;

   and in all other cases, if sent by campus or regular mails to the institutional office or regular business address of the person or party. The parties agree that a signed receipt acknowledging hand delivery will be provided upon request.

2. Notice will be required only when the words "notice" or "notification" appear in this agreement.

~~3. In connection with disciplinary or grievance proceedings, the administration's initial notice will be by first class mail to the faculty unit member's home address.~~

~~4.~~3. In any case in which a faculty unit member, administrator, COHE, the Board or an attorney representing such person, official or entity uses electronic mail, telefacsimile or other electronic communications systems to send or to respond to a notice, the sender will be deemed thereby to have consented to the use of electronic mail to deliver any subsequent,

related correspondence, including notices, to the electronic mail address, telefacsimile number or other electronic address used by the sender.

~~5.~~4. Notice will be effective on the date postmarked by the United States Postal Service, on the date delivered by hand or on the date sent electronically (whether by electronic mail, telefacsimile or other electronic communications system); provided that, where disruption of institutional electronic communications systems interferes with delivery of an electronic notice, the effective date of notices sent electronically will be delayed until service has been restored.

- **BOR RATIONALE**
  - Typographical
  - Clarification
  - In the year 2018, for initial notice of disciplinary or grievance proceedings, allowing email to official institutional email or hand delivery (in addition to mailing to home address) makes sense
- **COHE RESPONSE (1st Negotiation)**
  - Parties adjourned before discussing this proposal
- **COHE RESPONSE (2nd Negotiation)**
  - Tentative Agreement

22.1. STATEMENT

During the term of this agreement, the Board agrees to deduct COHE membership dues, in an amount established by COHE and communicated in writing to the Board by an authorized official of COHE, from the pay of those faculty unit members in the bargaining unit who individually and voluntarily make such request on the dues deduction authorization form as depicted in Appendix ~~H~~ E of this agreement.

…

Faculty unit members who wish to cancel their dues deduction authorization will forward a completed dues deduction cancellation form (Appendix ~~I~~F) to the institutional payroll section prior to the first of the month in which the faculty unit member wishes a dues deduction authorization to be canceled.

- **BOR RATIONALE**
  - Typographical
- **COHE RESPONSE**
  - Tentative Agreement
    - Nina Ringstmeyer requested a list of appendices for new contract at end of negotiations

23.1. EFFECT AND DURATION

This agreement will take effect when signed and ratified by both parties. It will remain in full force and effect through the 30th day of June, ~~2018~~2021, except to the extent that modification is required in order to respond to changes in statute or regulation or to binding court decisions.

Notwithstanding this limitation, the parties may reopen talks concerning §17.1 in the event that the Board fails to provide funds to supplement salary policy for a fiscal year.

On or before the ~~first~~ 15th day of ~~March~~February, ~~2018~~2021, either party may notify the other that it wishes to renew or modify this agreement. In this event, the parties will meet no later than the ~~15th~~ ~~31st~~ 15th day of March, ~~2018~~2021, to negotiate with respect to a successor agreement.

If a successor agreement has not been ratified by the 30th day of June, ~~2018~~2021, the parties may mutually agree to extend the force and effect of this agreement.

- **BOR RATIONALE**
  - Typographical
  - Requiring notice of request to renew or modify to occur a month earlier, and deadline for first negotiation meeting to two weeks later to give both parties more time to plan for and schedule the negotiation
- **COHE RESPONSE**
  - COHE SDSD TA for year changes to 2021; COHE SDSBVI wants to wait on year until we know how long contract will be
  - Tentative Agreement for change to February 15 for notification and March 15 for 1st meeting

COHE PROPOSALS

Below are COHE's proposals and rationale in chronological order based on the current placement in the Agreement for July 1, 2013 through June 30, 2016. Each proposal is followed by the Board's response.

I. DEFINITIONS

Restructure all subsections of Article I. Definitions in alphabetical order

- **COHE RATIONALE**
  -
- **BOR RESPONSE**
  - Tentative Agreement

9.11. CALAMITY DAYS

A. Definition: "A calamity day shall be defined as an instructional day when it is necessary to close public schools as a result of hazardous weather conditions, or the National Weather Service advises no travel in the county where the faculty unit member resides, or other temporary circumstance that renders the school facility unfit for instructional use."

B. Faculty unit members shall use up to 16 hours of sick leave as calamity leave. After the 16 hours are used, the faculty unit member must use annual leave or leave without pay.

C. If calamity leave is not used, they remain as part of the faculty unit members' accumulated sick leave. Calamity leave hours will not be carried over to the next school year. If the faculty unit member does not have any sick leave available, they may not draw advanced sick leave for calamity leave.

D. Should a calamity day occur on an approved faculty unit members' leave day, said faculty unit members' will not be charged for a leave day.

- **COHE RATIONALE**
  - Depends on what happens with 19.11.
  - SDSBVI expected to take LWP or 2 FUM leave/personal days if they can't get to work and are proposing being allowed to take 2 days of sick leave if can't get to work; current rule is to use flex time before taking any leave
- **BOR RESPONSE (2nd Negotiation)**

- Will need to review proposal

- **BOR RESPONSE (3rd Negotiation)**
  - Can't do this b/c not authorized by law to give paid time off above and beyond what the state provides its employees

8.4. CONTINUING CONTRACTS

Faculty members employed at the School for the Blind and the Visually Impaired who:

(i) are in or beyond their third full year of employment at the institution, and ~~who~~

(ii) have attained their state endorsement in visual impairment (or other state endorsement as determined by the superintendent to be appropriate for their assignment in Orientation and Mobility, Low Vision, or Speech/Language Pathology).

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

Faculty unit members employed at the School for the Deaf who:

(i) are in or beyond their third full year of employment at the institution, and

(ii) have attained their state endorsement in deaf education (or other state endorsement as determined by the superintendent to be appropriate for their assignment in Speech/Language Pathology or communication),

will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.

~~Faculty unit members employed at the School for the Deaf who:~~

~~(i) are in or beyond the third full year of employment at the institution, and at three- year intervals thereafter, who and~~

~~(ii.a) can demonstrate an intermediate level of American Sign Language as documented through a nationally recognized American Sign Language proficiency measure, or~~

~~(ii.b) can demonstrate satisfactory completion of at least two credit bearing courses in American Sign Language offered by an accredited postsecondary institution, or~~

~~(ii.c) have completed at least two rigorousan instructional program approved by the Superintendent,~~

~~will be automatically reappointed for the following year, unless notice of intention not to renew the contract is received on or before the third Monday of March of any year.~~

When a new faculty member is hired without the required state endorsement for their hiring institution, the new faculty member must show passing completion of at least one college credit bearing course that is needed in order to complete that endorsement per semester until that endorsement is acquired.

~~The School for the Deaf will administer the Sign Language Proficiency Interview (SLPI) every three years to encourage continuous improvement of American Sign Language skills. This report will be used by the faculty unit member to create a personal goal that will show measurable progress. New faculty unit members will be required to take the SLPI within the first 12 months of employment to establish a baseline of skills, unless they have a SLPI rating within the previous three years.~~

~~The School for the Deaf provides basic American Sign Language training programs to new employees, and faculty unit members may participate in these programs. The School for the Deaf will~~ may ~~also make reasonable efforts to sponsor college credit bearing American Sign Language courses when faculty unit member interest justifies making such arrangements.~~

The Board may approve extension ~~of the three year periods of time allowed~~ for completion of endorsements ~~or acquisition of American Sign Language Proficiency required under this section by one year~~. Good cause for granting such an extension will include, without limitation,

1. On the occasion of the birth or adoption of that faculty member's child or adoptive or placement of a foster child with that faculty member; or

2. When the faculty member is a major caregiver for an immediate family member who has an extended serious illness, injury, or debilitating condition; or

3. When the faculty member has an extended serious illness, injury, or debilitating condition~~.~~; or

4. When a new faculty member comes from out-of-state and is required to complete the SD requirements to be issued a SD teaching certificate; or

5. When extenuating circumstances beyond the control of the new faculty member impede timely completion of required coursework or training, and the new faculty member is making good effort to complete the courses.

~~The request for extension must be made in writing to the superintendent within one year of the events giving rise to the claim.~~

A faculty member may use this provision no more than two times.

For purposes of this policy, “immediate family” includes a spouse, a common law spouse, or any other adult with whom the faculty unit member lives and ~~commingles~~ commingled assets, unemancipated natural, adopted or foster children, parents or persons over whose affairs the faculty unit member exercises the responsibilities of guardian.

Faculty unit members who are in or beyond their third year of employment at the institution will have fifteen (15) working days from the date of notification of ~~nonrenewal~~ no renewal in which to schedule

a meeting with the superintendent. Prior to the meeting, the superintendent will make available to the faculty unit member for review the faculty unit member's personnel file, advise the faculty unit member in writing of the reasons on which the intention not to renew is based, and afford the faculty unit member an opportunity for an informal conference in a confidential setting of the reasons. The faculty unit member may bring a representative of the member's choosing to the conference. Within five (5) working days of the conference, the superintendent will notify the faculty unit member as to whether the superintendent will rescind the notice of intention to nonrenew or recommend to the Board that the faculty unit member be nonrenewed. Evaluations and plans to correct deficiencies will be conducted in accordance with Article XI, Evaluation.

If the faculty unit member ~~(i)~~ believes ~~(a)~~ the reasons given for nonrenewal are not true ~~and (b) the real reasons are expressly forbidden by this agreement,~~ or ~~(ii)~~ believes procedural rights have been violated, the faculty unit member may seek review of the superintendent's decision within ten (10) working days by submitting a written appeal to the Board. Any such review will be processed in accordance with Article VII, Contract Disputes, Part A, beginning at Step ~~3~~43.

- **COHE RATIONALE**
  - Nina
    - BOR proposal looked like trying to make 2 schools faculty members equitable, so COHE took it one step further; ASL requirements are continuous and every year – COHE wants to make the requirements equitable
    - Added paragraph about new teachers working towards endorsement to make sure new hires are working towards certification
    - Removing ASL paragraphs b/c additional requirement for SDSD and nothing from SDSBVI
  - Kaiser
    - Like suggestion about evidence of showing progress by taking coursework, but requiring a course each semester may not be feasible based on offerings
- **BOR RESPONSE (2nd Negotiation)**
  - Bastian to look at definition of immediate family to see if consistent with ARSD
- **BOR RESPONSE (3rd Negotiation)**
  - Parties discussed both BOR and COHE proposal on Article 8.4 and agreed to the joint revised proposal above

In summary, the parties tentatively agreed to the following Board proposals during the 3rd Negotiation Session:

- 4.5. Board Meetings and Access to Information
- 7.8. Steps for Procession a Formal Grievance (Step 1)
- 7.8. Steps for Procession a Formal Grievance (Step 2)
- 7.8. Steps for Procession a Formal Grievance (Step 3)
- 7.8. Steps for Procession a Formal Grievance (Step 4)
- 7.8. Steps for Procession a Formal Grievance (Step 5)
- 7.9. Miscellaneous Provisions
- 7.10. Contract Construction and Procedural Steps
- 8.4. Continuing Contracts (Joint Revised Proposal)
- 8.8. Contract Fulfillment
- 9.1. Workday – Classroom Teachers (For 3rd Negotiation Session)
- 9.6. Preparation Periods (3rd Negotiation)
- 9.7. Workday Changes
- 19.1. Sick Leave
- 19.2. Annual Leave (3rd Negotiation)
- 19.7. Sabbatical, Faculty Unit Member Improvement and Career Redirection Leaves (Revised Proposal During 3rd Negotiation)
- 19.8. Retraining or Reassignment Sabbatical Leave (Revised Proposal During 3rd Negotiation)
- 19.11. Administrative Leave (3rd Negotiation)

In summary, the following proposals were rejected during the 3rd Negotiation Session:

- 9.2. Workday – Outreach Consultants
- 9.6. Preparation Periods (1st and 2nd Negotiation)
- 19.2. Annual Leave (1st and 2nd Negotiation)
- 19.7. Sabbatical, Faculty Unit Member Improvement and Career Redirection Leaves (1st and 2nd Negotiation)
- 19.8. Retraining or Reassignment Sabbatical Leave (1st and 2nd Negotiation)
- 19.11. Administrative Leave (1st and 2nd Negotiation)
- 9.11. Calamity Days (COHE Proposal)
- 8.4. Continuing Contracts (COHE Proposal)

In summary, the parties tentatively agreed to the following Board proposals during the 2nd Negotiation Session:

- Preface (from 2nd Negotiation Session)
- I. Definitions
- 2.1. Recognition Statement
    - Limited to:
        - Date change
- 4.1. Meeting Facilities
- 4.5. Board Meetings and Access to Information
    - Limited to:
        - Title change

        - Change from “ten (10) working days” to “at least twenty (20) working days”
- 4.7. COHE Leadership Leave
    - Including the change from “term” to “year”
- 4.9. Attendance at Meetings
    - Limited to:
        - Title change
- 6.1. Statement
- 7.1. Purpose
- 7.2. Grievance Rights
- 7.3. Definitions
- 7.5. Confidentiality
- 7.6. Time Limitations
- 7.7. Informal Process for Obtaining Review of Complaints About Salary or Working Conditions, Whether or Not These Might Constitute Grievances
- 7.8. Steps for Processing a Formal Grievance (Step 1)
    - Limited to:
        - Title change
        - Deletion of “formal”
        - Deletion of “usually”
        - Change from “seven (7) working days” to “ten (10) working days”
- 7.9. Miscellaneous Provisions
    - Limited to:
        - In paragraph 4, change back to “year” from “term”
- 8.6. Contract Year
- 9.5. Substitutes
- 10.2. Procedures
    - Including revision to 3rd paragraph
- 13.3. Procedures
- 13.5. Nondisciplinary Action
- 14.2. Faculty Unit Member Reduction and Recall Procedures
- 17.1. Distribution of Salary Policy Appropriations
- 17.2. Additional Incentive Payments
- 17.4. Extracurricular Compensation
- 19.1. Sick Leave
    - COHE indicated a potential need to make additional revisions tied to COHE’s proposal regarding calamity days
- 19.2. Annual Leave
    - The Board indicated that it may make additional revisions to be discussed at the 3rd Negotiation Session because the Board is still reviewing this Section 19.2
- 19.4. Personal Emergency Leave
- 19.9. Leave of Absence Without Pay
- 19.12. Donation of Leave-Recipient and Donor Requirements
- 20.3. System-Wide Committees
- 20.4. Totality of Agreement
- 20.9. Notice

- 22.1. Statement
- 23.1. Effect and Duration
    - Limited to:
        - Change to February 15 for notification and March 15 for first negotiation meeting

In summary, the parties tentatively agreed to the following COHE Proposals during the 2nd Negotiation Session:

- I. Definitions

In summary, the following "to do" items were proposed during the 2nd Negotiation Session:

- After a new agreement is negotiated, Board to provide a list of appendices for the new agreement

In summary, the parties tentatively agreed to the following Board proposals during the 1st Negotiation Session:

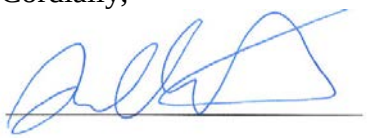
- Preface (from 1st Negotiation Session)
- 3.4. Incorporation by Reference
- 4.2. Bulletin Board
- 4.3. Campus Courier Service
- 4.6. COHE Business
- 4.8. COHE Responsibilities
- 5.2. Curriculum Committees
- 8.1. Types of Contracts
- 8.2. Term Contracts
- 8.5. Individual Appointment Contracts
- 10.1. General Provisions
- 10.2. Procedures*
    - Parties agreed to an additional revision during 2nd Negotiation Session
- 10.3. Job Sharing
- 11.1. General Provisions
- 11.2. Evaluation Procedures and Instruments
- 11.3. Performance Evaluation Guidelines
- 13.2. Alternative Measures
- 14.3. Federal Funding—Special Conditions
- 14.4. Further Provisions
- 15.1. Statement
- 16.1. Safe Working Conditions
- 16.3. Telephone Service
- VXIII Fringe Benefits

The parties agreed to adjourn around 1:00 p.m. Central.

I believe the foregoing comprises a fair representation of the principal topics discussed and the rationale exchanged during the 3rd negotiating session. If the foregoing departs in any material

respect from your recollection of the principal points covered or the principal rationale stated in the 3rd round of negotiations, please forward to me your exceptions.

Cordially,



Guilherme Costa
General Counsel
South Dakota Board of Regents

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 7 – J
DATE: June 26-28, 2018

****

SUBJECT

Research Park at SDSU Update

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Section 2.2 of the Amended and Restated Master Ground Lease Agreement dated December 6, 2016, calls for Growth Partnership to present or provide to the Board an annual report detailing the development of the Research Park at SDSU and the projected goals for the following year. Attachment I contains a summary of the park's accomplishments since July 2017.

IMPACT AND RECOMMENDATION

Dwaine Chapel, Executive Director of the Research Park at SDSU, will provide a brief update on the current status of operations at the park, to include the park's projected development goals for the coming year.

ATTACHMENTS

Attachment I – Research Park at SDSU Report

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INFORMATIONAL ITEM

June 7, 2018

Nathan Lukkes
Assistant Vice President for Research and Economic Development
SD Board of Regents
306 East Capitol Ave.
Suite 200
Pierre, SD 57501

Mr. Lukkes:

The SDSU Growth Partnership Board and staff would like to once again thank the SD Board of Regents for the ongoing investment. These dollars assist in a state-wide research effort as well as the development of the state's research parks.

The following items depict the accomplishments.

- The board has been extremely busy in the past 18 months developing key strategies that will lead to specific growth opportunities.
    - A 10-year Research Park strategic plan was completed in February of 2017 through a collaborative effort with SDSU. This plan outlines 10 specific action steps that create industry growth, university research growth and community growth. In a 9-month period 8 of the 10 steps have been initiated producing excellent results.

    - A 10-year Bio Science strategic plan was completed in April of 2017 through a collaboration with SDSU, USD, and the Discovery District. This plan called out 3 specific niched research platforms that will create specific industry partnerships for SDSU. The strategy calls out nearly 200 industry opportunities. Key actions have been implemented and are gaining momentum.

    - A 10-year College of Engineering strategic plan was completed in March of 2018 through a collaboration with the College of Engineering, the VP of Research and the Growth Partnership. Early implementation of 12 key action steps has led to the discussion of 3 faculty startups and 3 recruitment opportunities. One of our recruitment companies has already hired 4 students and 1 faculty member.

- Brookings Innovation Center
  - 93% occupied
  - 38 businesses
  - 95 employees

- Our marketing strategy includes 3 to 5-minute presentations to individuals and groups visiting the Innovation Center. We hosted more than 2,700 visitors this past year.

- The Growth Partnership 10-Year strategic plan called out key recommendations:

  - **Creation of a SDSU/RP Economic Development Council -** The focus of this group will be to set the pathway for creating the research enterprise for SDSU.

  - **Identification of key infrastructure needs** - A strategic plan was completed and is being implemented for the College of Engineering. The Growth Partnership funded $50,000 of the project. Collaborative partners include the College of Engineering and the Vice President of Research at SDSU.

  - **Develop a contract research facility at the Research Park**- this project has slowly gained traction. We have identified a partner and are having continued conversations.

  - **Access SDSU** – The initiative has gained momentum with the TTO and Industry Relations personal at SDSU taking the lead.

- The Lloyd Building continues to be an asset in attracting business to the Park. A conversation is under way to repurpose the facility into lab space.

- The Board is in the process of working with architectural firms regarding the conceptual design of the next building.

- The Research Park is currently home to 235 employees with a current average full-time salary $58,900; the annual economic impact is $22M. There are 30 plus SDSU students working in the Research Park.

Research Park
AT SOUTH DAKOTA STATE UNIVERSITY
Grow Your Dreams

- The Growth Partnership has identified matching dollars for annual operations:
  - The City of Brookings $200,000*
  - The County of Brookings $ 75,000*
  - The Vision Brookings $120,000
  - SD Board of Regents $300,000*
  - Brookings Innovation Center $245,000
  - Research Park $ 25,000
  - Total Operations $965,000

- The * shows anticipated changes by investment partners of the Research Park and the Brookings Innovation Center. The County Commission investment will increase from $50,000 to $75,000; the City of Brookings investment will increase from $150,000 to $200,000 and SD Board of Regents investment will increase from $100,000 to $300,000. The new investments will provide opportunities for growth.

The Research Park staff continues using the strategic plans as a guideline to grow the Park. The staff continues to develop a scope of work surrounding Pharmacy, Health and Nutritional Sciences, and Plant Science. These projects will identify university research opportunities that may exist with industry. The recruitment of industry partners is an ongoing process.

Thank you again for the partnership that you have created with the Research Parks!

With warmest regards,

Dwaine M. Chapel

Dwaine Chapel
Executive Director/CEO
SDSU Growth Partnership
Research Park at SDSU

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development
Consent

AGENDA ITEM: 8 – A
DATE: June 26-28, 2018

****

SUBJECT:

BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:5 – Executive Director
BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents

BACKGROUND / DISCUSSION

The first reading of BOR Policies 1:5 and 1:6 occurred at the May 2018 BOR meeting. Since that meeting the following changes were made:

BOR Policy 1:5

- Through a second review of BOR Policy 5:3, it was determined that Section C(3) relating to contract approval, need to remain in this policy, but was updated to align with the requirements in BOR Policy 5:3.

BOR Policy 1:6

- Section C (4)(4.2.8) – Language was added to include Board approval for extension of the period allowed for progression towards promotion and tenure.
- Section C(4)(4.2.9) – Language was added to include Board approval to grant exceptions to minimum rank qualifications and promotion eligibility criteria.

BOR Policy 1:6 outlines the provisions relating to the authority, responsibilities and appointments of the presidents and superintendent, and BOR Policy 1:5 addresses the same items for the executive director of the Board office. BOR personnel policies currently require Board approval for the appointment, contract renewal (institutions only), and any changes to salary (permanent or temporary) for all employees, including temporary and

(Continued)

****

DRAFT MOTION 20180626_8-A:

I move to approve the second and final reading of BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director.

student employees. Due to the size of the Regental system and number of employees, this becomes a report that is so large that it does not provide meaningful employment related data for the Board.

To develop a more useful management report for the Board, and to expedite employment actions at an institutional level, Dr. Rush and the Regents have requested that policy be updated to delegate authority on most employment actions to the presidents, superintendent and executive director. The revisions were discussed at the April Council of Presidents and Superintendent (COPS) meeting.

IMPACT AND RECOMMENDATIONS

The recommended changes to BOR policies 1:5 and 1:6 can be found in Attachments I and II. The substantive changes include delegation of most employment actions to the presidents, superintendent or executive director, but outlines specific employment related actions that still require Board approval. The revised policies also include language that the new provisions will supersede any other inconsistent policy requirements in the BOR policy manual relating to employment actions. This will allow the changes in delegation to occur without being inconsistent with other BOR policies, and then the intent is to do a review and restructuring of Section 4 (Personnel) of the BOR policy manual to clarify and organize in a more effective way.

BOR Policy 1:5 Recommended Changes

Proposed changes to BOR Policy 1:5 can be found in Attachment I. The substantive changes to the policy would delegate all employment related actions to the executive director, with the exception of the following items:

1. The initial appointment of any employee who reports directly to the Executive Director;
2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the Executive Director;
3. Any mid-year, permanent compensation adjustments, outside of salary policy, that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees in the Office of the Executive Director;
4. Annual salary policy increases that are five percent (5%) or greater than the Board approved salary policy pool; and
5. The granting of professional development leave for non-faculty employees.

In addition, there were changes made to Sections C(3) and C(4) to align with requirements set forth in BOR Policy 5:3 on emergency contracts and purchasing approval. Lastly, language regarding an employment contract for the Executive Director was also added to make it consistent with BOR Policy 1:6.

BOR Policy 1:6 Recommended Changes

Proposed changes to BOR Policy 1:6 can be found in Attachment II. The substantive changes would delegate all employment related actions to the institutional president or superintendent, with the exception of the following items:

1. The initial appointment of any employee who reports directly to the president or superintendent;
2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable president or superintendent;
3. The appointment of any coach or athletic director that has a term greater than one year;
4. Any mid-year, permanent compensation adjustments that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees and faculty members;
5. Annual salary policy increases that are five percent (5%), or greater, than the Board approved salary policy pool;
6. Any employment action that requires Board action or approval pursuant to a collective bargaining agreement;
7. The awarding of promotion and tenure, prior service credit, sabbatical, faculty member improvement and career redirection leave;
8. Extending the maximum periods of time allowed for progress towards promotion to associate professor and the award of tenure;
9. Granting exceptions to minimum rank qualifications and promotion eligibility criteria; and
10. The granting of professional development leave for non-faculty exempt employees.

In addition, there are changes to clarify the provisional delegation of authority relating to governance, discipline and grievances in Section 5 of the policy. There was also a definitions section added, and a provision added in relation to the attendance at COPS meetings. Lastly, there was a statement added to specify that the presidents and superintendent shall report to the Board through the executive director, aligning it with BOR Policy 1:5.

ATTACHMENTS

Attachment I – BOR Policy 1:5 Proposed Revisions
Attachment II – BOR Policy 1:6 Proposed Revisions

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Executive Director

NUMBER: 1:5

A. PURPOSE

To address the appointment of the Executive Director and designate the duties, responsibilities, and authority of the position of Executive Director of the Board of Regents.

B. DEFINITIONS

None

C. POLICY

1. Appointment, Term and Qualifications

The Board of Regents shall appoint an Executive Director of the Board of Regents, who shall be a full-time employee of the Board and maintain his or her principal office in Pierre. The Executive Director shall be responsible to the Board and removable at the pleasure of the Board, shall have a post-graduate degree from a recognized college or university and shall by training and experience be familiar with the operations and problems of institutions of higher education. The Executive Director shall serve on the basis of an employment contract.

2. Authority and Responsibility

The Executive Director shall carry out the directives of the Board of Regents and shall be under the Board's general jurisdiction and supervision. He or she shall administer the policies of the Board, secure compliance with Board regulations, and advise the Board of problems affecting higher education. The Executive Director may act for the Board to the extent authorized by the Board and shall at all times report such action to the Board.

Any requests or directives by the Executive Director for information or action shall be directed to the president or superintendent of the university or special school who shall receive such request or directive as if it were received directly from the Board of Regents. While the presidents and superintendents report to the Board of Regents, they ~~normally~~ are expected to communicate to the Board through the Executive Director.

The responsibilities of the Executive Director shall include the following:

2.1. Administer the Board Office of the Board of Regents; recruit and select the ~~top level~~ staff; conduct professional development programs for the staff, evaluate their performance, and maintain an organizational structure in the Office that serves the needs of the System and the Board of Regents.

2.2. Preside at meetings of the Council of Presidents and Superintendents.

~~2.3. Serve as a member of the State Board of Directors for Educational Telecommunications and as a member of the State Library Board.~~

~~2.4.~~2.3. Coordinate the collective bargaining process for the System.

~~2.5.~~2.4. Serve as arbitrator in COHE grievances for the System prior to the final stage of submitting a grievance to a hearing officer.

~~2.6.~~2.5. Maintain the Policy Manual for the Board and the Fact Book for the System for the Regents, presidents and superintendents.

~~2.7.~~2.6. Authorize correction of clerical errors in the Policy Manual and updating cross references and references to external authorities; provided that such changes do not effect a substantive change in Board policy.

~~2.8.~~2.7. Compile, distribute and maintain regular and special reports as directed by the Regents.

~~2.9.~~2.8. Review and monitor institutional personnel action requests for compliance with Board policies.

~~2.10.~~2.9. Coordinate the preparation and submission of legislative bills authorized by the Board; monitor the progress of legislation affecting higher education and provide timely reports to the Board and the presidents and superintendents; and present testimony - as authorized by the Board - on legislation that affects the System.

~~2.11.~~2.10. Coordinate the orientation program for new members of the Board.

~~2.12.~~2.11. Coordinate and monitor reciprocity agreements with contiguous states.

~~2.13.~~2.12. Serve as a spokesperson for the accomplishments and needs of public higher education in South Dakota.

~~2.14.~~2.13. Convene System-wide standing committees on behalf of the Board.

~~2.15.~~2.14. In the recruitment and appointment of presidents and superintendents, coordinate the appointment of a search committee, arrange for staffing, and serve as an ex officio member of the committee.

~~2.16.~~2.15. Direct – as required by the Board – and coordinate planning for the System, including the regular review of the missions and programs of the institutions.

~~2.17.~~2.16. Conduct system-wide studies to guide policy decisions of the Board.

~~2.18.~~2.17. Keep the Board informed of developments in the state, the nation, and internationally that could affect the System.

~~2.19.~~2.18. Coordinate the preparation, presentation and accounting of the budget for the System.

~~2.20.~~2.19. Coordinate the activities of the Regents, the presidents and superintendents, and Board staff in relations with state officials.

~~2.21.~~2.20. Receive personnel recommendations from the presidents and superintendents, and place these on the agenda of the Board if they are consistent with Board policy.

~~2.22.~~2.21. Transmit campus operating budgets and appropriation requests to the Board with independent, written recommendations.

~~2.23.~~2.22. Approve and ~~S~~submit to the Board, with recommendations, significant contracts for goods and services, subject to the limits specified in Board policy.~~.~~

Additional responsibilities may be assigned to the Executive Director by the Board of Regents as required.

3. Emergency Contract Approval

~~Where immediate action is necessary in order to preserve state property or to continue operations and programs of an institution, and where it is impractical to postpone the issuance of a contract for review and formal action by the Board, the Executive Director shall be authorized on behalf of the Board to approve any needed contractual arrangements. The contracts that are above $50,000 shall be approved with the concurrence of the President of the Board.~~

For contracts requiring Board approval pursuant to Board Policy 5:3 or another Board Policy, the Executive Director is authorized to approve any such contract on behalf of the Board in situations where the Executive Director determines that immediate contract approval is necessary as follows:

3.1. Contracts that involve a payment or liability by the Board of more than $50,000 requires the Executive Director to consult with, and obtain the concurrence of, the President of the Board.

3.2. Contracts that involve a payment or liability of $50,000 or less by the Board, may be approved by the Executive Director without consulting with the President of the Board.

~~4. Emergency Purchasing Approval~~

~~Where immediate action is necessary to obtain substantial cost savings, the Executive Director shall be authorized on behalf of the Board to approve any needed purchase. The requesting institution must demonstrate why this cost savings could not be realized if approval were delayed until the next Board meeting. Purchases that are above $50,000 shall be approved with the concurrence of the President of the Board.~~

~~5.~~4. Curricular Requests

The Executive Director or his/her designee as the System Chief Academic Officer is authorized to approve new courses and substantive course and program modifications subject to Board Policy 2:23. Experimental courses may be offered on campus twice before obtaining Executive Director approval.

~~6. Grant Requests and Acceptances~~

~~The Executive Director is authorized to approve institutional submission of grant requests and the acceptance of grant awards. A summary of grant requests and acceptances approved by the Executive Director shall be provided to the Board at each regularly scheduled Board meeting. Supplements to existing approved grants that provide resources to continue previously approved grant activities may be approved by the institutional president or~~

~~superintendent if the value of the supplement does not exceed $10,000. Under Board Policy 1:6, the president shall notify the Executive Director when this approval authority is exercised.~~

5. Delegation of Authority in Employment Actions

Except where exclusively reserved, the Board delegates authority for personnel appointments, terminations, and compensation management to the Executive Director as described below. In fulfilling this responsibility, the Executive Director shall exercise their authority consistent with Board policies and procedures, the South Dakota Civil Service Act and its implementing regulations, or the collective bargaining agreement between the Board and the Council of Higher Education.. Notwithstanding this delegation, the Board retains full authority regarding personnel appointments, terminations, and compensation management consistent with the Board's constitutional duty to control the institutions under its governance. The provisions of Section C(5) of this policy will supersede any other inconsistent policy requirements in the Board of Regents policy manual relating to employment actions.

5.1. Delegation to the Executive Director

Except as provided in Section C (5.2), the Executive Director shall have the authority subject to this section to appoint, terminate, manage, supervise, control and determine compensation for the personnel of the Office of the Executive Director.

5.2. Authority Exclusively Reserved to the Board

Board approval is required for:

5.2.1. The initial appointment of any employee who reports directly to the Executive Director;

5.2.2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable Executive Director;

5.2.3. Any mid-year, permanent compensation adjustments, outside of salary policy, that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees in the Office of the Executive Director;

5.2.4. Annual salary policy increases that are greater than the Board approved salary policy pool by five percent (5%), or more; and

5.2.5. The granting of professional development leave for non-faculty employees.

FORMS / APPENDICES:

None

SOURCE:

SDCL 13-49-10; BOR April 1981; BOR February; BOR March 1989; BOR June 1991; BOR January 1996; BOR December 1996; BOR December 1997; BOR August 2014; BOR March 2018; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Appointment, Authority, and Responsibilities of Presidents and Superintendents

NUMBER: 1.6

A. PURPOSE

To ~~determine~~ address the appointment of~~how~~ a president or superintendent ~~is appointed~~, and to define the primary responsibilities and the authority granted to a president or superintendent by the Board of Regents.

B. DEFINITIONS

1. **Executive Director**: The chief executive officer of the SD Board of Regents.

~~1.~~2. **Institution**: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind ~~&~~ and the Visually Impaired, ~~South Dakota~~ State School for the Deaf, and the University of South Dakota.

~~2.~~3. **President**: The chief executive officer of a SD Board of Regents ~~university~~higher education institution.

~~3.~~4. **Superintendent**: The chief executive officer of a SD Board of Regents Special School.

C. POLICY

1. Appointment

The presidents and superintendents shall be appointed by the Board of Regents. The Board may conduct a nation-wide search by utilizing a search and screen committee consistent with Board bylaws. The president or superintendent shall serve on the basis of an ~~contracts subject to renewal based on the terms of the~~ employment contract. ~~and BOR Policy~~ The presidents and superintendents shall report to the Board of Regents through the executive director.

2. Responsibilities

The president or superintendent of each institution shall be responsible for the administration of the institution and the respective component entities. He or she shall have the following specific responsibilities:

2.1. Maintain an effective communications link between the institution and the Board, the Executive Director, other System institutions, and all constituencies at the institutional level, including faculty, students, administrators, employees, alumni, and community.

2.2. Provide academic leadership and promote academic excellence at the institution and formulate educational policies and academic standards consistent with Board policy.

2.3. Maintain institutional expenditures within the budgetary authorizations and limitations of the Board of Regents and the Legislature.

2.4. Recommend budget allocation and apportion funds within allocations.

2.5. Assign specific responsibility for coordinating institutional oversight of compliance with pertinent federal, state and Board constitutional rights and limitations, statutes, regulations and policies, including development of implementing institutional policy statements and practices, and including routine training and periodic compliance audits, and generally assure enforcement of policies of the Board of Regents, and the constitutions, statutes and regulations of the State of South Dakota and the United States of America.

~~2.6. Present all official business of the institution to the Board of Regents.~~

~~2.7.~~2.6. Recommend for appointment, tenure, and dismissal all members of academic and non-academic staff in accordance with Board policy and procedures.

2.7. Determine the overall administrative organization of the institution and annually present to the Board an outline of the structure noting any recommended changes.

2.8. Attend all Council of Presidents and Superintendents meetings unless excused by the Executive Director~~ of the SD Board of Regents~~.

2.9. Attend all regular meetings of the Board unless excused by the Executive Director~~ of the SD Board of Regents~~.

2.10. Perform such other duties as the Board may from time to time specify.

3. Executive Powers

The executive powers delegated through this section remain subject to such substantive or procedural limitations as may otherwise be established by law or policy. The presidents and superintendents shall have all powers necessary to carry out their executive responsibilities, including, but not limited to, the following:

3.1. Organize a structure of academic governance and provide for the establishment, review and assessment of curricula and instruction, of research and scholarly programs and of public service activities.

3.2. Provide for the governance of students and for the establishment of programs to address their educational, social, cultural and ethical development within available resources.

3.3. Establish regular or special consultative bodies as deemed useful or necessary.

3.4. Determine and manage institutional budgets.

3.5. Expend monies and enter into contracts.

3.6. Acquire, preserve, register, manage, lease, license or assign institutional properties, including intellectual properties, within the limits of state law and Board policy; and

provide assurance of right or of title or make such similar undertakings as may be customarily incidental to the diligent management of such properties.

3.7. Recommend the hiring, promotion and termination of employees. to the Board, pursuant to Section C(4) of this policy.

3.8. Assign, transfer, evaluate and discipline employees and investigate and adjust grievances.

3.9. Participate on behalf of the institution in the activities of affiliated organizations.

3.10. Determine and present official institutional positions, policies and practices.

3.11. Preside at all general faculty meetings or delegate that function to another member of the administration or faculty.

4. Delegation of Authority in Employment Actions

Except where exclusively reserved, the Board delegates authority for personnel appointments, terminations, and compensation management to the presidents and superintendent as described below. In fulfilling this responsibility, the presidents and superintendents shall exercise their authority consistent with Board policies and procedures, the South Dakota Civil Service Act and its implementing regulations, and the collective bargaining agreement between the Board and the Council of Higher Education. Notwithstanding this delegation, the Board retains full authority regarding personnel appointments, terminations, and compensation management consistent with the Board's constitutional duty to control the institutions under its governance. The provisions of Section C(4) of this policy will supersede any other inconsistent policy requirements in the Board of Regents policy manual relating to employment actions.

4.1. Delegation to Presidents and Superintendents

Except as provided in Section C (4.2), the president or superintendent shall have the authority, subject to this section, to appoint, terminate, manage, supervise, control and determine compensation for the personnel of the institution.

4.2. Authority Exclusively Reserved to the Board

Board approval is required for:

4.2.1. The initial appointment of any employee who reports directly to the president or superintendent;

4.2.2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable president or superintendent;

4.2.3. The appointment of any coach or athletic director that has a term greater than one year;

4.2.4. Any mid-year, permanent compensation adjustments that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees and faculty members;

4.2.5. Annual salary policy increases that are greater than the Board approved salary policy pool by five percent (5%), or more; and
4.2.6. Any employment action that requires Board action or approval pursuant to a collective bargaining agreement;
4.2.7. The awarding of promotion and tenure, approving prior service credit, sabbatical, faculty member improvement and career redirection leave;
4.2.8. Extending the maximum periods of time allowed for progress towards promotion to associate professor and the award of tenure;
4.2.9. Granting exceptions to minimum rank qualifications and promotion eligibility criteria; and
4.2.10. The granting of professional development leave for non-faculty exempt employees.

~~4.~~5. Provisional Delegation of Authority in Matters Relating to Governance, Discipline and Grievances

The South Dakota Supreme Court, in *Worzella v. Board of Regents of Education*, 77 S.D. 447, 93 N.W.2d 411 (S.D. 1958), held that the South Dakota Constitution limits the Board's power of delegation. The Board may only delegate provisional authority to its subordinates. The court has decided that the Board can neither authorize nor adopt policies that create procedural bars to Board consideration of a matter. Nor can the Board vest a delegatee with the power to prevent the Board from taking up a matter that it deems of public interest.

The court has also held that the legislature may limit the Board's power over certain aspects of certain employment relations. It upheld the Civil Service Act and the Public Employees' Unions Act as legitimate exercises of legislative power, notwithstanding the fact that the acts remove certain employment decisions from final Board action. *South Dakota Board of Regents v. Meister*, 309 N.W.2d 121 (S.D. 1981); *South Dakota Board of Regents v. Meierhenry*, 351 N.W.2d 450 (S.D. 1984).

~~4.1.~~5.1. In order to give effect to the constitutional limitations described in *Worzella*, the delegation of authority provided in this policy shall be understood to be provisional in the following sense.

~~4.1.1.~~5.1.1. The authority vested in chief executive officers must, at all times, be exercised in a manner that is consistent with Board policy.

~~4.1.2.~~5.1.2. Except as provided in section ~~4~~5.1.3 below, the authority to take binding action without specific prior Board approval is subject to the condition that the Board may require that a matter be forwarded to it for review.

~~4.1.2.1.~~5.1.2.1. Such a review shall not ordinarily result in a modification of an action that has created third party rights, but the Board may direct that such responsive measures be taken as it deems necessary.

~~4.1.2.2.~~ Where the action in question relates to the implementation of Board policy involving governance, discipline or grievances, the Board may reconsider the matter. Ordinarily, the Board's review of the final decision reached by the president or superintendent pursuant to this policy will be limited to

determining whether (i) any material decisions lack substantial support in the record, and (ii) any procedural errors materially impact the integrity of the decision.

~~4.1.2.3.~~5.1.2.2. In the context of a disciplinary action or a grievance, the Board may:

5.1.2.2.1. Accept the factual findings that were reached below and accept the conclusions drawn from those facts and the action taken on their basis; or

~~4.1.2.3.1.~~5.1.2.2.2. Accept the factual findings that were reached below, but modify the conclusions drawn from those facts or the action taken on their basis; or

~~4.1.2.3.2.~~5.1.2.2.3. Reject the factual findings that were reached below and hold new hearings, upon due notice, to reconsider the matter in its entirety.

~~4.1.3.~~5.1.3. Nothing herein shall be interpreted to modify the procedural requirements of regulations or agreements duly adopted pursuant to the Civil Service Act or the Public Employees' Unions Act.

~~4.2.~~5.2. Presidents or superintendents may delegate provisionally to their subordinates or to such administrative or consultative bodies as they may establish from time to time the authority that the Board has delegated to them.

~~4.2.1.~~5.2.1. A provisional delegation of authority by a president or superintendent shall be understood to authorize only actions that are consistent with Board policy and with institutional policies previously approved by the ~~chief executive officer~~president or superintendent.

~~4.2.2.~~5.2.2. The authority to take binding action without specific prior approval by the president or superintendent approval is subject to the condition that the president or superintendent may require that a matter be forwarded for his/her review.

~~4.2.3.~~5.2.3. Where the action undertaken with delegated authority involves the implementation of Board or institutional policy involving governance, discipline or grievances, the president or superintendent may reconsider the matter anew.

~~4.2.3.1.~~5.2.3.1. In the context of a disciplinary action or a grievance, the president or superintendent may:

5.2.3.1.1. Accept the factual findings that were reached below and accept the conclusions drawn from those facts and the action taken on their basis; or

~~4.2.3.1.1.~~5.2.3.1.2. Accept the factual findings that were reached below, but modify the conclusions drawn from those facts or the action taken on their basis; or

~~4.2.3.1.2.~~5.2.3.1.3. Reject the factual findings that were reached below, and hold new hearings, upon due notice, to re-examine the matter in its entirety.

~~4.2.4.~~5.2.4. Nothing herein shall be interpreted to modify the procedural requirements of regulations or agreements duly adopted pursuant to the Civil Service Act or the Public Employees' Unions Act.

~~5.~~6. Acting President or Superintendent

Each president and superintendent shall designate a staff member to act in his or her place when he or she is outside the state, otherwise not reasonably accessible or subject to temporary illness or disability. Each president and superintendent shall provide the Executive Director an updated succession plan on an annual basis.

~~6.~~7. Evaluation

Presidents and superintendents shall be evaluated at least annually by the Board in a format and setting determined by the Board.

SOURCE:

BOR June 1974; BOR August 1979; BOR April 1992; BOR March 1993; BOR January 1996; BOR June 2015, BOR March 2018; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – B
DATE: June 26-28, 2018

****

SUBJECT

BOR Policy 2:5 – Transfer of Credit Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:5 – Transfer of Credit

BACKGROUND / DISCUSSION

Throughout the 2015-16 academic year, AAC discussed the need for minor revisions to BOR Policy 2:5 Transfer of Credit in response to a request from COPS to adopt a block transfer framework. This approach allows entering students with an earned associate degree (AS or AA) to also meet the General Education requirements for the system. Proposed revisions to BOR policy were initially discussed during the October 2015, and a final set of revisions were advanced to the Board of Regents in October 2016 and December 2016 for final approval.

As this discussion unfolded, the primary focus sought to develop pathways for students who had earned an associate's degree. However, since the policy was put into place, a small number of students with an earned bachelor's degree have sought to return to pursue a second bachelor's degree program. Unfortunately, under the current policy this block transfer process is not an available option for these students. To address this issue, revisions to this policy are being advanced to extend the block transfer section for students who had previously earned a Bachelor's degree. The proposed revisions were discussed at the August 2017 AAC meeting and were supported by the council.

IMPACT AND RECOMMENDATION

In response to a request from individual Board members, the proposed revisions have been combined into one set of guidelines (rather than separating out associate and bachelor's degree expectations). Additionally, a comprehensive edit of the policy has also been undertaken to eliminate duplication and align definitions throughout. Prior to the February 2018 AAC meeting, council members were strongly encouraged to engage campus personnel who work directly with this policy to review the substantive revisions. A number of issues were identified and additional modifications made prior to advancing to the Board

(Continued)

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DRAFT MOTION 20180626_8-B:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:5 Transfer of Credit as presented.

for the first reading. To assist with this review, two sets of attachments (one with track changes and one without) have been provided.

The proposed revisions are twofold. First, they seek to further simplify the policy structure for how transfer of credit should occur within the Regental system. Second, if the Board is supportive of these policy revisions, institutions will be able to coordinate a review of the learning outcomes in place at institutions where students have successfully completed a BA or BS degree. If alignment exists, then students entering with either of these degrees will not be required to repeat the General Education curriculum as they work toward completing a second bachelor's degree program.

AAC was asked to review the policy revisions again during the May 2018 meeting, and a modification was recommended for Section 3.4 of the policy to further clarify intent. Additionally, Board Legal Counsel, G. Costa, identified a number of minor consistency issues following his internal review; all of these revisions are reflected in yellow of the final draft policy.

Board of Regents staff recommend approval.

ATTACHMENTS

Attachment I – BOR Policy 2:5 Transfer of Credit Revisions – No Track Changes Shown
Attachment II – BOR Policy 2:5 Transfer of Credit Revisions – With Track Changes

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Transfer of Credit

NUMBER: 2:5

A. PURPOSE

To establish the framework for the consistent transfer of credit among Regental institutions, and by students earning credit external to the six institutions managed by the South Dakota Board of Regents. Additionally, guidance is provided for the accepting credit through approved validation methods.

B. DEFINITIONS

1. **Accredited Institution**: An institution holding accreditation from one of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, Western Association of Schools and Colleges.
2. **Technical or General Education Academic Course:** A course that is equivalent to a Regental general education requirement at the 100 or 200 level.
3. **Course Evaluation:** An Assessment completed by the appropriate institutional official at the time of admission to compare descriptions, content, and level of course completed from an accredited or non-accredited institution.
4. **CR Grade:** A grade used for a block of course credit hours.
5. **External Block Transfer:** Granting of credit to meet the General Education requirements outlined in BOR Policy 2:7 and 2:26 for students from approved institutions that enter with an earned Associates Degree (AA and AS) or Bachelor's Degree (BA and BS).
6. **Regental Internal Transfer:** Process where an undergraduate course is used on a converted credit basis to meet graduate plan of study requirements at Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).
7. **Repeated Course:** A course that an institution has determined to be repeated for credit from a receiving institution. All repeated course attempts will be entered on the transcript, but credit will not be given for the duplication of courses as only the last earned grade will be used in the calculation of the student's grade point average.
8. **Technical Course:** A non-academic course that meets the technical program requirements for a diploma, certificate, or Associate of Applied Science degree.

C. POLICY

1. Transfer of Courses to Meet Degree Requirements

1.1. Academic courses will be transferred as meeting graduation requirements if the courses parallel the scope and depth requirements for the degree or if the courses meet electives required for the degree. Credit will not be given for duplication of courses.

1.2. Undergraduate courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution. When a university evaluates and accepts the transfer of undergraduate credit under the provisions of this policy, these courses will be recorded and equivalencies granted using the following guidelines:

1.2.1. If there are specific undergraduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

1.2.2. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (100 for Freshman level, 200 for Sophomore level, 300 for Junior level, and 400 for Senior level).

1.2.3. If the academic discipline is not available at the university evaluating the credit, use the ELEC prefix and the appropriate course level (100 for Freshman level, 200 for Sophomore level, 300 for Junior level, and 400 for Senior level).

1.3. **Total Transfer of Credit Limit**

1.3.1. Total transfer credit for work at a two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists.

1.3.2. The System Vice President for Academic Affairs may approve program-specific waivers of up to seventy-five (75) total transfer credit hours at the accepting institution; Board of Regents approval is required for program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the accepting institution.

1.3.3. Students who have completed more than the acceptable semester hours of junior, community or technical college work may apply completed, transferable courses to specific course requirements and thereby may not be required to repeat the courses. The semester hours of credit for those additional courses may not be applied toward the minimum credit hours required for the degree.

1.4. **Student Appeals for Transfer of Credit Decisions**

1.4.1. Each institution will develop and maintain a procedure for the appeal of transfer credit decisions.

2. Transfer of General Education Coursework

2.1. Internal Transfer of General Education Coursework

2.1.1. A student who has completed the general education requirements outlined in Policy 2:7 and 2:26 at the sending Regental institution will have completed the equivalent degree level requirements at the receiving institution regardless of the course distributions or approved course lists. In any subsequent evaluation of any transfer or non-course work, equivalencies for system common courses and system general education courses will not be changed.

2.1.2. A student who has not completed all general education requirements at the sending institution will be required to complete additional coursework consistent with the course requirements at the receiving South Dakota Regental institution.

2.2. External Block Transfer of General Education Coursework

2.2.1. A student who has completed General Education requirements that are consistent with the six (6) goals and credit hour requirements outlined in Policy 2:7 and 2:26 will enter the Regental system having fulfilled the General Education program requirements. Students will be expected to meet all degree program requirements including course prerequisites.

2.2.2. When considering whether undergraduate transfer of academic courses received from non-Regental accredited institutions shall qualify to meet the System General Education credit hour requirements outlined in Policy 2:7 and 2:26, a Regental institution shall:

2.2.2.1. Evaluate the general education goals and student learning outcomes rather than specific course equivalencies;

2.2.2.2. Ensure that a minimum of three (3) credit hours of coursework is required for each of the six general education goals and that a total of at least twenty-four (24) credit hours of general education coursework are required by the sending institution for associate degree students and thirty (30) for bachelor's degree students.

2.2.2.3. Request a general education transfer agreement be approved for students entering from the institution.

2.2.3. When it is determined that the goals and credit hour requirements from a non-Regental accredited institution do not align with Policy 2:7 and 2:26, a Regental institution may request a partial general education transfer agreement be approved where goal consistency does exist.

3. Transfer of Credit from Accredited United States Colleges, Universities & Technical Institutes

3.1. **General Requirements**

3.1.1. All grades transferred will be calculated into grade point averages according to the Regental grade scheme, and recorded on the student's academic transcript.

3.1.2. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system. (Refer to BOR 2:10, Use of Grade Point Averages).

3.1.3. The university-specific degree or plan of study requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

3.1.4. Except for the conditions outlined for graduate transfer, during any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. In subsequent evaluations, grades previously recorded cannot be changed.

3.2. **Undergraduate Transfer**

3.2.1. All undergraduate transfer courses and all transfer grades (whether the grades are passing or not passing) must be recorded and an equivalency specified by the Regental university.

3.2.2. Remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcribed, and assigned an equivalency at the receiving university but do not calculate into grade point averages.

3.2.3. Orientation, Life Experience, an approved high school equivalency examination, and high school level courses are not recorded in Colleague as transfer credit nor are they granted equivalent credit.

3.2.4. High school courses for which students received college credit will not be entered as transfer credit, or given equivalent credit, unless one of the following conditions are met:

3.2.4.1. Validated by an Advanced Placement or CLEP score that meets Board of Regents guidelines for acceptance of credit;

3.2.4.2. The college credit is granted by a university with which the Board has a dual credit agreement; or

3.2.4.3. The college credit is granted by an institution meeting the accreditation standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP).

3.3. **Technical Course Transfer from Colleges and Universities**

3.3.1. University discretion is permitted in acceptance of courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

3.3.2. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the technical institute is not recorded or calculated into the grade point averages.

3.4. **Course Transfer from Technical Institutes**

3.4.1. **South Dakota Technical Institutes**

3.4.1.1. Transfer of academic courses from South Dakota postsecondary technical institutes is governed by BOR policies 2:25, 2:26, 2:27, and 2:31.

3.4.1.2. Transfer of technical course credit hours from South Dakota postsecondary technical institutes occurs as part of a program to program articulation agreement or specific program approved by the Board of Regents and South Dakota Board of Education Standards, unless an institution determines a course equivalency consistent with the process outlined in this policy.

3.4.1.3. The transfer of technical course credit hours occurs as a block of credit hours upon completion of requirements for the university articulated program for which a CR grade will be assigned.

3.4.1.4. Academic courses taken under articulation agreements in effect between July 1, 1999 and June 30, 2005 will be transferred according to those agreements.

3.4.2. **Other Technical Institutes**

3.4.2.1. University discretion is permitted in acceptance of academic courses. Academic courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

3.4.2.2. Transfer of technical course credit hours from non-South Dakota postsecondary technical institutes occurs as part of a program to program articulation agreement or specific program approved by the Board of Regents.

3.4.2.3. The transfer of technical course credit hours occurs as a block of credit hours upon completion of requirements for the university articulated program.

3.4.2.4. When the academic courses are accepted for transfer, equivalent courses are recorded on the transcript.

4. Graduate Transfer Courses Received from Accredited United States Colleges and Universities

4.1. All graduate transfer courses and transfer grades judged to be acceptable by the evaluating university, are recorded and evaluated by the Regental university, calculated into grade point averages according to the Regental grade scheme, and recorded on the student's academic transcript.

4.2. If transfer credits are judged acceptable; these courses will be recorded, and equivalencies granted, using the following guidelines:

4.2.1. If there are specific equivalent graduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

4.2.2. If there are no equivalent graduate courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

4.2.2.1. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

4.2.2.2. If the academic discipline is not available at the university evaluating the credit, use the ELEC prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

4.3. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system.

4.4. In subsequent evaluation, all equivalencies may be re-evaluated, inactivated, or changed. Additional equivalencies may be added and evaluated. In subsequent evaluations, grades previously recorded cannot be changed.

4.5. The university-specific plan of study requirements determines if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

5. Credits Received from United States Colleges or Universities Located Outside the United States or Not Accredited

5.1. **General Requirements**

5.1.1. University discretion is permitted in acceptance of courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

5.1.2. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

5.1.3. The university-specific degree requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

5.1.4. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the institution is not recorded or calculated into the grade point averages using the following guidelines:

5.1.4.1. If there are specific equivalent courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

5.1.4.2. If there are no equivalent courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

5.1.4.2.1. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

5.1.4.2.2. If the academic discipline is not available at the university evaluating the credit, use the ELEC prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

5.2. **Postsecondary Institutions Outside the United States**

5.2.1. At the discretion of the institution's chief academic officer, grades may be recorded and used to determine the transfer and cumulative GPAs.

5.3. **Technical Institute**

5.3.1. Courses submitted in transfer from postsecondary technical institutes that are not accredited will not be accepted.

6. Credit Received Through Validation Methods & Prior Learning Assessment

6.1. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of thirty (30) hours of credit for baccalaureate degrees and fifteen (15) hours of credit for associate degrees. Credits may be earned through established procedures for prior learning assessment, including but not limited to assessment of military training and education. Each campus may determine appropriate course equivalencies as warranted and consult equivalencies established by the American Council on Education (ACE) when making final decisions.

6.1.1. Validation of military credit is limited to an additional thirty (30) hours of credit for baccalaureate degrees and an additional fifteen (15) hours of credit for associate degrees.

6.1.2. University discretion is permitted in acceptance of validated military credit for graduate programs, limited to a maximum of twelve (12) credit hours.

6.2. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DSST, etc., will be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies. Such credits are only valid if transcripted by a university within five years of the student taking the examination. Regental institutions shall honor credits from nationally recognized examinations transcripted to meet degree requirements at a non-Regental institution.

6.2.1. If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.

6.2.2. Credit received through validation may apply to System General Education Requirements.

6.3. When validation credits are accepted, equivalent courses are recorded on the transcript but are not calculated into the grade point averages.

6.4. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

6.5. The university-specific degree requirements determine if the validation credits accepted also are applicable to the student's degree program at that university.

FORMS / APPENDICES:

None

SOURCE:

SDCL 13-49.1; BOR April 1989; BOR April 1992; BOR June 1997; BOR March 1998; BOR August 1999, BOR March 2001; BOR May 2001; BOR January 2002; BOR March 2002; BOR June 2002; BOR August 2002; BOR December 2002; BOR May 2003; BOR August 2003; BOR December 2003; BOR October 2004; BOR June 2005; BOR August 2005; BOR March 2008; BOR March-April 2010; BOR October 2010; BOR October 2011; BOR December 2011; BOR June 2015; BOR December 2016; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Transfer of Credit

NUMBER: 2:5

A. PURPOSE

To establish the framework for the consistent transfer of credit among Regental institutions, and by students earning credit external to the six institutions managed by the South Dakota Board of Regents. Additionally, guidance is provided for the accepting credit through approved validation methods.

~~Academic courses will be transferred as meeting graduation requirements if the courses parallel the scope and depth requirements for the degree or if the courses meet electives required for the degree. Credit will not be given for duplication of courses.~~

B. DEFINITIONS

1. **Accredited Institution**: ~~For the purposes of this policy, an accredited~~ An institution ~~is an institution~~ holding accreditation from one of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, Western Association of Schools and Colleges.
2. **Technical or General Education Academic Course:** A course that is equivalent to a Regental general education requirement at the 100 or 200 level.
3. **Course Evaluation:** An Assessment completed by the appropriate institutional official at the time of admission to compare descriptions, content, and level of course completed from an accredited or non-accredited institution.
4. **CR Grade:** A grade used for a ~~the~~ block of ~~technical~~ course credit hours.
5. **External Block Transfer:** Granting of credit to meet the General Education requirements outlined in BOR Policy 2:7 and 2:26 for students from approved institutions that enter with an earned Associates Degree (AA and AS) or Bachelor's Degree (BA and BS).
6. **Regental Internal Transfer:** Process where an undergraduate course is used on a converted credit basis to meet graduate plan of study requirements at Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).
7. **Repeated Course:** A course that an institution has determined to be repeated for credit from a receiving institution. All repeated course attempts will be entered on the transcript,

but credit will not be given for the duplication of courses as only the last earned grade will be used in the calculation of the student's grade point average.

8. **Technical Course:** A non-academic course that meets the technical program requirements for a diploma, certificate, or Associate of Applied Science degree.

C. POLICY

1. Transfer of Courses to Meet ~~Graduation~~ Degree Requirements

1.1. Academic courses will be transferred as meeting graduation requirements if the courses parallel the scope and depth requirements for the degree or if the courses meet electives required for the degree. Credit will not be given for duplication of courses.

1.2. Undergraduate courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution. When a university evaluates and accepts the transfer of undergraduate credit under the provisions of this policy, these courses will be recorded and equivalencies granted using the following guidelines:

1.2.1. If there are specific undergraduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

1.2.2. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (100 for Freshman level, 200 for Sophomore level, 300 for Junior level, and 400 for Senior level).

1.2.3. If the academic discipline is not available at the university evaluating the credit, use the ~~GEN,~~ ELEC~~, or UNSP~~ prefix and the appropriate course level (100 for Freshman level, 200 for Sophomore level, 300 for Junior level, and 400 for Senior level).

1.3. Total Transfer of Credit Limit

1.3.1. Total transfer credit for work at a two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists.

1.3.2. The System Vice President for Academic Affairs may approve program-specific waivers of up to seventy-five (75) total transfer credit hours at the accepting institution; Board of Regents approval is required for program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the accepting institution.

1.3.3. Students who have completed more than the acceptable semester hours of junior, community or technical college work may apply completed, transferable courses to specific course requirements and thereby may not be required to repeat the courses. The semester hours of credit for those additional courses may not be applied toward the minimum credit hours required for the degree.

1.4. Student Appeals for Transfer of Credit Decisions

1.4.1. Each institution will develop and maintain a procedure for the appeal of transfer credit decisions.

2. Transfer of General Education Coursework ~~Requirements~~

2.1. Internal Transfer of General Education Coursework

~~2.1. Student Transfer Within the Regental System~~

2.1.1. A student who has completed the general education requirements outlined in Policy 2:7 and 2:26 at the sending Regental institution will have completed the equivalent degree level requirements at the receiving institution regardless of the course distributions or approved course lists. In any subsequent evaluation of any transfer or non-course work, equivalencies for system common courses and system general education courses will not be changed.

2.1.2. A student who has not completed all general education requirements at the sending institution will be required to complete additional coursework consistent with the course requirements at the receiving South Dakota Regental institution.

2.2. External Block Transfer of General Education Coursework

~~2.2. Student Transfer from Accredited Non-Regental Institutions with an Associate's Degree (AA and AS)~~

2.2.1. A student who has completed General Education requirements that are consistent with the six (6) goals and credit hour requirements outlined in Policy 2:7 and 2:26 will enter the Regental system having fulfilled the General Education program requirements. Students will be expected to meet all degree program requirements including course prerequisites.

2.2.2. When considering whether undergraduate transfer of academic courses received from non-Regental accredited institutions shall qualify to meet the System General Education credit hour requirements outlined in Policy 2:7 and 2:26, a Regental institution shall:

2.2.2.1. Evaluate the general education goals and student learning outcomes rather than specific course equivalencies;

2.2.2.2. Ensure that a minimum of three (3) credit hours of coursework is required for each of the six general education goals and that a total of at least twenty-four (24) credit hours of general education coursework are required by the sending institution for associate degree students and thirty (30) for bachelor's degree students.~~; and~~

2.2.2.3. Request a general education transfer agreement be approved for students entering from the institution.

2.2.3. When it is determined that the goals and credit hour requirements from a non-Regental accredited institution do not align with Policy 2:7 and 2:26, a Regental

institution may request a partial general education transfer agreement be approved where goal consistency does exist.

3. Transfer of Credit from Accredited United States Colleges, Universities & Technical Institutes

3.1. General Requirements

3.1.1. All grades transferred will be calculated into grade point averages according to the Regental grade scheme, and recorded on the student's academic transcript.

3.1.2. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system. (Refer to BOR 2:10, Use of Grade Point Averages).

3.1.3. The university-specific degree or plan of study requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

3.1.4. Except for the conditions outlined for graduate transfer, during any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. In subsequent evaluations, grades previously recorded cannot be changed.

3.2. Undergraduate Transfer

3.2.1. All undergraduate transfer courses and all transfer grades (whether the grades are passing or not passing) must be recorded and an equivalency specified by the Regental university.

3.2.2. Remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcribed, and assigned an equivalency at the receiving university but do not calculate into grade point averages.

3.2.3. Orientation, Life Experience, an approved high school equivalency examination, and high school level courses are not recorded in Colleague as transfer credit nor are they granted equivalent credit.

3.2.4. High school courses for which students received college credit will not be entered as transfer credit, or given equivalent credit, unless one of the following conditions are met:

3.2.4.1. Validated by an Advanced Placement or CLEP score that meets Board of Regents guidelines for acceptance of credit;

3.2.4.2. The college credit is granted by a university with which the Board has a dual credit agreement; or

3.2.4.3. The college credit is granted by an institution meeting the accreditation standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP).

3.3. Technical Course Transfer from Colleges and Universities

3.3.1. University discretion is permitted in acceptance of courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

3.3.2. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the technical institute is not recorded or calculated into the grade point averages.

3.4. **Course Transfer from Technical Institutes**

3.4.1. **South Dakota Technical Institutes**

3.4.1.1. Transfer of academic courses from South Dakota postsecondary technical institutes is governed by BOR policies 2:25, 2:26, 2:27, and 2:31.

3.4.1.2. Transfer of technical course credit hours from South Dakota postsecondary technical institutes ~~only~~ occurs as part of a program to program articulation agreement or specific program approved by the Board of Regents and South Dakota Board of Education Standards, unless an institution determines a course equivalency consistent with the process outlined in this policy.

3.4.1.3. The transfer of technical course credit hours occurs as a block of credit hours upon completion of requirements for the university articulated program for which a CR grade will be assigned.

3.4.1.4. Academic courses taken under articulation agreements in effect between July 1, 1999 and June 30, 2005 will be transferred according to those agreements.

3.4.2. **Other Technical Institutes**

3.4.2.1. University discretion is permitted in acceptance of academic courses. Academic courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

3.4.2.2. Transfer of technical course credit hours from non-South Dakota postsecondary technical institutes ~~only~~ occurs as part of a program to program articulation agreement or specific program approved by the Board of Regents.

3.4.2.3. The transfer of technical course credit hours occurs as a block of credit hours upon completion of requirements for the university articulated program.

3.4.2.4. When the academic courses are accepted for transfer, equivalent courses are recorded on the transcript.

~~3.~~4. Graduate Transfer Courses Received from Accredited United States Colleges and Universities

~~3.1.~~4.1. All graduate transfer courses and transfer grades judged to be acceptable by the evaluating university, are recorded and evaluated by the Regental university, calculated into grade point averages according to the Regental grade scheme, and recorded on the student's academic transcript.

~~3.2.~~4.2. If transfer credits are judged acceptable; these courses will be recorded, and equivalencies granted, using the following guidelines:

~~3.2.1.~~4.2.1. If there are specific equivalent graduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

~~3.2.2.~~4.2.2. If there are no equivalent graduate courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

~~3.2.2.1.~~4.2.2.1. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

~~3.2.2.2.~~4.2.2.2. If the academic discipline is not available at the university evaluating the credit, use the ~~GEN,~~ ELEC~~, or UNSP~~ prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

~~3.3.~~4.3. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system.

~~3.4.~~4.4. In subsequent evaluation, all equivalencies may be re-evaluated, inactivated, or changed. Additional equivalencies may be added and evaluated. In subsequent evaluations, grades previously recorded cannot be changed.

4.5. The university-specific plan of study requirements determines if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

5. Credits Received from United States Colleges or Universities Located Outside the United States or Not Accredited

5.1. General Requirements

5.1.1. University discretion is permitted in acceptance of courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

5.1.2. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

5.1.3. The university-specific degree requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

5.1.4. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the institution is not recorded or calculated into the grade point averages using the following guidelines:

5.1.4.1. If there are specific equivalent ~~graduate~~ courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

5.1.4.2. If there are no equivalent ~~graduate~~ courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

5.1.4.2.1. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

5.1.4.2.2. If the academic discipline is not available at the university evaluating the credit, use the ~~GEN,~~ ELEC~~, or UNSP~~ prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

5.2. **Postsecondary Institutions Outside the United States**

5.2.1. At the discretion of the institution's chief academic officer, grades may be recorded and used to determine the transfer and cumulative GPAs.

5.3. Technical Institute

5.3.1. Courses submitted in transfer from postsecondary technical institutes that are not accredited will not be accepted.

~~4.~~6. Credit Received Through Validation Methods & Prior Learning Assessment

~~4.1.~~6.1. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of thirty (30) hours of credit for baccalaureate degrees and fifteen (15) hours of credit for associate degrees. Credits may be earned through established procedures for prior learning assessment, including but not limited to assessment of military training and education. Each ~~; each~~ campus may determine appropriate course equivalencies as warranted and consult equivalencies established by the American Council on Education (ACE) when making final decisions.

~~4.1.1.~~6.1.1. Validation of military credit is limited to an additional thirty (30) hours of credit for baccalaureate degrees and an additional fifteen (15) hours of credit for associate degrees.

~~4.1.2.~~6.1.2. University discretion is permitted in acceptance of validated military credit for graduate programs, limited to a maximum of twelve (12) credit hours.

~~4.2.~~6.2. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, ~~DANTES~~DSST, etc., will be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies. Such credits are only valid if transcripted by a university within five years of the student taking the examination. Regental institutions shall honor credits from nationally recognized examinations transcripted to meet degree requirements at a non-Regental institution.

~~4.2.1.~~6.2.1. If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.

~~4.2.2.~~6.2.2. Credit received through validation may apply to System General Education Requirements ~~and Institutional Graduation Requirements~~.

~~4.2.3. Credit received through validation may not apply to writing intensive requirements.~~

~~4.3.~~6.3. When validation credits are accepted, equivalent courses are recorded on the transcript but are not calculated into the grade point averages.

~~4.4.~~6.4. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

~~4.5.~~6.5. The university-specific degree requirements determine if the validation credits accepted also are applicable to the student's degree program at that university.

~~5. Transcribing Repeated Courses~~

~~When a course has been repeated for credit, all attempts will be entered on the transcript but the last grade earned will be used in the calculation of the grade point averages.~~

~~6. Total Transfer of Credit Limit~~

~~**6.1.** Total transfer credit for work at a two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists.~~

~~**6.2.** The System Vice President for Academic Affairs may approve program-specific waivers of up to seventy-five (75) total transfer credit hours at the accepting institution; Board of Regents approval is required for program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the accepting institution.~~

~~**6.3.** Students who have completed more than the acceptable semester hours of junior, community or technical college work may apply completed, transferable courses to specific course requirements and thereby may not be required to repeat the courses. The semester hours of credit for those additional courses may not be applied toward the minimum credit hours required for the degree.~~

~~**7. Transfer of System General Education Requirements**~~

~~System general education requirements successfully completed at the sending South Dakota Regental institution will be accepted towards meeting these requirements at the accepting South Dakota Regental institution. In any subsequent evaluation of any transfer or non-course work, equivalencies for system common courses and system general education courses will not be changed.~~

~~**8. Course Evaluations**~~

~~Evaluations of courses will be made by the appropriate institutional officials at the time of admission by comparing descriptions, content, and level of courses completed with those at the accepting institution.~~

~~**9. Institutional Procedures for Appealing Transfer of Credit**~~

~~Each institution will develop and maintain a procedure for the appeal of transfer credit decisions.~~

~~**10. Regental Internal Transfer Process**~~

~~A Regental internal transfer process occurs when an undergraduate course is used on a converted credit basis to meet graduate plan of study requirements at Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program. Refer to BOR policy 2:8.3.A and 2:8.3.B.~~

FORMS / APPENDICES:

None

SOURCE:

SDCL 13-49.1; BOR April 1989; BOR April 1992; BOR June 1997; BOR March 1998; BOR August 1999, BOR March 2001; BOR May 2001; BOR January 2002; BOR March 2002; BOR June 2002; BOR August 2002; BOR December 2002; BOR May 2003; BOR August 2003; BOR December 2003; BOR October 2004; BOR June 2005; BOR August 2005; BOR March 2008; BOR March-April 2010; BOR October 2010; BOR October 2011; BOR December 2011; BOR June 2015; BOR December 2016; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (1)
DATE: June 26-28, 2018

****

SUBJECT

New Program: DSU PhD in Cyber Operations

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a Doctor of Philosophy (PhD) in Cyber Operations. The request is a transition from the existing Doctor of Science (DSc) degree program in Cyber Security to a new degree along with a name change from "Cyber Security" to "Cyber Operations." DSU notes the term "cyber security" is generally used today as an umbrella term for more specific areas such as "cyber operations" and "cyber defense." The curriculum for the program remains unmodified from its current format thus no new courses are involved in the transition. DSU makes the request for the change in degree due to the PhD serving as the more commonly accepted terminal degree in the field, thereby better serving graduates of the program.

The Board approved the intent to plan at the May 2018 meeting.

IMPACT AND RECOMMENDATION

The PhD would be a new degree to the university. The new Cyber Operations title will align with DSU's existing BS in Cyber Operations. DSU is not projecting any impact on enrollments to the program. DSU is not requesting new resources to support the program; the courses and faculty for the program are already in place from the existing DSc in Cyber Security program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: DSU – PhD in Cyber Operations

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DRAFT MOTION 20180626_8-C(1):

I move to approve DSU's new program proposal for a Doctor of Philosophy (PhD) in Cyber Operations and online delivery of the program as described in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

Use this form to propose a new graduate degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the "Campus Guide to the New Graduate Program Approval Process" for information on specific aspects of the approval process.

UNIVERSITY:	DSU
PROPOSED GRADUATE PROGRAM:	
EXISTING OR NEW MAJOR(S):	**Ph.D.**
DEGREE:	
EXISTING OR NEW DEGREE(S):	**Cyber Operations**
INTENDED DATE OF IMPLEMENTATION:	**Summer 2018**
PROPOSED CIP CODE:	**11.0101**
SPECIALIZATIONS:[1]	
IS A SPECIALIZATION REQUIRED (Y/N):	**Y**
DATE OF INTENT TO PLAN APPROVAL:	**5/9/2018**
UNIVERSITY DEPARTMENT:	**Beacom College of Computer and Cyber Sciences**
UNIVERSITY DIVISION:	

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.

J. M. Gudgille — **5/11/2018**

President of the University — Date

1. What is the nature/purpose of the proposed program?

DSU is proposing a change in the degree designation from the Doctor of Science (D.Sc.) to the Doctor of Philosophy (Ph.D.). DSU received authority to offer the D.Sc. in Cyber Security at the April 2014 Board meeting. The Ph.D. would be a new degree to the university. In addition to making the change from D.Sc. to Ph.D., we are also requesting a name change for the program. We request the name be changed from Cyber Security to Cyber Operations. Cyber security is the umbrella title

[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.

for more specific areas such as cyber operations and cyber defense. This title also aligns with our BS in Cyber Operations.

According to Techtarget.com[2], "cyber security is the body of technologies, processes and practices designed to protect networks, computers, programs and data from attack, damage or unauthorized access. In a computing context, security includes both cybersecurity and physical security. One of the most problematic elements of cyber security is the quickly and constantly evolving nature of security risks".

When DSU proposed its first doctoral program (Information Systems) in 2005, the Board of Regents issued the D.Sc. rather than the traditional Ph.D. designation. DSU received authorization from the Board in 2014 to offer a second doctoral degree, the D.Sc. in Cyber Security. During our doctorate program review, we found the more traditional nomenclature (Ph.D.) to be more readily understandable and relevant to growing and increasing the reputation of the programs. Secondly, the field of computer-cyber sciences is growing and maturing rapidly and this change in designation will more accurately reflect our current intensive, dissertation required program. It is essential that DSU programming reflect current and evolving market awareness. DSU has developed a national reputation for excellence in its existing doctoral programs. Offering the Ph.D., the most recognizable doctoral degree in the field, helps DSU maintain that reputation. The Ph.D. degree serves us better in this highly competitive and demanding market. Preserving and expanding our niche or place depends on quality programming along with a quality reputation. Although the D.Sc. in Cyber Operations has a very healthy enrollment of 45 students, we currently accept approximately 20% of applicants. This robust enrollment and very selective process allows the program to maintain the highest quality. The Ph.D. designation will further enhance the program's reputation and it will further benefit in meeting the student's professional goals since the Ph.D. is universally recognized.

When DSU proposed this program in 2014, the expert consultant who reviewed the program asked why we were proposing the degree as a D.Sc. rather than as a Ph.D.? He strongly encouraged us to make the program a Ph.D. at that time.

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 Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2. The Beacom College of Computer and Cyber Sciences provides complete realization of this mission in its programs related to computer science, network administration, computer game design and cybersecurity. The Board implemented SDCL 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region.

This request to change the name from D.Sc. to Ph.D. relies on the same logic: the program is a strong, integrated, and effective culmination degree consistent with the mandated mission of the

[2] http://whatis.techtarget.com/definition/cybersecurity

[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.

university and the Beacom College of Computer and Cyber Sciences.

The transition to the Ph.D. recognizes the Board's Strategic Plan 2014-2020, including goals to improve academic quality and to graduate more students from STEM fields by offering the most recognizable degree in the field.

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.*

Employment demand for occupations requiring expertise in cyber security remains high. For example, positions as information security analysts are expected to grow by 28% nationally through 2026.[4] In South Dakota, similar positions are expected to grow by 15% through 2024.[5]

4. How will the proposed program benefit students?

The D.Sc. in Cyber Security from the Beacom College of Computer and Cyber Sciences provides learners who possess a solid foundation in computer science (BS or MS) an opportunity to pair their computer science emphasis with research in the many forms of IT security. In this program students learn how to take leadership roles in cybersecurity environments. Students are pushed to think in innovative and creative ways about offensive and defensive cybersecurity issues and are prepared for a variety of technology leadership roles in both government and private organizations. Upon graduation, students are well prepared to anticipate and mitigate risks in managing and deploying data-intensive systems. Building on the latest techniques in specialized cyber operations activities, particularly software exploitation, malicious code, and reverse engineering, these students leave prepared to occupy leadership roles in intelligence, military and law enforcement organizations, as well as to employers in other data-driven industries.

The faculty of the Beacom College are experts in cyber security. We leverage our expertise in all things tech to give students an innovative doctoral degree that meets the needs of a vast array of organizations. The Beacom College has strong working relationships with organizations including NSA, CIA, Navy SPAWAR, Department of Homeland Security, Johns Hopkins University's Applied Physics Lab, Army INSCOM, Carnegie Mellon's Software Engineering Institute and MIT's Lincoln Labs. The college partners with these organizations to help fill the national need for cyber security leaders.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale[6]

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Information Security Analysts, on the Internet at https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm (visited *January 05, 2018*).
[5] Projections Central – State Occupational Projections, Long Term Occupational Projections, South Dakota, Information Security Analysts, on the Internet at www.projectionscentral.com/projections/longterm (visited *January 05, 2018*).
[6] "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

The Beacom College of Computer and Cyber Sciences at Dakota State University seeks to change the degree designation from D.Sc. to Ph.D. for the following reasons:

- The Ph.D. more accurately reflects the nature of the present DSU programs as research focused and dissertation driven.
- The Ph.D. is accepted as the terminal academic doctoral degree in the U.S. In terms of student community and issues of recognizability and legitimacy, the Ph.D. has a higher reputation simply because it is known in nearly all parts of the world.
- The Ph.D. is an already well-known degree, but the D.Sc. is still rather vague to many, particularly in the United States.
- The Beacom College feels awarding the Ph.D. will better serve our students who work in trans-national and higher education settings.
- DSU is recognized by government agencies, industry and education rankings as one of the premier cyber programs in the country. This Ph.D. will be the first stand- alone cyber operations Ph.D. in the country.
- DSU is a leader in preparing doctorate level cyber professionals. The Ph.D. is needed to be consistent with this leadership position in the field.

B. What is the rationale for the curriculum?

The curriculum is unchanged from the existing successful D.Sc. program.

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?*

D. Summary of the degree program (complete the following tables):

Ph.D. Cyber Operations	Credit Hours	Percent
Required courses, all students	52	85%
Required option or specialization, if any	0	%
Electives	9	15%
Total Required for the Degree Total	61	

Required Courses

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
CSC	840	Cyber Operations I	3	No
CSC	841	Cyber Operations II	3	No
CSC	844	Advanced Reverse Engineering	3	No
CSC	846	Advanced Malware Analysis	3	No
CSC	848	Advanced Software Exploitation	3	No
CSC	803	An Introduction to Cyber Security Research	3	No
CSC	804	Cyber Security Research Methodologies	3	No
CSC	807	Cyber Security Research	3	No
CSC	890	Research Seminar	3	No

Electives	9	No
Dissertation	25	No
Subtotal	61	

Elective Courses: List courses available as electives in the program. Indicate any proposed new courses added specifically for the program.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
Any 700 or 800 level course offering with a CSC, INFA or INFS prefix (Note: Program committee strongly suggest the following courses:				
CSC	748	Software Exploitation	3	No
CSC	791	Collaboration Cyber Security Research	3	No
CSC	842	Security Tool Development	3	No
		Subtotal	9	

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.*

Please see Appendix A, which contains the student learning outcomes developed to ensure that graduates are prepared to perform cyber operations professionally.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

None.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[7] What are the consequences for students who do not demonstrate mastery?

The admission requirements for this program requires students to have a bachelors or master's degree in computer science from a regionally accredited program to apply. Students must also have a minimum undergraduate grade point average of 3.0 on a 4.0 scale or equivalent on an alternative grading system. Each student will demonstrate mastery through successful fulfillment of the requirements of each outcome specified in Appendix A. DSU Program Guidelines require students to maintain a 3.0 GPA in the program, receive no grades below a C, and have no more than two grades of C. If a student does not maintain the required "B" average, they are placed on academic probation and given the opportunity to raise their GPA to 3.0 within the next nine credit hours. If a student does not raise their GPA to 3.0, they will be suspended from the program. If a student

[7] What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

receives more than six credits of "C" or any grade lower than a "C" they will be suspended from the program.

7. **What instructional approaches and technologies will instructors use to teach courses in the program?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

   Standard outcome-oriented techniques will be used for instruction. Students are required to complete three face-to-face research seminar courses (one credit each), three separate times on the DSU campus during their studies. The SDBOR learning management system, Desire2Learn, will be used for all courses.

8. **Did the University engage any developmental consultants to assist with the development of the curriculum?[8] Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?**

   When this degree was proposed in 2014, a consultant was brought to campus to assist with the development of the curriculum and it was this same consultant who told us we should make the degree a Ph.D. rather than a D.Sc.

9. **Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*)?** *If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.*

	Fiscal Years*			
See Additional Information below	**1st**	**2nd**	**3rd**	**4th**
Estimates	FY XX	FY XX	FY XX	FY XX
Students new to the university				
Students from other university programs				
Continuing students				
=Total students in the program (fall)				
Program credit hours (major courses)**				
Graduates				

*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.

Students enrolling in this program are new to the university in most cases, although some MS students from the Beacom College of Computer and Cyber Sciences do apply to the doctorate program. Students in the existing D.Sc. program will transition to the new Ph.D. program upon BOR approval.

[8] Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

Below is information for number of applications and acceptance percentage for our current program:

Fall 2017	83 applicants	19 invitations	16 accepted	19.28% acceptance	77.10% rejection
Fall 2016	63 applicants	15 invitations	13 accepted	20.63% acceptance	76.19% rejection
Fall 2015	19 applicants	8 invitations	7 accepted	36.84% acceptance	57.89% rejection
Spring 2015	13 applicants	6 invitations	6 accepted	46.15% acceptance	53.85% rejection

The demand for this program is growing at a rapid pace. Cyber Security as a discipline is in huge demand at all levels of higher education attainment. Since July 2015, the program has received 573 emails inquiring about the program. To date, two degrees have been conferred with two more dissertations being defended in spring 2018. Currently there are 38 candidates in the program. We estimate accepting approximately 15 students annually.

DSU will apply to the National Security Agency and Department of Homeland Security to earn the Advanced Center of Academic Excellence in the Cyber Operations designation. DSU has been Cyber Operations designated at the undergraduate level since 2012. The curriculum will be closely examined as we go through this designation process.

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. Delivery Location[9]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***
On campus	Yes	**Fall 2018**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		Choose an item. Choose an item.

[9] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	*If Yes, identify delivery methods*[10]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	This program is now delivered both F2F and Online	**Summer 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 online program)? [11]

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

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.*

	Development/ Start-up	Long-term Operation
Reallocate existing resources	No	No
Apply for external resources[12]	No	No
Ask Board to seek new State resources[13]	No	No
Ask Board to approve a new or increased student fee	No	No

The university is not requesting any one-time money. Because our request is to only change the degree designation from a D.Sc. to a Ph.D., DSU is not submitting a budget worksheet (Appendix B) since all courses in the program are already offered both on-campus and online. It is anticipated that the change from D.Sc. to Ph.D. will further enhance the reputation of the program and student's professional outcomes. Currently, the university does not plan to increase the accepted enrollment numbers significantly. Our Ph.D. programs will remain highly competitive and selective in admissions (less than 20% acceptance rate in 2017).

14. Board Policy 2:1 states: "*Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.*" Identify five potential consultants (including contact information and short 1-2-page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information

[10] Delivery methods are defined in AAC Guideline 5.5.
[11] This question responds to HLC definitions for distance delivery.
[12] If checking this box, please provide examples of the external funding sites identified
[13] 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.

(phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

The requirement for an outside reviewer was waived for this request since the program already exits.

15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (*place an "X" in the appropriate box*)? *If yes, explain.*

	X
Yes	No

Explanation (if applicable):

16. New Course Approval: New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

[ ] YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

[X] NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

17. Additional Information: *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.*

- In February 2018, "Military Times" named the top 218 universities for cybersecurity programs; DSU was named as the 3rd best program.[11]
- DSU recently hosted the eighth annual DakotaCon on the DSU campus. This event included [12] guest speakers and the annual North Central Collegiate Cyber Defense Competition, as well as training sessions for cybersecurity practitioners. Attendance for this conference averages about 700 participants.
- DSU professors received a $479,658 NSF grant for a Cyber Training Center to bridge the skill set gap with cyber security works. This is a three-year award which began in September 2017.[12]
- DSU team wins regional pen testing competition; DSU student is only member of the competing teams to successfully hack into the simulated election booth at national competition.[13]
- Two DSU students awarded SWISIS scholarships. [14]
- DSU team wins regional pen testing competition; DSU student is only member of the competing teams to successfully hack into the simulated election booth at national competition.[15]

- In an article called "Will the Ph.D. become the Cybersecurity Terminal Degree?" by Sans.edu, they note that while the M.S. currently serves as the terminal degree in the field of cybersecurity, "it is reasonable to assume that something on the order of 23% of the jobs available would be mid to senior level employees. However, if 23% continues to grow, then clearly schools will have to develop quality programs for Ph.D.s".[16]

[11] https://dsu.edu/news/10-schools-stand-out-in-latest-military-times-ranking-of-cybersecurity-prog
[12] https://dsu.edu/news/dsu-professors-fill-niche-with-cyber-training-center
[13] https://dsu.edu/news/dsu-team-takes-the-offense-at-national-cyber-competition
[14] https://dsu.edu/news/students-win-swsis-scholarships
[15] https://dsu.edu/news/dsu-team-takes-the-offense-at-national-cyber-competition
[16] https://www.sans.edu/cyber-research/security-laboratory/article/sec-terminal-degree

Appendix A – Program Outcomes

	Program Courses that Address the Outcomes									
Student Learning Outcomes	CSC 840	CSC 841	CSC 844	CSC 846	CSC 848	CSC 803	CSC 804	CSC 807	CSC 890	CSC 809
articulate the importance of software reverse engineering and successfully complete hands-on exercises and demonstrate a thorough understanding of the domain.			x	x	x					
apply low level programming and understanding of operating systems and software to explain various types of vulnerabilities, their underlying causes, their identifying characteristics, and the ways in which they are exploited.			x	x	x					
conduct research that demonstrates an ability to model, analyze and design cyber operation processes and systems.	x	x								
communicate technical information, both orally and in writing, in an effective manner.						x	x	x		x
fill the gap having well-trained and talented professionals in academic, industry, and government.	x	x	x	x	x	x	x	x	x	x

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (2)
DATE: June 26-28, 2018

****

SUBJECT

New Program: DSU PhD in Information Systems

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a Doctor of Philosophy (PhD) in Information Systems. The request is a transition from the existing Doctor of Science (DSc) degree program in Information Systems to a new degree type. The curriculum for the program remains unmodified from its current format, thus no new courses are involved in the transition. DSU makes the request for the change in degree due to the PhD serving as the more commonly accepted terminal degree in the field, thereby better serving graduates of the program.

The Board approved the intent to plan at the May 2018 meeting.

IMPACT AND RECOMMENDATION

The PhD would be a new degree to the university. DSU is not projecting any impact on enrollments to the program. DSU is not requesting additional resources to support the program (DSU received state funding at the inception of the program). The courses and faculty for the program are already in place from the existing DSc in Information Systems program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: DSU – PhD in Information Systems

****

DRAFT MOTION 20180626_8-C(2):

I move to approve DSU's new program proposal for a Doctor of Philosophy (PhD) in Information Systems and online delivery of the program as described in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

Use this form to propose a new graduate degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the "Campus Guide to the New Graduate Program Approval Process" for information on specific aspects of the approval process.

UNIVERSITY:	DSU
PROPOSED GRADUATE PROGRAM:	
EXISTING OR NEW MAJOR(S):	**Ph.D.**
DEGREE:	
EXISTING OR NEW DEGREE(S):	**Information Systems**
INTENDED DATE OF IMPLEMENTATION:	**Summer 2018**
PROPOSED CIP CODE:	**11.0101**
SPECIALIZATIONS:[1]	
IS A SPECIALIZATION REQUIRED (Y/N):	**Y**
DATE OF INTENT TO PLAN APPROVAL:	**5/9/2018**
UNIVERSITY DEPARTMENT:	**College of Business and Information Systems**
UNIVERSITY DIVISION:	

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.

J. M. Guyette — **5/11/2018**

President of the University — Date

1. **What is the nature/purpose of the proposed program?**
   DSU is proposing a change in the degree designation from the Doctor of Science (D.Sc.) to the Doctor of Philosophy (Ph.D.). DSU received authority to offer the D.Sc. in Information Systems at the April 2014 Board meeting. The Ph.D. would be a new degree designation to the university. Information systems is an organized system for the collection, organization, storage and communication of information. Specifically, it is the study of complementary networks that people and organizations use to collect, filter, process, create, and distribute data.

[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.

When DSU proposed this first doctoral program in Information Systems in 2005, the Board of Regents issued the D.Sc. rather than the traditional Ph.D. designation. In 2014, DSU received authorization from the Board to offer a second doctoral degree, the D.Sc. in Cyber Security. During our doctorate program review, we found the more traditional nomenclature (Ph.D.) to be more relevant to the field and the program's change in designation will more accurately reflect our current intensive, dissertation required, 88 credit hour program. It is essential that DSU programming reflect current and evolving market awareness and because we have developed a national reputation for excellence in our existing doctoral programs, offering the Ph.D., the most recognizable doctoral degree in the field, helps DSU maintain that reputation. The Ph.D. degree serves us better in this highly competitive and demanding market. Preserving and expanding our niche or place depends on quality programming along with a quality reputation. Although the D.Sc. in Information Systems has a very healthy enrollment of 73 students we only accept about 1/3 of the applicants. This robust enrollment and very selective process allows the program to maintain the highest quality of program. The Ph.D. designation will only further enhance the program's reputation and it will further benefit in meeting the student's professional goals because the Ph.D. is more universally recognized.

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 Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2. The Business and Information Systems provides complete realization of this mission in its programs related to Information Systems. The Board implemented SDCL 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region.

This request to change the name from D.Sc. to Ph.D. relies on the same logic: the program is a strong, integrated and effective culmination degree consistent with the mandated mission of the university and the College of Business and Information Systems.

The transition to the Ph.D. from the D.Sc. also recognizes the Board's Strategic Plan 2014-2020, including goals to improve academic quality and to graduate more students from STEM fields by offering the most recognizable degree in the field. DSU is a STEM institution with 65% of all degree seeking students in SDBOR STEM CIP disciplines.

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.*

Employment demand for occupations requiring expertise in information systems remains high. For example, positions in computer and information technology are projected to grow 13% nationally

[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.

from 2016 to 2026, faster than the average for all occupations.[3] More specifically, computer and information research scientists trained at the master's level or above are expected to grow by 19%.[4]

4. How will the proposed program benefit students?

The Ph.D. in Information Systems provides learners who possess a solid foundation in computer science, information systems (IS) or information technology (IT) (BS or MS) an opportunity to pair their computer science emphasis with research in the many forms of IT/IS. In this program students learn how to take leadership roles in technology environments. Students are pushed to think in innovative and creative ways about IT/IS issues and are prepared for roles as researchers and educators as well as a variety of technology leadership roles in both government and private organizations. Upon graduation, students are well prepared to lead, innovate and support IT/IS initiatives. Students have specializations in healthcare, big data & analytics, or information assurance and are prepared to lead organizations into the future.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale[5]

The College of Business and Information Systems at Dakota State University seeks to change the degree designation from D.Sc. to Ph.D. for the following reasons:

- The Ph.D. more accurately reflects the nature of the DSU programs as research focused, dissertation driven, intensive graduate program.
- The Ph.D. is accepted as the terminal academic doctoral degree in the U.S. In terms of student community and issues of recognizability and legitimacy, the Ph.D. has a higher reputation simply because it is known in nearly all parts of the world.
- The College of Business and Information Systems feels awarding the Ph.D. will better serve our students who work in trans-national and higher education settings.

B. What is the rationale for the curriculum?

The curriculum is unchanged from the existing successful D.Sc. program.

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?*

D. Summary of the degree program (complete the following tables):

[3] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Computer and Information Technology Occupations,
on the Internet at https://www.bls.gov/ooh/computer-and-information-technology/home.htm (visited *January 05, 2018*).
[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Computer and Information Research Scientists, on the Internet at https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm (visited *December 27, 2017*).
[5] "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

Ph.D. Information Systems	Credit Hours	Percent
Required courses, all students	79	90%
Required option or specialization, if any	9	10%
Electives	0	%
Total Required for the Degree Total	88	

Required Courses

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
INFS	720	Systems Analysis and Design Using Case Tools	3	No
INFS	724	Project and Change Management	3	No
INFS	730	Web Application Development	3	No
INFS	750	IT Infrastructure, Technology and Network Management	3	No
INFS	760	Enterprise Modeling and Data Management	3	No
INFS	780	Information Technology Strategy and Policy	3	No
Select one specialization: Application Development or Network Administration or Network Administration & Security or Data Management or Healthcare Information Systems or General			9	No
Research Methods Courses			9	No
Research specialization including research seminars, core, and elective courses			27	No
Dissertation			25	No
		Subtotal	88	

Elective Courses: List courses available as electives in the program. Indicate any proposed new courses added specifically for the program.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
INFA	713	Managing Security Risks	3	no
INFA	715	Data Privacy	3	no
INFA	719	Software Security	3	no
INFA	720	Incident Response	3	no
INFA	721	Computer Forensics	3	no
INFA	723	Cryptography	3	no
INFA	725	Advanced Network Hacking	3	no
INFA	727	Advanced Cryptography	3	no
INFA	729	Advanced Web Hacking	3	no
INFA	732	Malware Analysis	3	no
INFA	734	Web Software Security	3	no
INFA	735	Offensive Security	3	no
INFS	762	Data Warehousing/Data Mining	3	no
INFS	764	Information Retrieval	3	no
INFS	766	Advanced Database	3	no
INFS	768	Predictive Analytics Decisions	3	no
INFS	770	Adv Data Mining Applications	3	no
INFS	830	Decision Support Systems	3	no
INFS	834	Knowledge Management	3	no
HIMS	746	Health Information Lifecycle Governance	3	no
HIMS	747	Leadership/Management Health Informatics	3	no

HIMS	748	Research Design for Health Informatics	3	no
INFS	700T	Graduate Transfer Elective	TBD	no
INFS	800T	Graduate Transfer Elective	TBD	no
		Subtotal	66	

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.*

Please see Appendix A, which contains the student learning outcomes developed to ensure that graduates are prepared to perform successfully in the information systems profession.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

None

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[6] What are the consequences for students who do not demonstrate mastery?

Admission requirements for this program requires students to have a baccalaureate degree from an institution of higher education with full regional accreditation for that degree. Students who enter without a master's degree in information systems or related field and without an undergraduate background in information systems will be required to complete a series of foundational courses. Students must also have a minimum undergraduate grade point average of 3.0 on a 4.0 scale or equivalent on an alternative grading system. Each student will demonstrate mastery through successful fulfillment of the requirements of each outcome specified in Appendix A. DSU Program Guidelines require students to maintain a 3.0 GPA in the program, receive no grades below a C, and have no more than two grades of C. If a student does not maintain the required "B" average, they are placed on academic probation and given the opportunity to raise their GPA to 3.0 within the next nine credit hours. If a student does not raise their GPA to 3.0, they will be suspended from the program. If a student receives more than six credits of "C" or any grade lower than a "C" they will be suspended from the program.

7. What instructional approaches and technologies will instructors use to teach courses in the program? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Standard outcome-oriented techniques will be used for instruction including lecture, videos, and project-based instruction. The SDBOR learning management system, Desire2Learn, will be used for all courses.

[6] 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?[7] 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?

When this degree was first proposed, a consultant was brought to campus to assist with the development of the curriculum. Because the requirements nor the curriculum is changing, a consultant visit was not necessary.

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.*

See Information Below for Enrollment Information#	**Fiscal Years***			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY XX	FY XX	FY XX	FY XX
Students new to the university				
Students from other university programs				
Continuing students				
= Total students in the program (fall)				
Program credit hours (major courses)**				
Graduates				

*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.

#Recent enrollment numbers show strong interest and high yield in the doctorate program in the College of Business and Information Systems. Yield is the proportion of students who enrolled divided by those who are accepted. The higher the yield, the higher the desirability of a program/school; it is a metric of a school's selectivity.

Following is information for number of applications and acceptance percentage for our current program in Information Systems:

2017	72 applicants	22 enrolled	28 accepted	39% acceptance	79% yield
2016	70 applicants	13 enrolled	21 accepted	30% acceptance	72% yield
2015	83 applicants	16 enrolled	28 accepted	34% acceptance	57% yield

Fall 2017, we admitted 22 students and we anticipate an incoming group of approximately 20 students on an annual basis. Fall 2017 census data showed an enrollment of 73 students in this program.

[7] 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.

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. Delivery Location[8]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***
On campus	Yes	**Fall 2018**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		Choose an item. Choose an item.

	Yes/No	***If Yes, identify delivery methods[9]***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	This program is now delivered both F2F and Online	**Summer 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 online program)? [10]

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	No		

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-

[8] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[9] Delivery methods are defined in AAC Guideline 5.5.
[10] This question responds to HLC definitions for distance delivery.

campus or distance delivery separately. *Complete Appendix B – Budget and briefly summarize to support Board staff analysis.*

	Development/ Start-up	Long-term Operation
Reallocate existing resources	No	No
Apply for external resources[11]	No	No
Ask Board to seek new State resources[12]	No	No
Ask Board to approve a new or increased student fee	No	No

The university is not requesting any one-time money. Because our request is to only change the degree designation from a D.Sc. to a Ph.D., DSU is not submitting a budget worksheet (Appendix B) since all courses in the program are already offered both on-campus and online. It is anticipated that the change from D.Sc. to Ph.D. will further enhance the reputation of the program and student's professional outcomes. Currently, the university does not plan to increase the accepted enrollment numbers significantly. Our Ph.D. programs will remain highly competitive and selective in admissions (39% acceptance rates in 2017).

14. **Board Policy 2:1 states: "*Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.*" Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.**

The requirement for an outside reviewer was waived for this request since the program already exits.

15. **Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (*place an "X" in the appropriate box*)?** *If yes, explain.*

	X
Yes	No

Explanation (if applicable):

16. **New Course Approval: New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:**

☐ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

[11] If checking this box, please provide examples of the external funding sites identified
[12] 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.

[X] NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

17. Additional Information: *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.*

- In 2018, ranked by Best Value Schools as #1 Best Online doctorate in information system assurance & security programs, https://www.bestvalueschools.com/rankings/online-phd-info-systems-assurance-security/

Appendix A – Student Learning Outcomes

Upon completion of the Ph.D. degree in Information Systems, students will be able to:		**Program Courses that Address the Outcomes**									
	INFS 720	INFS 724	INFS 730	INFS 750	INFS 760	INFS 780	INFS 805	INFS 810	INFS 815	INFS 890	INFS 898D
demonstrate a broad and comprehensive understanding of core knowledge and fundamental practices in information systems.	x	x	x	x	x	x					
demonstrate conceptual knowledge and ability to utilize prevalent technologies of information systems.	x	x	x	x	x	x					
demonstrate a highly developed knowledge of information systems literature, particularly in their area of specialization.							x	x	x	x	x
demonstrate a scholarly understanding of milestones and seminal works of leading researchers in their area of specialization.							x	x	x	x	x
demonstrate an understanding of information systems research methods and an ability to conduct research and evaluate research results.							x	x	x	x	x
effectively formulate, communicate, present and defend the results of their research and any conclusions drawn from it.							x	x	x	x	x

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (3)
DATE: June 26-28, 2018

****

SUBJECT

New Minor: NSU Minor in Legal Studies

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests permission to offer a minor in Legal Studies. The proposed minor includes an interdisciplinary approach engaging with the meanings, values, practices, and institutions of law and legality. Currently, students interested in attending law school assemble their own program of study across the disciplines of criminal justice, political science, and business administration. The Legal Studies minor would provide students with a stronger foundation for law school admission (NSU coordinated the curriculum with the USD Law School). The minor will also provide graduates with skills and knowledge applicable to careers as law enforcement officers, paralegals, and other positions within the criminal justice system.

IMPACT AND RECOMMENDATION

NSU projects 6 graduates per year with the minor after full implementation. NSU does not request any new resources. The minor consists of 18 credit hours with 5 new courses (mostly as electives within the minor that will also be used in additional programs).

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – Minor in Legal Studies

****

DRAFT MOTION 20180626_8-C(3):

I move to approve NSU's new program proposal for a minor in Legal Studies as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	**Legal Studies**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**All baccalaureate degrees**
EXISTING RELATED MAJORS OR MINORS:	**Political Science, Criminal Justice, Business Administration**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2018**
PROPOSED CIP CODE:	**22.0000**
UNIVERSITY DEPARTMENT:	**History and Social Sciences**
UNIVERSITY DIVISION:	**College of Arts & Sciences**

University Approval
To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Alan D. LaFave — 4/17/2018
President of the University or Designee — Date

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☐ *Yes* ☒ *No*

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.
One of NSU's missions is to offer pre-professional programs. Without a Legal Studies minor, students considering work in the legal profession must assemble their own program of study

across the disciplines of criminal justice, political science, and business administration. Moreover, the minor will provide NSU students a strong foundation upon which to build if they decide to pursue professional legal education at the USD Law School.

Board Policy 1:10:6 authorizes NSU to offer undergraduate programs in arts and sciences, business, education, and fine arts, as well as to provide service to the state, region, and nation. The Legal Studies minor is an interdisciplinary program between multiple fields currently offered at NSU.

3. What is the nature/purpose of the proposed minor?

Legal Studies will be an interdisciplinary minor that engages the meanings, values, practices, and institutions of law and legality. The purpose of the minor is to offer students an additional avenue of focused study in an independent topical area that is recognized and highly valued by society. By structuring political science, criminal justice, and business administration courses into a cohesive, complementary package, the curriculum can examine how law shapes and is shaped by political, economic, and cultural forces. The program is designed to instill foundational knowledge and stimulate critical understanding of the theoretical frameworks, historical dynamics, and cultural embeddedness of law by allowing students to consider important questions of social policy within the context of jurisprudence and competing theories of justice.

4. How will the proposed minor benefit students?

A minor in Legal Studies meets the unique personal and professional interests of students interested in pursuing legal career paths. Whether an individual wants to be a law enforcement officer, an FBI agent, a paralegal, a court clerk, a lawyer, a judge, or any other of the numerous professions in the legal field, a Legal Studies minor can put students on the path toward professional success. Students who go on to work in law enforcement, as a paralegal, or court clerk would have better hiring prospects and be better employees due to the development of analytical thinking abilities, general legal research and writing skills along with a broader understanding of their respective role in the civil or criminal process. In addition, students who pursue a law degree or MBA can expect greater academic success due to such skills and their foundational knowledge of what the law is and the societal forces driving it.

5. Describe the workforce demand for graduates in related fields, 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.*

Most students pursuing a Legal Studies minor are interested in a career in law. Various types of legal professionals will experience growth over the next seven years according to Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, 2016-17 Edition:

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Lawyers	23-1011	778,700	822,500	6	43,800
Arbitrators, mediators & conciliators	23-1022	8,400	9,200	9	800

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Judges, magistrate judges & magistrates	23-1023	29,700	29,900	1	200
Paralegals & legal assistants	23-2011	279,500	300,800	8	21,200

Similarly, the Projections Managing Partnership, an entity funded by the US Department of Labor, Employment and Training Administration and supported by the Bureau of Labor Statistics, identifies lawyers as a growing career field in their 2014-2024 Long Term Occupational Projections for South Dakota[1]:

Area	Title	Base	Projected	Change	Percent Change	Annual Average Openings
South Dakota	Lawyers	980	1080	100	9.2%	20

Finally, legal professionals are also on the South Dakota Department of Labor Hot Career List, a listing of occupations in South Dakota with above average annual demand and above average annual pay[2]:

SOC* Code	SOC* Title	Average Annual Demand for Workers	2014 Workers	2024 Workers	Percent Change 2014-2024	Annual Average Wage	SD Educational Requirement
23-1011	Lawyers	23	984	1,075	9.3%	$96,577	Doctoral or professional degree

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*).

The estimate is based upon a review of regional universities offering a Legal Studies minor.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	**FY 19**	**FY 20**	**FY 21**	**FY 22**
Students enrolled in the minor (fall)	**3**	**6**	**9**	**12**
Completions by graduates	**0**	**1**	**3**	**6**

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The minor provides students with the knowledge and skills necessary to enter a variety of professions in the legal field or pursue graduate study in law or various related disciplines.

[1] http://www.projectionscentral.com/Projections/LongTerm
[2] https://dlr.sd.gov/lmic/hot_careers.aspx

Students will learn how to think analytically, how specific legal regimes operate, and the organizational structure and function of government institutions related to such regimes. In late November 2017, the proposed curriculum was coordinated with and approved by the USD Law School's Associate Dean of Academic Affairs.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Legal Studies	Credit Hours	Percent
Requirements in minor	12	67%
Electives in minor	6	33%
Total	18	100%

B. Required Courses in the Minor

Select One of Two Courses Listed

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
PHIL	100	Introduction to Philosophy	3	No
PHIL	200	Introduction to Logic	3	No
		Subtotal	3	

Select One of Four Courses Listed

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
POLS	430	Constitutional Law	3	No
CJUS	431	Criminal Law	3	No
CJUS	433	Criminal Procedure	3	No
POLS	454	International Law and Organizations	3	Yes
		Subtotal	3	

Select Two of Five Courses Listed

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
POLS	100	American Government	3	No
CJUS	201	Introduction to Criminal Justice	3	No
CJUS	205	Introduction to Homeland Security	3	Yes
POLS	210	State and Local Government	3	No
POLS	250	Introduction to International Relations	3	No
		Subtotal	6	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Select Two of the Thirteen Courses Listed

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)

BADM	350	Legal Environment of Business	3	No
BADM	351	Business Law	3	No
BADM	458	International Business Law	3	No
POLS	320	Public Administration	3	No
POLS	331	US Congress	3	No
POLS	339	Courts and Judicial Politics	3	No
CJUS	401	Law and Society	3	No
CJUS	403	Counterterrorism and Cybersecurity Policy	3	Yes
POLS	430	Constitutional Law	3	No
CJUS	431	Criminal Law	3	No
CJUS	433	Criminal Procedure	3	No
POLS	454	International Law and Organizations	3	Yes
POLS	455	International Human Rights	3	Yes
		Subtotal	6	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

The bulk of the courses for the minor are upper level. As such, they have more rigorous writing and speaking requirements. Legal courses are conducted to maximize class discussion in the same manner as law school courses. The specific outcomes are:

Demonstrate a broad understanding of specialized areas of the law;
Demonstrate reasonable proficiency in legal research and writing;
Demonstrate highly proficient analytical and communication skills;
Effectively apply interpersonal skills in a professional environment;
Explain and describe the organization and operation of US legal systems;
Explain and apply legal terminology and general constitutional law and procedures;
Demonstrate ethical awareness and understand the concept of integrity.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Lecture and guided discussion will be employed with a preference for discussion to the maximum extent possible.

12. Delivery Location[3]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***

[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.

On campus	Yes	**Fall 2018**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		Choose an item. Choose an item.

	Yes/No	*If Yes, identify delivery methods*[4]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	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 online program)? [5]

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*
None

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.*

The courses are either already offered or proposed independently by current faculty. The minor is simply a way to structure them into a package to offer an additional avenue of focused study for our students considering a career in law or a related field.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).

☐ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO,

[4] Delivery methods are defined in AAC Guideline 5.5.
[5] This question responds to HLC definitions for distance delivery.

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (4)
DATE: June 26-28, 2018

****

SUBJECT

New Program: NSU BFA in Digital Media

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) is requesting authorization to offer a Bachelor of Fine Arts (BFA) in Digital Media. The Board approved the intent to plan at the March 2018 meeting. NSU recently received Board approval to offer the BFA degree. The program would represent a conversion of the existing specialization in Graphic Design within the Art major to a standalone major. The BFA in Digital Media degree program would prepare graduates in highly technical areas of art and design such as commercial photography, video production and editing, web design and programming, 2D animation, illustration, graphic design, and product/packaging design. NSU notes that consistent job growth is projected through 2024 in occupations such as art designers, graphic designers, multimedia artists/animators, and art directors.

IMPACT AND RECOMMENDATION

The BFA is the professional degree accredited by the National Association of Schools of Art and Design (NASAD). NSU is currently transitioning existing art programs to the BFA. USD, SDSU and BHSU all offer the BFA degree in Art and/or Graphic Design (both SDSU and BHSU transitioned to the BFA in the last two years). NSU estimates that 15 students will graduate annually with the BFA in Digital Design after full implementation. NSU is not requesting any new resources to offer the program. The program does not require the creation of any new courses.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – BFA in Digital Media

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DRAFT MOTION 20180626_8-C(4):

I move to approve NSU's new program proposal for a Bachelor of Fine Arts (BFA) in Digital Media as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
MAJOR:	**Digital Media**
EXISTING OR NEW MAJOR(S):	**new**
DEGREE:	**BFA**
EXISTING OR NEW DEGREE(S):	**new**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2018**
PROPOSED CIP CODE:	**50.0409**
SPECIALIZATIONS:[1]	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	**3/1/2018**
UNIVERSITY DEPARTMENT:	**Art Department**
UNIVERSITY DIVISION:	**School of Fine Arts**

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.

Alan D. LaFave — President of the University or Designee

5/14/2018 — Date

1. What is the nature/purpose of the proposed program?
The *BFA in Digital Media* allows students to explore a depth of digital design endeavors as well as a breadth of art historical and theoretical approaches to the discipline. As a professional degree, students have the opportunity to investigate design and aesthetic discourse in both their own design practice as well as in the context of history and contemporary culture. Because a BFA requires a larger percentage of art/design studio and art history courses, students engage with their discipline on a professional level, preparing them for careers in the digital art fields as well as graduate studies.

[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.

NSU is currently transitioning all of their art programs to the BFA. Previous conversions include Board of Regents approval for BFA in Studio Art (approved at the March 2018 meeting).

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]

A. **NSU's Mission & Strategic Plan**

i. **Mission:** The mission of NSU is broad and inclusive but most relevant to the BFA in Studio art is the section that states, "NSU is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education." (*p. 4 of the 2015-2020 NSU Mission & Strategic Plan*) A BFA in Digital Media is more than a general BA in Art or Design because it allows for more coursework at the upper levels of a student's academic tenure providing an academic environment conducive to professional development both academically and in their career goals.

ii. Board Policy 1:10:6 establishes the mission of NSU in part to "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 proposed BFA Digital Media program meets and supports the NSU mission, primarily by enhancing the outstanding educational opportunities in Graphic Design, Interactive Design, and other New Media, and promoting creative and scholarly activities. Our proposed degree program will ensure that NSU art and design studies remain relevant, rigorous and competitive.

iii. **Strategic Plan:** All 5 of NSU's Strategic Priorities are augmented by the BFA in Studio Art in the following ways:

1. ***Strategic Priority 1*** (recruiting, retaining, and educating students in a complex global economy) Upon the completion of a BFA in Digital Media, students acquire the skills needed to be current in the global economy because of their engagement with their art/design practice, technological advancements, understanding of historical context, and in their final year of coursework, apply themselves to the industry through discussion of career trajectory in the senior capstone course, their upper-level media courses, and optional internship opportunities in the region. By giving students a focus on their art and design courses in the first semester, a BFA supports in the retaining of students as the coursework sets the standards for rigor as well as flexibility to pursue their individual interests in the visual arts discourse. A professional degree such as the BFA also aids in NSU's ability to recruit students to the northeast part of the state as there is no other BFA program in the vicinity.
2. ***Strategic Priority 2*** (Prepare students for careers of today while equipping them for a changing future marketplace) A BFA in Digital Media offers several career paths upon completion including graphic designer, videographer, photographer, and more. The marketplace, in its perpetual state of change, will be easy for the graduates from the program to adapt to because of the range of skills and technology presented in an art studio classroom. There are never answers in the back of a book for an artist/designer, there are only solutions created by the designer based on the

[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.

visual problem. Because of the critical studies required in art and design courses, students become creative problem solvers that add another voice to the economy and marketplace – evolving into natural leaders unleashing their career potential.

3. ***Strategic Priority 3*** (Meet or exceed the highest level of excellence in academic programs) Currently, the NSU Art Department has NASAD (National Association for Schools of Art & Design) accreditation for its existing BA in Art degree with Specializations in Fine Art and Graphic Design. As the curriculum shifts to a BFA, the NSU Art Department will simultaneously work with NASAD to maintain the requirements for continued accreditation with new BFA programs such as Digital Media, Art Studio, and Art Education. NASAD is one ingredient in the academic excellence recipe as the rigor, comprehensiveness, and standards put forth by the accrediting body are clear and nationally respected. Additionally, the outstanding faculty at NSU demand excellence in all levels of the art curriculum while simultaneously fostering individual interest and engagement.
4. ***Strategic Priority 4*** (Communicate the identity of NSU as the higher education institution of choice for students seeking a career for today and stepping stones for tomorrow's world) The small class sizes, specialized faculty, and flexibly in upper-level courses give NSU's BFA in Digital Media another avenue for potential students, donors, and alumni to see our clear identity of excellence, inclusion, and community.
5. ***Strategic Priority 5*** (Assure NSU's sustainability through stewardship of financial, human, and cultural capital) The BFA in Digital Media fosters the human and cultural capital of NSU through the use of faculty and their expertise from introductory to advanced levels of coursework. It is a fiscally responsible addition to the NSU academic menu as it does not require additional faculty or space, it simply augments an already solid program with focus and professionalism entrenched in the professional degree level of BFA.

B. **BOR Strategic Plan**

i. ***Priority 1***: *Student Success – Grow degree production to 7,450 per year by 2020*

1. The BFA in Digital Media allows NSU to recruit and retain students with a profound interest in their art careers as it distinguishes their degree as professional and focused on their artistic and career goals.

ii. ***Priority 2***: *Academic Quality and Performance – Document that academic programs are of the highest quality*

1. Already having NASAD accreditation for the BA programs in the NSU Art Department, the department will add the BFA programs to the next round of reaccreditation so that the BFA in Digital Media is recognized for its rigor, quality, and facilities. Having current and continuing NASAD accreditation, the BFA in Digital Media at NSU will be assuredly at the same level or higher than other universities with similar programs, size, and locale.

iii. ***Priority 3:*** *Research and Economic Development* – Increase annual system research and contract expenditures to $150M by 2020 to advance knowledge, enhance technology transfer, commercialization, and catalyze economic development.

1. Artistic practice as a research methodology has grown in recent years and the bridge between art and traditional venues for research is strengthening. Students in the BFA in Digital Media program are artist-researchers as well

as artist-entrepreneurs. In the past, NSU's art students have participated in numerous entrepreneurial endeavors through the Center for Excellence in Entrepreneurship as well as the ingrained, self-reliant nature of artists as self-promoters, small business owners, and collaborators. In addition, the *2020 Vision: The South Dakota Science and Innovation Strategy* report indicates design-centered manufacturing and product development is dependent upon creativity and artistic capacity within the state.[3]

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

A. The field of Digital Media is diverse and includes a broad range of media and in terms of job growth. Because Digital Media ranges from print/static design to interactive, web, and/or video, NSU's BFA in Digital Media prefers the flexibility of the title and upper-level courses in order to encourage individual student engagement in the upper level courses as well as the ever-changing job market in the design industries.

B. The Arts Industry has a major impact on both South Dakota and the national economy.

i. NATIONAL – (Non-Profit only):

1. According to the most recent Arts and Economic Prosperity 5 study sponsored by Americans for the Arts, the nonprofit arts and culture industry generated the following at a national level in 2015[4]:
    a. $166.3 billion of economic activity
    b. $63.8 billion in spending by arts and cultural organizations
    c. $102.5 billion in event-related expenditures by their audiences
    d. This activity ***supported 4.6 million jobs*** and generated $27.5 billion in revenue to local, state, and federal governments (a yield well beyond their collective $5 billion in arts allocations)
    e. According to American's for the Arts, **72% of all employers say that creativity and critical thinking are necessary characteristics of business leaders and that creativity is the number one skill they are seeking when hiring.**

ii. NATIONAL – All Sectors (profit & non-profit)

1. According to the Bureau of Labor Statistics, Arts related jobs will:
    a. Increase by 4% from 2014 – 2024 (26,242,000 to 27,317,000)
    b. Have a median income of $45,000 in 2014.
    c. Graphic Design positions are expected to grow by 4% nationally through 2026.[5]

iii. SOUTH DAKOTA:

1. Careers in the arts that would be attainable with a BFA in Digital Media include: Graphic Designer, art director, illustrator, photographer, film maker, web designer, arts manager, independent designers, and video editor. Generally, in South Dakota there are 5,560 jobs in the arts, outside of the educational fields. The median income in 2016 for these jobs in SD was

[3] http://sdepscor.org/sdepscorHome/wp-content/uploads/2015/07/2020-Vision.pdf (p.35-36).
[4] Americans for the Arts, *Arts & Economic Prosperity 5*, available online from http://www.americansforthearts.org/sites/default/files/aep5/PDF_Files/ARTS_AEPsummary_loRes.pdf.
[5] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Graphic Designers, available online at https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm.

$37,000. Within South Dakota, openings for Graphic Designers are expected to increase by nearly 2% through 2024.[6]

4. How will the proposed program benefit students?

A. The BFA in Digital Media will benefit students because of its professional nature. What that means for the student, is that they will have more time and opportunity to grow their design practice before entering the workforce because of the rigor and individual path available for them in the upper level courses while providing a solid foundation in the first semesters that allows them to maneuver among media, styles, and methodology.

5. Program Proposal Rationale:

A. **If a new degree is proposed, what is the rationale?**[7]
The rationale for the BFA (Studio Art, Digital Media, Art Education, etc.) is to raise the academic rigor within the discipline of art and design to a level viewed by the economy and academic world as professional and not general.

B. **What is the rationale for the curriculum?**
The curriculum allows students to obtain a strong foundation in technique, technology, and history while giving them the opportunity to find their own design-practice to research problems that require visual solutions. The upper-level courses have enough flexibility for a student to pursue a focused theme or research in their work while honing their technical skills and broadening their understanding of the art and design world and its history.

C. **Demonstrate/provide evidence that the curriculum is consistent with current national standards.** Per NASAD standards, the general requirements, major courses – studio and history, and electives fit the percentages required for accreditation.

NASAD: Digital BFA Percentages

1. *General Studies*: 25-35% of total degree | Proposed: 25% as mandated by System Gen Ed requirements
2. *Studies in Studio/Design*: at least 65% of total degree | Proposed: 70% - this could be less, down to 65%, if 3 art history courses (9 credits) are used as major electives.
3. *Studies in Art History*: 10-15% of total degree | Proposed Requirement: 10% - this could be more, up to 15%, if 3 available art history courses are used as major electives.

D. **Summary of the degree program (complete the following tables):**

[BFA Digital Media]	**Credit Hours**	**Credit Hours**	**Percent**
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	-		
Major Requirements	45		37.5%

[6] Projections Central, Long Term Occupational Projections (2014-2024), available from http://www.projectionscentral.com/Projections/LongTerm.

[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.

Major Electives	39		32.5%
Subtotal, Program Requirements		114	95%
Free Electives		6	5%
Degree Total[8]		120	100%

Required Support Courses Outside the Major
(Not general education or institutional graduation requirements)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
IDL	190	*Freshman Seminar*	2	Yes
		Subtotal	2	

Major Requirements

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
Art	111	Drawing I	3	No
Art	121	Design I – 2D	3	No
Art	123	3-Dimensional Design	3	No
ArtD	113	Introduction to Digital Media	3	No
ArtH	211	History of World Art I	3	No
ArtH	212	History of World Art II	3	No
ArtH	311	History of World Art III	3	No
ArtH	312	History of Graphic Design	3	No
ArtD	231	Graphic Design I	3	No
ArtD	333	Web Design I	3	No
ArtD	334	Digital Imaging I	3	No
ArtD	335	Digital Illustration I	3	No
ArtD	338	Digital Video Design I	3	No
Art	270	Photography Techniques I	3	No
ArtD	489	Senior Capstone	3	No
		Subtotal	45	

• Per #16, the goal of the BFA in Digital Media is to give freedom to the individual student-scholars in their upper level coursework to pursue a definitive media focus and/or theme. Necessary to contemporary art and design practice and the needs of the technology and design workforce, the upper level courses allow students to pursue in-depth research and practice in specific areas of the wide ranging digital media realm. •

SEE NUMBER 16 FOR MORE DETAILS ON CURRICULAR EMPHASES				
Prefix	**Number**	**Course Title**	**Credit Hours**	**New (yes, no)**
ArtD	241	2D Motion Graphics	3	No
ArtD	331	Graphic Design II	3	No

[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.

ArtD	337	Interface Design *	3	No
ArtD	341	2D Motion Graphics	3	No
ArtD	433	Web Page Design II	3	No
ArtD	434	Digital Imaging II	3	No
ArtD	435	Digital Media Studio	3	No
ArtD	437	Interface Design II *	3	No
ArtD	438	Digital Video Design II	3	No
ArtD	443	Digital Illustration II	3	No
ArtD	445	Graphic Design III	3	No
Art	494	Internship	3-9	No
Art	498	Undergraduate Research & Scholarship	3	No
-	-	**-15 FREE MAJOR ELECTIVES -** ANY ART, ARTH, ARTM CREDIT *EXCEPT* ARTH 100. Maximum of 9 of the 15-free major elective credits in ArtH and ArtM courses to retain the studio percentages as per NASAD requirements (List below, no new courses.)	-	-
ArtH	250	Art & Ethics	3	No
ArtH	416	Art Criticism & Theory	3	No
ArtH	492	Topics – Art History	3	No
ArtM	350	Arts Management	3	No
ArtM	391	Independent Study – Arts Management	3	No
Art	112	Drawing II	3	No
Art	211	Drawing III – Figurative	3	No
Art	331	Painting II	3	No
Art	341	Sculpture II	3	No
Art	351	Ceramics II	3	No
Art	370	Photography Techniques II	3	No
Art	371	Mixed Media	3	No
Art	381	Printmaking II	3	No
Art	430	Watercolor	3	No
Art	431	Painting III	3	No
Art	342	Sculpture III	3	No
Art	454	Ceramics III	3	No
Art	470	Photography Techniques III	3	No
Art	484	Printmaking III	3	No
Art	411	Drawing IV	3	No
Art	432	Painting IV	3	No
Art	441	Sculpture IV	3	No
Art	460	Ceramics IV	3	No
Art	475	Photography Techniques IV	3	No
Art	481	Printmaking IV	3	No
ArtH	250	Art & Ethics	3	No
ArtH	416	Art Criticism & Theory	3	No
ArtH	492	Topics – Art History	3	No
ArtM	350	Arts Management	3	No
		Subtotal	**39** (13 courses) ***See 16***	

* Minor course modification: UNIQ course name change, simultaneously submitted

6. Student Outcomes and Demonstration of Individual Achievement

A. **What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation**? See below – table broken down for legibility

B. See Appendix A for the full spreadsheet.

Program Courses that Address the Outcomes
Classes with * are required.
The course numbers of the subsequent levels of each course are listed concurrently as they are mostly offered at the same time as a "stacked class."

INDIVIDUAL STUDENT OUTCOME	Art 111*	Art 112*	Art 121*	Art 123*	ArtD 113*	ArtH 211*	ArtH 212*	ArtH 311*	ArtH 312	ArtD 489*	ArtD 231* 331 445	ArtD 333* 433	ArtD 334* 434	ArtD 335* 443	ArtD 338* 438
1. Students should possess the ability to present sophisticated critical judgments regarding the historical, creative and technical aspects of art and design.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Understand the ways that contemporary design practice creatively and critically works between or across established disciplines			x		x	x	x	x	x	x	x	x	x	x	x
3. Be able to interpret and engage with existing visual culture and media as a form of creative intelligence	x	x	x	x				x	x	x	x	x	x	x	x
4. Develop a discerning voice and confidence in one's own artistic authorship, based on material, conceptual, and critical sensibility										x	x	x	x	x	x
5. Create and sustain a body of work through self-directed research, experimentation, risk-taking, and reflective analysis										x	x	x	x	x	x
6. Advance practices that can thrive either as an individual practice or within collaborative environments		x	x	x	x					x	x	x	x	x	x
7. Effectively communicate the intention of one's work through its full formal realization	x	x	x	x	x					x	x	x	x	x	x
8. Be publicly articulate in the evaluation of the work of peers as well as more established designers/artists		x								x	x	x	x	x	x
9. Successfully represent oneself to arts organizations, curators, publications, and graduate programs for the purpose of advancing professional and design goals										x	x	x			x

INDIVIDUAL STUDENT OUTCOME	ArtD 241	ArtD 337 437	ArtD 435	ArtH 312	ArtH 250	ArtM 350 391	Art 231 331 431 432	Art 241 341 342 441	Art 251 351 454 460	Art 270 370 470 475	Art 281 381 484 481	Art 211	Art 371	Art 430
1. Students should possess the ability to present sophisticated critical judgments regarding the historical, creative and technical aspects of art and design.	x	x	x	x	x		x	x	x	x	x			
2. Understand the ways that contemporary design practice creatively and critically works between or across established disciplines	x	x	x	x	x							x	x	x
3. Be able to interpret and engage with existing visual culture and media as a form of creative intelligence	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Develop a discerning voice and confidence in one's own artistic authorship, based on material, conceptual, and critical sensibility	x	x	x									x	x	x
5. Create and sustain a body of work through self-directed research, experimentation, risk-taking, and reflective analysis	x	x	x			x	x	x	x	x	x	x	x	x

6. Advance practices that can thrive either as an individual practice or within collaborative environments	x	x	x				x	x	x	x	x	x	x	x
7. Effectively communicate the intention of one's work through its full formal realization	x	x	x			x	x	x	x	x	x	x	x	x
8. Be publicly articulate in the evaluation of the work of peers as well as more established designers/artists	x	x	x				x	x	x	x	x	x	x	x
9. Successfully represent oneself to arts organizations, curators, publications, and graduate programs for the purpose of advancing professional and design goals				x			x	x	x	x	x	x	x	x

C. **Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.**
Student achievement and competence will be measured by using standards established by NASAD.

D. **How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[9] What are the consequences for students who do not demonstrate mastery?**
All BFA Digital Media students are assessed in their second semester of their second year as an art/design student. This process addresses their visual work, technical capabilities, and written work. Student meet with 3 art faculty for 30 minutes and discuss their interests and obtain feedback from faculty. The faculty review them based on a numerical system that mimics the exit review process done in their final semester. The senior capstone, ArtD 489, has several requirements to insure mastery and rigor. The capstone course requires a portfolio, thesis, public exhibition, and career mentoring.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

A. The following approaches and technologies will be utilized:
   i. Lecture/Lab/Discussion
   ii. Demonstration of media usage
   iii. Art studio instruction and critical feedback
   iv. Introductory graphic software integrated with design comprehension including but not limited to:
      1. Adobe® Create Cloud – Photoshop, Illustrator, InDesign, Dreamweaver, Bridge, Lightroom
      2. Mac and PC platforms
   v. Hands on, face-to-face experiential learning
   vi. Collaborative and service learning
   vii. Desire 2 Learn classroom management software

8. Did the University engage any developmental consultants to assist with the development of the curriculum?[10] 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?

[9] 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?
[10] 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.

The NASAD handbook was used as a reference in addition to other NASAD accredited BFA programs in the region and across the nation of similar size and type of institution in addition to expertise within the faculty.

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 for this new major will be both new to the university and redirected from the BA programs if they so choose. Discussions with faculty advisors estimated approximately 15-18 current students interested in the BFA in Digital Media. Additionally, many discussions with high school students across the region have indicated that the addition of a BFA vs. a BA in Digital Media would entice their university choice as NSU and in particular, in the Art Department. Several (3-5) recent alumni have inquired about the requirements they would need to obtain the BFA at NSU. The graduation numbers in year 3 are reflective of current students switching their program and completing the requirements for the BFA in Digital Media.

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY 19	FY 20	FY 21	FY 22
Students new to the university	7	8	9	10
Students from other university programs	0	0	0	0
Continuing students	8	15	24	33
=Total students in the program (fall)	15	23	33	43
Program credit hours (major courses)** 82 credits divided by 4 years = 20.5	307.5	417.5	676.5	881.5
Graduates	0	5	10	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.

The BA in Art (Graphic Design and Fine Art Specializations) are already NASAD accredited at Northern State University. NASAD accreditation of the BFA programs, upon approval, will seek accreditation during the next re-accreditation cycle during FY19.

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. Delivery Location[11]

[11] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***
On campus	Yes	**Fall 2018**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		Choose an item. Choose an item.

	Yes/No	***If Yes, identify delivery methods***[12]	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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 online program)? [13]

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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.

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.*

☒ Yes ☐ No

Explanation (if applicable):
There is an already existing fee for Art and ArtD courses across all BOR institutions as per the Fine Arts Discipline Committee (2017-2018 = $15.10 per credit hour). No *new* fees associated with this degree/major.

[12] Delivery methods are defined in AAC Guideline 5.5.
[13] This question responds to HLC definitions for distance delivery.

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:

Some rationale and explanation: Why 2 different BFAs and 3 different areas of emphasis?
The Art Department is transitioning (approval dependent) all the undergraduate, 4-year degrees from a BA to a BFA because it is the optimal art degree at 4-year institutions. The foundational and core classes, listed below, give every BFA art studio student the opportunity to explore numerous media while allowing for individual emphases in the realms of print media, web design, interactive design, video design and other forms of digital art and media. Additionally, the New Media emphasis incorporates more traditional Art Studio courses than traditional graphic and digital programs. The contemporary trends in both the art education and the design world are seeing a blurring between traditional media and digital media as the new generation of students view them all as tools. We have retained a separate BFA in Studio art from a BFA in Digital Media to allow for more commercial exploration in the Digital Media BFA. That said, recent graduates have indicated the importance of an overlap between the two BFAs for students seeking specific specialties. For example, a BFA - Digital Media student interested in illustration would benefit from upper level drawing classes in addition to upper level digital courses because of the crossover of applications, methods, and intended audiences. Because of our size, location, and faculty expertise, we feel these areas of emphasis in both BFA degrees give students a foundation with enough of a guide to lead them to their desired career and educational goals while part of the NSU Art Department.

BFA - Digital Media

FOUNDATIONS & CORE | 42 credits

FOUNDATIONS | 18 CREDITS		
1.	Art 111	Drawing I
2.	Art 121	2D Design I
3.	Art 123	3D Design
4.	ArtD 113	Intro to Digital Media
5.	ArtH 211	History of World Art I
6.	ArtH 212	History of World Art II

CORE | 24 CREDITS		
1.	ArtH 311	History of World Art III
2.	ArtH 312	History of Graphic Design
3.	ArtD 231	Graphic Design I
4.	ArtD 333	Web Design I
5.	ArtD 334	Digital Imaging I
6.	ArtD 335	Digital Illustration I
7.	ArtD 338	Digital Video Design I
8.	Art 270	Photography I

[EMPHASES | Graphic Design, Interactive Design, New Media 39 Credits]

Graphic Design: EMPHASIS | 24 CREDITS + 15 electives		
1.	ArtD 241 or 337	2D Motion Graphics I or Interface Design I
2.	ArtD 331	Graphic Design II
3.	Art 370	Photography II
4.	ArtD 434	Ditial Imaging II
5.	ArtD 436	Digital Illustration II
6.	Art 445	Graphic Design III
7.	Art 498	Undergraduate Research & Scholarship

8.	Art 489	Senior Capstone
9+	15 credits elective	Art/ArtD/ArtH/ArtM courses except ArtH 100 Maximum of 9 Credit hours of ArtH or ArtM

Interactive Design: EMPHASIS | 24 CREDITS + 15 electives		
1.	ArtD 241	2D Motion Graphics I
2.	ArtD 337	Interface Design I
3.	ArtD 435	Digital Media Studio
4.	ArtD 434 or 436	Digital Imaging II or Digital Illustration II
5.	ArtD 433 or 437	Web Design II or Interface Design II
6.	ArtD 341 or 438	2D Motion Graphics II or Digital Video Design II
7.	Art 498	Undergraduate Research & Scholarship
8.	Art 489	Senior Capstone
9+	15 credits elective	Any Art/ArtD/ArtH/ArtM courses except ArtH 100 Maximum of 9 Credit hours of ArtH or ArtM

New Media: EMPHASIS | 24 CREDITS + 15 electives		
1.	Art 231 or 281	Painting I or Printmaking I
2.	Art 241 or 251	Sculpture I or Ceramics I
3.	Art 371	Mixed Media
4.	ArtD 331 or 215	Graphic Design II or Typography
5.	ArtD 434 or 436	Digital Imaging II or Digital Illustration II
6.	ArtD 241 or 337	2D Motion Graphics I or Interface Design I
7.	Art 498	Undergraduate Research & Scholarship
8.	Art 489	Senior Capstone
9+	15 credits elective	Any Art/ArtD/ArtH/ArtM courses except ArtH 100 Maximum of 9 Credit hours of ArtH or ArtM

TOTAL CREDITS FOR THE BFA = 82

- ❖ Minor Modification: ArtD 337 & 437, Interactive Design I & II to **Interface Design I & II**

Northern State University, Art Department, BFA Digital Media

1. Assumptions

		1st FY19	2nd FY20	3rd FY21	4th FY22
Headcount & hours from proposal					
Fall headcount (see table in proposal)		15	23	33	43
Program FY cr hrs, On-Campus		308	418	677	882
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	*0.00*	*0.00*	*0.00*	*0.00*
Faculty Salary & Benefits, average	See p. 3	$77,580	$77,580	$77,580	$77,580
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	$8,470	$8,470	$8,470	$8,470

2. Budget

Salary & Benefits				
Faculty, Regular	$0	$0	$0	$0
Faculty, Adjunct (rate x number of courses)	$0	$0	$0	$0
Other FTE	$0	$0	$0	$0
S&B Subtotal	$0	$0	$0	$0
Operating Expenses				
Travel	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0
Supplies & materials	$0	$0	$0	$0
Capital equipment	$0	$0	$0	$0
OE Subtotal	$0	$0	$0	$0
Total	**$0**	**$0**	**$0**	**$0**

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	$296.48	$296.48	$296.48	$296.48
Off-campus tuition revenue	hrs x amt	$0	$0	$0	$0
On-campus support tuition/hr, HEFF net	UG	$212.13	$212.13	$212.13	$212.13
On-campus tuition revenue	hrs x amt	$65,337	$88,672	$143,615	$187,103
Program fee, per cr hr (if any)	$15.10	$4,651	$6,312	$10,223	$13,318
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

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

Grants/Donations/Other	$0	$0	$0	$0
Total Resources	**$69,988**	**$94,984**	**$153,838**	**$200,421**
Resources Over (Under) Budget	**$69,988**	**$94,984**	**$153,838**	**$200,421**

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		$60,458	$0
University's variable benefits rate	(see below)	0.1431	0.1431
Variable benefits		$8,652	$0
Health insurance/FTE, FY18		$8,470	$8,470
Average S&B		$77,580	$8,470

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY18 salaries of the 6 full-time faculty/instructors in the Northern State University Art Department were averaged.

Explain adjunct faculty costs used in table:

No adjuncts needed.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

No additional staff/employees needed.

Summarize the operating expenses shown in the table:

NA

Summarize resources available to support the new program (redirection, donations, grants, etc).

No new resources needed

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY18 Rate	HEFF	Net	
Undergraduate	$335.00	$38.53	**$296.48**	*Change cell on page 1*
Graduate	$444.25	$51.09	**$393.16**	*to point to your net*
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	FY18 Rate	HEFF	Net	
UG Resident - DSU, NSU, SDSU, USD	$239.70	$27.57	**$212.13**	*Change cell on page 1*
UG Resident - BHSU	$250.45	$28.80	**$221.65**	*to point to your net*
UG Resident - SDSMT	$246.00	$28.29	**$217.71**	
GR Resident - DSU,NSU,SDSU,USD	$314.70	$36.19	**$278.51**	*Change cell on page 1*
GR Resident - BHSU	$323.35	$37.19	**$286.16**	*to point to your net*
GR Resident - SDSMT	$320.05	$36.81	**$283.24**	
UG Nonresident - DSU,NSU	$337.35	$38.80	**$298.55**	*Change cell on page 1*
UG Nonresident - BHSU	$350.45	$40.30	**$310.15**	*to point to your net*
UG Nonresident - SDSU, USD	$347.95	$40.01	**$307.94**	
UG Nonresident - SDSMT	$385.30	$44.31	**$340.99**	
GR Nonresident - DSU,NSU	$585.50	$67.33	**$518.17**	*Change cell on page 1*
GR Nonresident - BHSU	$603.35	$69.39	**$533.96**	*to point to your net*
GR Nonresident - SDSU, USD	$605.05	$69.58	**$535.47**	
GR Nonresident - SDSMT	$642.35	$73.87	**$568.48**	
UG Sioux Falls Associate Degree	$271.35	$31.21	**$240.14**	*Change cell on page 1 to point to your net*

Variable Benefits Rates

University	FY18	
BHSU	14.64%	*Change the benefits rate cell in the table on page 2 to point to the rate for your university.*
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	

Rates updated August 2017 (JP)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (5)
DATE: June 26-28, 2018

****

SUBJECT

New Minor: SDSU Minor in Ranch Management

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests permission to offer a minor in Ranch Management. The minor aligns with SDSU's land grant institution mission. The minor will provide students with introductory coursework relating to critical components of ranch management, including financial management, grassland management and livestock management. SDSU indicates demand for ranch managers is likely to increase as many current ranch managers approach retirement age. The minor should appeal to students majoring in Agricultural Business, Agricultural Science, Animal Science, and Rangeland Ecology & Management.

IMPACT AND RECOMMENDATION

No related minor exists within the system. SDSU projects 15 graduates per year with the minor after full implementation. SDSU does not request any new resources. The minor consists of 18 credit hours of existing courses.

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – Minor in Ranch Management

****

DRAFT MOTION 20180626_8-C(5):

Move to approve SDSU's new program proposal for a minor in Ranch Management as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED MINOR:	**Ranch Management**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**Agricultural Business (B.S. and minor), Agricultural Sciences (A.S. and B.S.), Animal Science (B.S. and minor), and Rangeland Ecology and Management (B.S. and minor)**
INTENDED DATE OF IMPLEMENTATION:	**2018-2019 Academic Year**
PROPOSED CIP CODE:	**01.0104**
UNIVERSITY DEPARTMENT:	**Animal Science**
UNIVERSITY DIVISION:	**College of Agriculture, Food & Environmental 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.

Barry H. Dunn

President of the University

5/16/2018
Date

1. Do you have a major in this field? ☐ *Yes* ☒ *No*

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Ranch Management. The Ranch Management minor is proposed as a collaborative effort between the Departments of Animal Science, Economics, and Natural Resource Management. The proposed minor will provide undergraduate students with a breadth of knowledge critical for success as a ranch manager. The minor will appeal to students majoring in Agricultural Business, Agricultural Science, Animal Science, and Rangeland Ecology & Management.

The Ranch Management minor supports the mission of SDSU as provided in SDCL 13-58-1: *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, aviation, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine.

SDSU does not request new state resources.

3. What is the nature/purpose of the proposed minor?

The purpose of the proposed minor is to provide students with a broad, cross-disciplinary training that integrates financial management, grassland management and livestock management. Each of these components is critical to the success of ranching enterprises. An increasing number of students are seeking training in rangeland and ranch management to complement their more traditional Animal Science degree. There are also students in majors such as Agricultural Business and Rangeland Ecology & Management who are interested in the cross-disciplinary content provided in the Ranch Management minor.

4. How will the proposed minor benefit students?

The proposed Ranch Management Minor will benefit students by providing a more formal, strategically designed academic program. In addition, earning the minor will differentiate them in the marketplace after graduation. As discussed in the response to Question 5, demand for ranch managers is likely to increase. In 2012, there were 476 beef cattle operations and 197 sheep operations that had over 500 and 300 animals, respectively, in South Dakota alone. Nationally, there were 8,905 beef cattle operations and 740 sheep operations with over 500 animals. Furthermore, the average age of a farmer has increased to 58.3 in 2012.[1] These facts suggest the demand for ranch managers will increase over the next decade. While the number of operations may seem modest, the opportunities for students to obtain a comprehensive training in ranch management are even more so. A review of ranch management majors or minors yielded only 6 universities with majors, minors or concentrations in ranch management, livestock business management, or integrated resource management (Colorado State University, Montana State University, New Mexico State University, Texas Christian University, Texas Tech University, and the University of Wyoming). There are farm and ranch management programs across the country; however, the vast majority focus primarily on economic and financial management rather than a comprehensive understanding of the resource base, the livestock, and the business as a system. This is where students that complete the Ranch Management minor at SDSU will have an opportunity to differentiate themselves to those operations across the country looking for managers or prospective partners to operate their ranches.

5. Describe the workforce demand for graduates in related fields, 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 2012 Census of Agriculture (USDA-NASS 2012), there are 13,584 cow-calf operations, 1,379 sheep operations, and 7067 operations that have horses, ponies, mules, burros, and donkeys in the state of South Dakota. The average age of a farmer has increased steadily from

51.7 in 1974 to 58.3 in 2012 (USDA-NASS 2012)[1]. As producers reach retirement age, opportunities for men and women to step into management roles will increase. In some instances, students will be returning home to a family operation, yet students may also be hired as managers on operations where they have no family connection. Because of the nature of the livestock industry, it may be difficult to accurately assess demand for graduates in ranch management. However, based on the number of livestock operations in the state and the average age of producers involved in agriculture, it appears the demand will grow significantly over the next decade.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

These estimates are based upon the 5-year average enrollment for AS/RANG 215, which is 30. Assuming approximately half of those students will enroll in the minor and a 25% annual growth in students enrolled in the proposed minor. These estimates may be conservative given the number of students that expressed interest in farming and ranching as their career choice. A 2015 survey of undergraduate students in the SDSU Department of Animal Science indicated that 44.3% of students would like to work in the cow-calf industry in some capacity after graduation. Another 21% hoped to work in the horse industry and 4% want to work with sheep. When asked about specific career paths, 18.1%, 10.5%, and 11.3% of Animal Science majors had farming or ranching as their first, second, or third choice respectively. Farming or ranching was the most popular choice among survey respondents. It is clear from these data that a significant number of students are interested in grassland livestock production. Furthermore, the number of Animal Science majors that have been enrolling in the Animal Science section of AS/RANG 215 – Introduction to Integrated Ranch Management, has been increasing. In 2013, there were a total of 45 students in AS/RANG 215, none were enrolled in the Animal Science section. Over the subsequent 5 years, the number of students that have enrolled in AS 215 vs RANG 215 has steadily risen to 15 out of the 35 students enrolled in the spring of 2018.

The minor will benefit and appeal to students majoring in Animal Science, Agricultural Business, Agricultural Science, and Rangeland Ecology & Management.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 2019	FY 2020	FY 2021	FY 2022
Students enrolled in the minor (fall)	15	19	24	30
Completions by graduates	0	5	10	15

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The proposed minor is comprised of courses selected from three programs within the College of Agriculture, Food and Environmental Sciences. Students who earn the Ranch Management minor will develop a valuable knowledge base in the economics and financial management of a ranching operations, management of grassland resources, and the management of grazing livestock species.

[1] USDA-NASS. 2012. Census of Agriculture. United States Department of Agriculture National Agriculture Statistics Service. Available online at: https://www.agcensus.usda.gov/Publications/2012/. Accessed March 26, 2018.

While the courses in the proposed minor are all currently available to students, the Ranch Management Minor provides students with a package of courses that have been strategically selected to help them be successful as ranch managers. Courses selected for the proposed minor are intended not only to provide students with a breadth of knowledge in the field, but also provide pathways for students from any major to complete the program.

There is not a national accrediting body or organization that publishes guidelines for Ranch Management minors or degree programs. However, the curriculum in the proposed minor is very much in line with the Ranch Management minor at New Mexico State University, the Ranch Management Certificate at Texas Christian University, and the Integrated Resource Management minor at Colorado State University (Appendix B).

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Ranch Management Minor	Credit Hours	Percent
Requirements in minor	15	83.3%
Electives in minor	3	16.7%
Total	18	

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AGEC	271	Farm and Ranch Management	3	No
AGEC	354	Agricultural Marketing and Prices	3	No
AS/RANG	215	Introduction to Integrated Ranch Management	3	No
RANG	205	Introduction to Range Management	3	No
RANG	374-374L	Natural Resource Habitat Conservation, Management, and Restoration and Lab	3	No
		Subtotal	15	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Select 3 credits from the following:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AS	264	Ruminant Livestock Production	3	No
AS	474-474L	Cow/Calf Management and Lab	3	No
AS	476-476L	Horse Production and Lab	3	No
AS	477-477L	Sheep and Wool Production and Lab	3	No

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Upon successful completion of the Ranch Management minor, student will be able to:

- Develop a complete ranch management plan including a vision statement, key assumptions, marketing plan, operational plan, and financial plan.
- Describe and implement best management practices for financial data collection, reports and analysis.
- Describe and implement best management practices for grassland ecosystems.
- Describe and implement best management practices for animal husbandry practices for their species of choice.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Standard instructional technologies will be used in the courses that are included in the proposed minor. These include lecture, discussion, team-based learning, and experiential learning (e.g., hands-on laboratories and field trips).

12. Delivery Location[2]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***
On campus	Yes	**2018-2019 Academic Year**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		

	Yes/No	***If Yes, identify delivery methods[3]***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	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 online program)? [4]

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes		

[2] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[3] Delivery methods are defined in AAC Guideline 5.5.
[4] This question responds to HLC definitions for distance delivery.

50% of the Ranch Management minor is available online. The courses included in the proposed Ranch Management Minor will all be taught on-campus in Brookings. However, some are offered online in the summer term (e.g., AGEC 271, AGEC 354, and AS 264).

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*

None.

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.*

No additional resources are needed. Courses in the Ranch Management minor are currently taught by faculty members in the Departments of Animal Science, Economics, and Natural Resource Management.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).

☐ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

Appendix A
Ranch Management Minor – Student Learning Outcomes

	Required Coursework					Electives			
Individual Student Learning Outcomes	AGEC 271	AGEC 354	AS/RANG 215	RANG 205	RANG 374-374L	AS 264	AS 474-474L	AS 476-476L	AS 477-477L
Students will develop a complete ranch management plan including a vision statement, key assumptions, marketing plan, operational plan, and financial plan.			X						
Students will describe and implement best management practices for financial data collection, reports and analysis.	X	X	X						
Students will describe and implement best management practices for grassland ecosystems.				X	X				
Students will describe and implement best management practices for animal husbandry practices for their species of choice.						X	X	X	X

Appendix B – Example Curricula

Ranch Management Minor – New Mexico State University	
Course	**Credits**
Required Courses	
Introductory Animal Science	3
Feeds and Feeding	3
Production Electives (Choose 2)	
Horse Science and Management	3
Beef Production: Cow-Calf Management	3
Sheep and Wool Production	3
Beef Production: Feedlot Management	3
Range Electives (Choose 1)	
Forestry and Society	3
Rangeland Plants	3
Rangeland Communities	3
Watershed Management	3
Rangeland Resource Ecology	3
Total	18

Ranch Management Certificate – Texas Christian University	
Course	**Credits**
Ranch Operations and Development	2
Soil and Water Conservation	3
Beef Cattle Production	3
Animal Health Management	3
Range Management	3
Ranch Records and Finance	3
Animal Nutrition and Feeding	3
Management Plan Capstone Course	1
Sheep and Goat Production	2
Animal Health and Reproduction	3
Forage Production and Use	3
Ranch Business Management	3
Marketing of Livestock and Meats	3
Total	35

Integrated Resource Management Minor – Colorado State University	
Course	**Credits**
Fundamentals of Ecology	3
Introductory Soil Science or Forage and Pasture Management	3-4
U.S. Travel – Integrated Resource Management	2
Topics in Animal Sciences: Family Ranching	1
Sheep Systems or Beef Systems	3
Agricultural and Resource Enterprise Analysis	3
Agricultural Marketing	3
Agricultural Policy	3
Rangeland Conservation and Stewardship	3
Sociology of Rural Life	3
Total	27-28

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (6)
DATE: June 26-28, 2018

****

SUBJECT

New Minor: SDSU Minor in Sustainability

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests permission to offer a minor in Sustainability. Sustainability professionals focus on the intersection of environment, economics, and social and cultural issues. The minor will prepare graduates to help employers conserve resources (e.g., energy, water, dollars) and improve efficiencies. The minor complements any major on campus and will appeal to students interested in business, government, and non-profit organizations. Graduates with the minor can utilize their skills in a variety of sectors; SDSU indicates that South Dakota alone saw 137% increase in sustainability related positions from 2014 to 2015.

IMPACT AND RECOMMENDATION

SDSU projects 20 graduates per year with the minor after full implementation. SDSU does not request any new resources, although most courses have associated prefix fees. The minor consists of 18 credit hours and one new course.

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – Minor in Sustainability

****

DRAFT MOTION 20180626_8-C(6):

I move to approve SDSU's new program proposal for a minor in Sustainability as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED MINOR:	**Sustainability**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**Conservation Planning & Park Management (B.S.), Geography (Minor & B.S.), Ecology & Environmental Sciences (B.S.), Rangeland Ecology & Management (Minor & B.S.), Sustainable Energy Systems (Minor)**
INTENDED DATE OF IMPLEMENTATION:	**2018-2019 Academic Year**
PROPOSED CIP CODE:	**30.3301**
UNIVERSITY DEPARTMENT:	**Geography**
UNIVERSITY DIVISION:	**Arts, Humanities and Social 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.

Barry H. Dunn

President of the University

5/16/2018
Date

1. Do you have a major in this field? ☐ *Yes* ☒ *No*

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Sustainability. The proposed Sustainability minor will prepare graduates to help their employers conserve resources (from energy to water to dollars) and improve efficiency; create new, more environmentally and socially responsible technologies or services; educate stakeholders about environmental and social issues and engage them in planning and programming accordingly, and more. Regardless of job title, the work of all sustainability professionals focuses on the intersection of environment, economics and social and cultural issues: what's referred to in the business world as the "triple bottom line" of people, profits and planet. The minor complements any major on

campus and provides both intellectual breadth and depth in a challenging new area of inquiry that is gaining a high level of interest in businesses, government agencies, and non-governmental organizations. A minor in Sustainability and a major in a discipline will provide excellent thinking and problem-solving skills for students as a citizen, employee, or graduate student.

The proposed minor has been developed through an interdisciplinary collaboration between the Departments of Consumer Sciences, Geography, Natural Resource Management, Chemistry & Biochemistry, and Health Sciences. The minor is interdisciplinary in nature, but it will be administratively aligned with the Department of Geography. The Department of Geography at SDSU is the "best fit" for a Sustainability minor because geography is a discipline that intersects the natural, social, and technological sciences, which means that it has tools and ideas that can be applied to today's complex problems. For these reasons, geographers are comfortable working with scientists in other disciplines. Sustainability majors, minors, and specializations are offered by many Geography Departments throughout the United States because of geography's spatial and multidisciplinary approach.

This minor supports the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.*

The Sustainability minor also directly supports SDSU's most recent strategic plan. IMPACT 2018 identifies as two of the University's core values the "improved quality of life for the people and communities of South Dakota, the nation and the world" and "economic and environmental sustainability." Strategic Goal 1 commits the University to "prepare students to make intellectual contributions to the global community" and "cultivate aware, engaged and active citizens well prepared to work in local, state, national and global communities."

SDSU does not intend to request new state resources; however, many of the courses within the minor have existing prefix fees attached to them.

3. What is the nature/purpose of the proposed minor?

Sustainability is a concept that is becoming increasingly used as human societies recognize the finite nature of many natural resources and the lingering ill effects of overconsumption, pollution, and poorly planned land uses. Sustainability is defined as meeting the needs of the current generation without compromising the ability of future generations to meet their own needs, and to do so while maintaining ecological processes, functions, biodiversity, and productivity into the future. An understanding of sustainability includes the scientific basis for sustainable resource use as well as the social and economic implications and/or costs of sustainable practices. Given the state of the global economy, the heavy reliance of both developed and developing nations on increasingly limited supplies of non-renewable energy sources, and the resultant social unrest that is building throughout many parts of the world, understanding the challenges facing society today requires an interdisciplinary perspective of the problems faced in moving toward a sustainable future.

4. How will the proposed minor benefit students?

The Sustainability minor will allow students to explore the challenges of sustainability and to think about how to develop solutions to pressing issues at the local, regional, and global scale. It introduces students to the concepts, principles, and issues that inform the sustainability paradigm and also integrates classroom and community-based learning and research in a program that prepares students to apply the sustainability perspective to their future endeavors.

The minor will provide an interdisciplinary approach to sustainability, allowing students to explore the challenges of sustainability and to think about how to develop solutions to pressing issues at the local, regional, and global scale. Students will be exposed to information and experiences that increase their knowledge base of the three pillars of sustainability as reflected in the human and scientific dimensions as well as coursework on ethics and policy. In addition, students will be able to articulate the integrated dimension of sustainability within an interdisciplinary setting.

5. **Describe the workforce demand for graduates in related fields, 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.*

Workers in nearly any career will benefit from this minor. Sustainability skills may be applied to a much larger range of the workforce. Employers across many sectors are seeking workers trained in systems-thinking and sustainability who can help them compete in a world of limited resources. According to the Bureau of Labor Statistics, although sustainability most often is associated with environmental protection and conservation, it also has social and economic impacts. In fact, many companies adopt sustainability strategies to increase profits, and the environmental aspects become an added bonus. Sustainability professionals help organizations achieve their goals by ensuring that their business practices are economically, socially, and environmentally sustainable. Sustainability is a diverse field that includes a wide variety of professionals. Sustainability professionals can be business managers, scientists, or engineers; or they can come from other backgrounds. Although their specific career paths might differ, sustainability professionals promote environmental protection, social responsibility, and profitability.[1]

From January to March 2015, 1.2 million green job opportunities were posted across the United States.[2] Specifically, from 2014-2015, South Dakota saw a 137% increase in clean green jobs.[3] According to May 2011 BLS figures, the highest median salaries in sustainability are in areas of management and engineering. Other specific sustainability work includes industrial managers, logistics (transportation, storage, and distribution) managers, environmental scientists, and civil engineers. The range of professions to which sustainability is relevant is considerable. Virtually any field that requires an understanding of the social, environmental and economic implications of personal, corporate and government decisions is applicable. These fields include but are not limited to researchers, advocacy experts, policy makers, urban planners and geographers, social workers, entrepreneurs interested in the green economy, energy auditors, and business process specialists, among others.

In addition, the *2020 Vision: The South Dakota Science and Innovation Strategy* plan includes Innovation in Energy and Environment (including renewable energy) as one of the state's target

[1] Bureau of Labor Statistics, U.S. Department of Labor, *Is a Sustainability Career on Your Green Horizon?*, https://www.bls.gov/green/sustainability/sustainability.pdf
[2] https://www.ecotechinstitute.com/
[3] https://www.ecotechinstitute.com/cleanjobsindex/infographics/clean-jobs-infographic-2015-q3.png

sectors.[4]

The proposed minor does not by itself qualify a student for employment in these fields; however, the Bureau of Labor Statistics employment projections include a number of potential careers relevant to the Sustainability minor. For example, from 2016-2026[5]:

- Cartographers and photogrammetrists projected to grow 19%, much faster than average.
- Civil engineers projected to grow 11%, faster than average.
- Conservation scientists and foresters projected to grow 6%, as fast as average.
- Construction managers projected to grow 11%, faster than average.
- Environmental engineers projected to grow 8%, as fast as average.
- Environmental scientists and specialists projected to grow 11%, faster than average.
- Geographers projected to grow 6%, as fast as average.
- Landscape architects projected to grow 6%, as fast as average.
- Logisticians projected to grow 7%, as fast as average.
- Management analysts projected to grow 12%, faster than average.
- Mechanical engineers projected to grow 9%, as fast as average.
- Natural Science Managers projected to grow 10%, faster than average.
- Occupational health and safety specialists and technicians projected to grow 8%, as faster as average.
- Operations research analysts projected to grow 27%, much faster than average.
- Social and community service managers projected to grow 16%, faster than average.
- Urban and regional planners projected to grow 13%, faster than average.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

The estimates below were developed based on past enrollment figures in new minors and their four-year progression, along with discussions with faculty and administrators regarding interest in the proposed minor.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 18	FY 19	FY 20	FY 21
Students enrolled in the minor (fall)	15	25	35	45
Completions by graduates	0	5	15	20

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The curriculum will provide students with an interdisciplinary approach to sustainability, allowing students to explore the challenges of sustainability and to think about how to develop solutions to pressing issues at the local, regional, and global scale. Students will be exposed to information and experiences that increase their knowledge base of the three pillars of sustainability as reflected in the human and scientific dimensions as well as coursework on ethics and policy. All students will be required to complete a core set of courses (9 credits) which address an overview of

[4] *SD EPSCoR REACH Committee (2013) 2020 Vision: The South Dakota Science and Innovation Strategy*. Available at http://sdepscor.org/sdepscorHome/wp-content/uploads/2015/07/2020-Vision.pdf.
[5] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, on the Internet at https://www.bls.gov/ooh/ (visited *November 01, 2017*).

sustainability. In addition, students will select one course from three different emphasis areas: 1) Human Dimensions, 2) Scientific Dimensions, and 3) Ethics, Law, Policy and Planning. The result is a curriculum that introduces students to the field of sustainability, then provides knowledge, concepts, and practices that support professional activity and/or further education in sustainability. This curriculum was developed through an interdisciplinary collaboration between the Departments of Consumer Sciences, Geography, Natural Resource Management, Chemistry & Biochemistry, and Health Sciences.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Minor in Sustainability	Credit Hours	Percent
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)	Discipline/ Prefix Fee[6]
GEOG	102	Sustainable Society	3	Yes	$20.15
Select 1 of the following courses:					
NUTR	111	Food, People and the Environment	3	No	$28.20
NRM	110	Introduction to Natural Resource Management	3	No	$20.15
SOC	245	Environment and Society	3	No	N/A
Select 1 of the following courses:					
ABS	475-475L	Integrated Natural Resource Management and Lab	3	No	$20.15
GEOG	447	Geography of the Future	3	No	$20.15
		Subtotal	9		

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Students must complete at least 9 credits from the following. Select 1 course from each category.

Prefix	Number	Course Title	Credit Hours	New (yes, no)	Discipline/ Prefix Fee
Human Dimensions					
Select 1 of the following courses:					
ABS	203	Global Food Systems	3	No	$20.15
ECON	372	Introduction to Resource and Environmental Economics	3	No	$28.85
ENGL	256	Literature of the American West	3	No	N/A
GEOG	415	Environmental Geography	3	No	$20.15
HIST	379	Environmental History	3	No	N/A

[6] https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/1_Guidelines/1_10A_Guideline.pdf

MKTG	370	Marketing	3	No	N/A
PSYC	244	Environmental Psychology	3	No	N/A
SOC	462	Population Studies	3	No	N/A
WL	430-430L	Human Dimensions in Natural Resource Management and Lab	3	No	$20.15
Scientific Dimensions					
Select 1 of the following courses:					
CEE	225	Principles of Environmental Science and Engineering	3	No	$80.55
CM	460	Sustainable Building Systems Concepts and Analysis	3	No	$80.55
EES	275	Introduction to Environmental Science	3	No	$20.15
GEOG	425	Population Geography	3	No	$20.15
HO/PS	447	Organic Plant Production	3	No	$20.15
NRM	221	Introduction to Conservation Planning and Management	3	No	$20.15
NRM	311	Principles of Ecology	3	No	$20.15
RANG	205-205L	Introduction to Range Management and Lab	3	No	$44.65
WL	220	Introduction to Wildlife and Fisheries Management	3	No	$20.15
Ethics, Law, Policy and Planning					
Select 1 of the following courses:					
AGEC	479	Agricultural Policy	3	No	$28.85
GEOG	365	Land Use Planning	3	No	$20.15
NRM	300	Laws and Policies in Natural Resource Management	3	No	$20.15
PHIL	454	Environmental Ethics	3	No	N/A

Note: Several elective courses have prerequisites, meaning that students may take more than the 18 credit hours prescribed in AAC Guideline 2.8 for a minor. However, the prerequisites in question are typically taken during students' general education coursework, thus will have little effect on students pursuing the minor. A list of such courses and the prerequisites is below:

ENGL 256 (ENGL 201)
MKTG 370 (ECON 201 or 202)
PSYC 244 (PSYC 101 or 102)
SOC 462 (SOC 100 or 150)
CEE 225 (CHEM 106 or 114)
EES 275 (CHEM 106 or 112)
AGEC 479 (ECON 201+202)

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Students who complete the requirements for the Sustainability minor will be able to:

1. Define sustainability and articulate an understanding of the linkages between social, economic, and environmental perspectives.
2. Recognize and assess how sustainability impacts the natural environment and human

communities.
3. Apply measures of sustainability and an evidence-based, interdisciplinary approach to issues of social, environmental and economic justice.

The attached curriculum map (Appendix A) shows where students achieve these outcomes in the curriculum.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Standard instructional approaches will be used.

12. Delivery Location[7]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***
On campus	Yes	**2018-2019 Academic Year**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		

	Yes/No	***If Yes, identify delivery methods[8]***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	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 online program)? [9]

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	018 - Internet Synchronous	2018-2019 Academic Year

83% of the Sustainability minor is available online.

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*

[7] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[8] Delivery methods are defined in AAC Guideline 5.5.
[9] This question responds to HLC definitions for distance delivery.

None.

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.*

SDSU does not require any additional resources to offer this minor.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).

☒ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☐ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

Appendix A
Minor in Sustainability – Student Learning Outcomes

	Program Courses that Address the Outcomes								
Individual Student Outcome	ABS 475-475L	GEOG 102	GEOG 447	NRM 110	NUTR 111	SOC 245	Human Dimensions Electives	Scientific Dimensions Electives	Ethics, Law, Policy and Planning Elective
Students will define sustainability and articulate an understanding of the linkages between social, economic, and environmental perspectives.	X	X	X						
Students will recognize and assess how sustainability impacts the natural environment and human communities.	X	X	X	X	X	X		X	
Students will apply measures of sustainability and an evidence-based, interdisciplinary approach to issues of social, environmental and economic justice.	X	X	X	X		X	X		X

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (7)
DATE: June 26-28, 2018

****

SUBJECT

New Program: SDSU AS and BS in Data Science

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer both an Associate of Science (AS) and a Bachelor of Science (BS) in Data Science. The Board approved the intent to plan at the May 2018 meeting.

The proposed programs will utilize data science-centered mathematics, statistics, and statistical computation courses created over the past several years by the Department of Mathematics and Statistics. The AS would stack naturally into the BS in Data Science and the BS in Mathematics with Data Science Specialization. SDSU presents multiple studies showing high occupational growth projections for data scientists trained at the undergraduate and graduate levels, including growing demand for those without bachelor's degrees but possessing entry-level data science skills.

IMPACT AND RECOMMENDATION

SDSU estimates graduating 25 students per year with the BS and 8 per year with the AS after full implementation. SDSU does not anticipate asking for new state resources for the program; however, the programs would be applying the same MATH and STAT program fees applied to the BS in Mathematics ($40.95/credit hour). The programs do not require the creation of any new courses.

SDSU requests authorization to offer the programs online.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – AS and BS in Data Science

****

DRAFT MOTION 20180626_8-C(7):

I move to authorize SDSU to offer the AS and BS in Data Science as presented, including authorization for online delivery.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

UNIVERSITY:	**SDSU**
MAJOR:	**Data Science**
EXISTING OR NEW MAJOR(S):	**New**
DEGREE:	**Associate of Science (A.S.)** **Bachelor of Science (B.S.)**
EXISTING OR NEW DEGREE(S):	**Existing**
INTENDED DATE OF IMPLEMENTATION:	**2018-2019 Academic Year**
PROPOSED CIP CODE:	**27.0501**
SPECIALIZATIONS:[1]	**None**
IS A SPECIALIZATION REQUIRED (Y/N):	**No**
DATE OF INTENT TO PLAN APPROVAL:	**5/9/2018**
UNIVERSITY DEPARTMENT:	**Mathematics & Statistics (SMATH)**
UNIVERSITY DIVISION:	**Jerome J. Lohr College of Engineering (SENGR)**

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.

Barry H. Dunn

President of the University — Date: 5/16/2018

1. What is the nature/purpose of the proposed program?

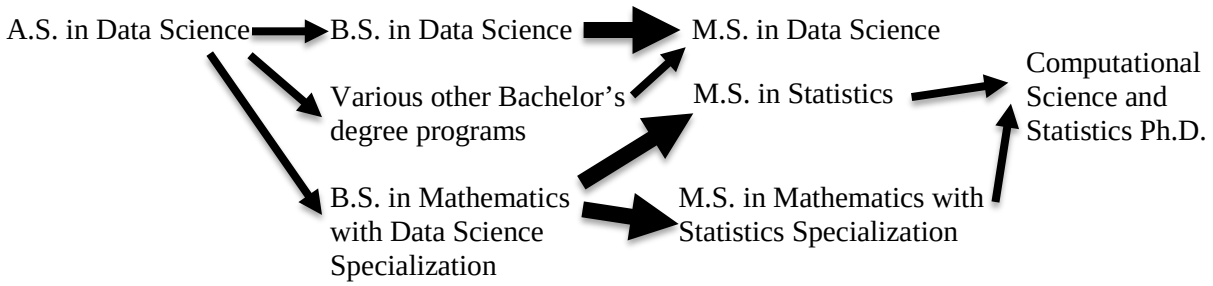
South Dakota State University (SDSU) requests authorization to offer both an Associate of Science and a Bachelor of Science in Data Science. The proposed programs will draw upon the wide range of data-science-centered mathematics, statistics, and statistical computation courses created over the past several years by the Department of Mathematics and Statistics as it has developed a strong regional and national presence in the field of data science.

The A.S. in Data Science would stack naturally into the B.S. in Data Science, the B.S. in Mathematics with Data Science Specialization, or many other degree programs in the applied, social, or natural sciences that can be enhanced by additional data science focus. It is also expected that the A.S. in Data Science will be of interest to students pursuing bachelor's

[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.

degrees in various applied, social, and natural sciences degrees. It would stack naturally into bachelor's degree programs into a variety of other degree programs, producing data-enabled graduates in these fields that will deliver more value in the workplace than their less data-enabled colleagues with otherwise similar credentials. The curriculum for the associate degree has been designed to allow students to fulfill the first 60 credits of coursework towards their baccalaureate degree; graduates of the A.S. in Data Science can complete the B.S. in Data Science or B.S. in Mathematics – Data Science Specialization with an additional 60 credit hours. The programs will offer students an exceptionally strong undergraduate preparation in the field of data science that will prepare them either for direct entry into the workforce or for entry into competitive graduate data science programs. In particular, the B.S. in Data Science will allow students to transition seamlessly into SDSU's M.S. in Data Science program.

The chart below depicts the potential paths through the SDSU Department of Mathematics and Statistics' existing and proposed data science, statistics, mathematics, and computational science programs that would exist if the two proposed programs are approved. Thicker arrows indicate situations in which it currently is or will be possible to follow an accelerated path to completion of a combined bachelor's plus master's degree. The result is a comprehensive set of programs that will prepare students for entry into the workforce of many sectors of the economy, with many different levels of data proficiency.



The University does not request new state resources for either program.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?[2]

As a land grant university, SDSU is charged with serving the state and its citizens through education, research, and service. Given the professional value of data science education to individuals, and the capacity of a data-enabled workforce to drive economic growth and enhance quality of life, it is clear that the proposed program's goals align directly with SDSU's mission.

The proposed major in Data 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.*

[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.

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 programs build on SDSU's existing faculty expertise, research programs, and portfolio of existing academic programs in data science, statistics, mathematics, and computational science as depicted in the diagram on the bottom of page 1 of this document.

Both the proposed A.S. and B.S. in Data Science also align well with the current South Dakota Board of Regents Strategic Plan 2014-2020. The SDBOR's strategic plan calls out the five target sectors identified in the South Dakota Science and Innovation Strategy as expressed in SD EPSCoR's 2020 Vision report: Value Added, Agriculture and Agribusiness, Energy and Environment, Materials and Advanced Manufacturing, Human Health and Nutrition, Information Technology/Cyber-Security/ Information Assurance. The availability of data-enabled workforce members such as those who will graduate from the proposed A.S. and B.S. in Data Science programs and the existing M.S. in Data Science program to which they can lead is a key ingredient to progress in each of these sectors. Additionally, the proposed programs are STEM degrees, another area of emphasis in SDBOR's plan.

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.*

Evidence of the substantial, wide-spread demand for data science skills is abundant.

- The first major report to this effect came from McKinsey in 2011 when it published its study *Big data: The next frontier for innovation, competition, and productivity* which predicted that by 2018 "140,000-190,000 more deep analytical talent positions, and 1.5 million more data-savvy managers are needed to take full advantage of big data in the United States."[3]
- Since then, a steady flow of reports and articles from the likes of the Harvard Business Review, Forbes, Glassdoor, CareerCast, and InfoWorld continued to confirm the substantial, ongoing shortage of skilled data scientists. For example, Glassdoor rated Data Scientist the best job in the nation in both 2016 and 2017 based on the number of job openings, the job satisfaction rating, and the median annual base salary, while a new study by CareerCast.com found that Data Science jobs have the best growth potential over the next seven years.[4]
- More recently (2017), IBM's *The Quant Crunch: How the Demand for Data Science Skills is Disrupting the Job Market* projected that by 2020 the number of annual job openings for all data savvy professionals in the U.S. will increase by 364,000 openings to 2,720,000.[5]

[3] http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/big-data-the-next-frontier-for-innovation
[4] https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm
[5] https://www-01.ibm.com/common/ssi/cgi-bin/ssialias?htmlfid=IML14576USEN

- Placing this extraordinary demand for data scientists in a broader context of demand in the Mathematical Sciences Occupations is the most recent available (2016) Conference Board/Wall Street Journal Labor Shortages Index, in which the Mathematical Sciences Occupations trail only Occupational/Physical Therapy Assistants in terms of demand for qualified employees outstripping supply.[6] Much of this demand comes in the form of demand for data scientists.
- The most recent evidence indicates that the demand for data science will continue to grow.
  - In October 2017, the U.S. Bureau of Labor Statistics released its 2016-26 employment projections, which separately placed both statisticians and mathematicians in the top ten fastest growing occupations[7] (these are the BLS categories that include data science).
  - In December, LinkedIn named the top 20 emerging jobs of 2017, with four distinct data science jobs in the top ten. Specifically, they are (with rankings) Machine Learning Engineer (1), Data Scientist (2), Big Data Developer (5), and Director of Data Science (8).[8]

At the state and regional level, demand in this area is already strong and is predicted to grow. For example, the South Dakota Department of Labor and Regulation's July 2016 e-Labor Bulletin[9] puts the "Professional, Scientific, and Technical Services" industry fourth on the list of highest projected employment growth from 2014 through 2024, with growth projected at 13.2%.

Similarly, *Growth and Change in South Dakota Labor Markets*[10] states that with respect to new jobs created between 2001 and 2013,

> "Especially rapid growth occurred in the health professions, computer/mathematical and engineering occupations…",

noting that,

> "The strongest job growth was concentrated in the professional fields including scientific, engineering and math-related fields".

It goes on to state that when looking to the future,

> "The South Dakota professional, scientific and technical services industry is a major employer of a large variety of workers in various business and management professions as well as scientific, engineering and computer science and mathematical technology occupations. Strong job growth and very low unemployment rates in this industry and among the major professional occupations that make up this industry also suggest growing labor scarcity",

and finally that,

> "With extraordinarily low unemployment in the PST (professional, scientific and technical) industry, a strong long-term record of job growth with only modest cyclical swings in employment and very bright national outlook, we believe that the prospects for growth in this industry are quite bright in South Dakota. The basic constraint on this growth will be access to qualified professionals."

[6] http://graphics.wsj.com/table/LABORSHORTAGEINDEX_0419
[7] https://www.bls.gov/news.release/pdf/ecopro.pdf
[8] https://economicgraph.linkedin.com/research/LinkedIns-2017-US-Emerging-Jobs-Report
[9] https://dlr.sd.gov/lmic/lb/2016/lbart_july2016_industry_employment_trends_to_2024.pdf
[10] https://dlr.sd.gov/publications/documents/sdwins_sd_labor_markets_may2014.pdf

Both proposed programs will provide direct responses to this ongoing, extraordinary demand for data science expertise in the workforce.

Traditionally, careers such as data scientist have been thought of as being open to those with Bachelor's, Master's, or Doctoral degrees. However, national and regional interest in alternative credentials has grown substantially in recent years, and is having an impact in tech fields similar in nature to data science such as coding, where certificates, boot camps, and other credentialing mechanisms have become very popular and effective.[11] Major employers such as IBM want to and do hire substantial numbers of employees who don't have four-year degrees in hard to hire areas.[12]

Employers would be expected to be as at least as receptive to hiring employees with a high-quality A.S. in Data Science as they are to hiring those with various alternative coding credentials.

In South Dakota more data-enabled people are needed in workforce at every level and across many disciplines. The proposed A.S. program will help the state meet this need by:

- preparing graduates who have the valuable set of data management and basic data analysis skills that can be delivered in a program at the Associate degree level.
- serving as an accessible entry point into the important discipline of data science for students at all levels including high school, traditional college, and non-traditional.
- giving students in a wide variety of majors and disciplines the opportunity to enhance their professional capabilities by enhancing their ability to manage and analyze data.
- leading naturally into more advanced study in data science for interested students.

It is also expected that the A.S. in Data Science will be of interest to students pursuing bachelor's degrees in various applied, social, and natural sciences degrees. It would stack naturally into bachelor's degree programs including but not limited to Biology, Biotechnology, Business Economics, Computer Science, Economics, Exercise Science, Food Science, Geographic Information Sciences, Microbiology, Psychology, Precision Agriculture, and Sociology. Stacking the A.S. in Data Science into these bachelor's degree programs will produce data-enabled graduates in these fields that will deliver more value in the workplace than their less data-enabled colleagues with otherwise similar credentials. The A.S. in Data Science will also stack naturally into the B.S. in Data Science and the B.S. in Mathematics with Data Science Specialization.

Employers of recent graduates of the SDSU Department of Mathematics and Statistics who have emphasized data science in their program of study are diverse, cutting across many sectors of the economy. They include Allianz, Amazon, Bancorp, Bluestem Brands, Cabela's, CAPITAL Card Services, Cargill, Citibank, Clickrain, Cornerstone Bank, Cortrust Bank, Dacotah Bank, Daktronics, Deloitte, Experian, First Bank and Trust, First National Bank of Omaha, First Premier Bank, Great West Casualty, Impact Radius, MARTA, Meta Payment Systems, Microsoft, Midland National Life, Mutual of Omaha, Optum, Plains Commerce Bank, POET, Premier Bankcard, Premier, Inc., Raven Industries, Reliamax, Sanford Health, Sanford Research, SD PUC, Target Corporation, US Census Bureau, Weather Analytics, and Wells Fargo.

[11] https://www.wsj.com/articles/coding-boot-camps-attract-tech-companies-1470945503
[12] https://www.cnbc.com/2017/11/07/why-ibm-wants-to-hire-employees-who-dont-have-a-4-year-college-degree.html

Job titles of these recent graduates are also quite diverse, including Actuary, Advanced Analytics Consultant, Analyst, Analytics Leader, Analytics Manager, BP&A Lead Analyst, Business Analyst, Business Intelligence Analyst, Business Risk Analyst, Chief Data Scientist, Contract Analyst, Credit Analyst, Credit Risk Analyst, Credit Risk Manager, Data Analyst, Data Engineer, Data Science Director, Data Scientist, Decision Support Developer, Director of Decision Analytics, Financial Analyst, Portfolio Analyst, Risk Analyst, Statistician, and Vice President of Analytics.

Many other recent graduates have gone on to graduate programs in data science, statistics, mathematics, or closely related areas. Particularly popular choices of these graduates have been SDSU's M.S. in Data Science, M.S. in Statistics, M.S. in Mathematics, and Ph.D. in Computational Science and Statistics.

4. How will the proposed program benefit students?

As discussed in the response to question 3, demand for data-enabled graduates is substantial and cuts across many economic sectors. The proposed programs will produce data-enabled graduates capable of direct entry into the workforce in any of these sectors. They will also provide a means for students to either develop deep data science expertise through further study in graduate programs such as the M.S. in Data Science, or to incorporate enhanced data science skills into careers, undergraduate programs of study, or graduate programs of study in the applied, social, or natural sciences. Any of these paths lead to enhanced professional value in the students' chosen disciplines. In addition, any student who is pursuing a bachelor's degree and has fulfilled the requirements of the associate's degree will be awarded the associate's degree.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?[13]

SDSU is authorized to deliver the A.S. and B.S. degrees.

B. What is the rationale for the curriculum?

This curriculum derives primarily from other related departmental programs successfully created and delivered over the past ten years, particularly the M.S. in Data Science and the B.S. in Mathematics with Specialization in Data Science. The curricula for these programs were derived in turn from years of interaction with the industry advisory board and other regional and national stakeholders, as well as study of other successful programs such Montana Tech's B.S. in Data Science program. SDSU's Department of Mathematics and Statistics faculty have substantial regionally and nationally recognized expertise in this area as well, and after gathering input from the aforementioned sources discussed and developed the curricula for the proposed programs.

The curricula of the proposed programs have a strong applied, professional focus, in

[13] 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.

keeping with that of the very successful M.S. in Data Science program to which they might naturally lead. As with the M.S. in Data Science, the proposed programs will prepare students for employment opportunities across broad swaths of both the public and private sectors.

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?*

There are no well-defined national standards in the sense of curriculum specified by an accrediting agency, given that no such accreditation is available. However, the curriculum addresses all major areas of the statistical, mathematical, and computational practice of data science that are accessible to undergraduates, is consistent with that of similar programs such as Montana Tech's B.S. in Data Science, and perhaps most importantly is modeled on the curricula of the department's other very successful data science programs. Learning outcomes for the proposed programs will similarly be modeled on those of the department's other data science programs. Students graduating from these programs have been very well prepared for regional and national professional opportunities.

D. Summary of the degree program:

The A.S. in Data Science would offer two options for some courses. The first set of options produces a program well suited for stacking into majors other than data science programs. [14] The second set of options produces a program well suited for stacking in data science programs.[15]

A.S. in Data Science	Credit Hours	Credit Hours	Percent
System General Education Requirements**	26 OR 25		
Subtotal, Degree Requirements		26 OR 25	43.3 OR 41.7%
Required Support Courses	3		
Major Requirements	21 OR 22		
Subtotal, Program Requirements		24 OR 25	40 OR 41.6%
General Electives		10	16.7%
Degree Total[16]		60	100%

**Board Policy 2:26 requires all associate degree programs to include 24 credits of coursework. At least three credit hours shall be earned from each of six goals (total of 18 credits). The additional six credits designated by SDSU will include Goal #1 and Goal # 3. Students would select between MATH 121-121L (5 credits) and MATH 123 (3 credits) for SGR #5. This has increased the System General Education Requirement from 25 to 26 credits.

[14] Courses selected for option 1 will stack into non-data science programs. Courses will include MATH 121-121L (SGR #5), STAT 281 or STAT 381 (Major Requirement), STAT 441 (Major Requirement), and STAT 442 (Major Requirement).
[15] Courses selected for option 2 will stack into data science programs. Courses will include MATH 123 (SGR #5), MATH 125 (Major Requirement), STAT 382 (Major Requirement), and STAT 482 (Major Requirement).
[16] 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.

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		SGR #1 Written Communication	3	No
		SGR #1 Written Communication	3	No
		SGR #2 Oral Communication	3	No
		SGR #3 Social Sciences/Diversity	3	No
		SGR #3 Social Sciences/Diversity	3	No
		SGR #4 Humanities and Arts/Diversity	3	No
MATH OR MATH	121-121L (Option 1) 123 (Option 2)	Survey of Calculus and Lab (5) Calculus I (4) (SGR #5 Mathematics)	4-5	No
INFO	101	Introduction to Informatics (SGR #6 Natural Sciences)	3	No
		Subtotal	26 (Option 1) OR 25 (Option 2)	

Required Support Courses Outside the Major

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CSC	150	Computer Science I	3	No
		Subtotal	3	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT	101	Introduction to Data Science	3	No
STAT	410	SAS Programming	3	No
STAT	415	R Programming	3	No
STAT OR STAT OR STAT	281 (Option 1) 381 (Option 1) 382 (Option 2)	Introduction to Statistics (3) Introduction to Probability and Statistics (3) Probability and Statistics I (3)	3	No
STAT OR STAT	441 (Option 1) 482 (Option 2)	Statistical Methods II (3) Probability and Statistics II (3)	3	No
STAT OR MATH	442 (Option 1) 125 (Option 2)	Exploratory Data Analysis (3) Calculus II (4)	3-4	No
MATH OR MATH	250 253	Mathematics for Computer Science (3) Logic, Sets, and Proof (3)	3	No
		Subtotal	24 (Option 1) OR 25 (Option 2)	

South Dakota State University
New Undergraduate Degree/Program: A.S. & B.S. in Data Science

B.S. in Data Science	Credit Hours	Credit Hours	Percent
System General Education Requirements**	32		
Subtotal, Degree Requirements		32	26.7%
Required Support Courses	3		
Major Requirements	23		
Major Electives	24		
Subtotal, Program Requirements		50	41.7%
General Electives		38	31.6%
Degree Total[17]		120	100%

**Board Policy 2:7 requires all baccalaureate degree programs to include 30 credits of coursework. PHYS 111-111L, PHYS 211-211L, CHEM 106-106L, CHEM 112-112L and BIOL 151-151L each require four credits. This has increased the System General Education Requirement from 30 to 32 credits.

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		SGR #1 Written Communication	3	No
		SGR #1 Written Communication	3	No
		SGR #2 Oral Communication	3	No
		SGR #3 Social Sciences/Diversity	3	No
		SGR #3 Social Sciences/Diversity	3	No
		SGR #4 Humanities and Arts/Diversity	3	No
		SGR #4 Humanities and Arts/Diversity	3	No
MATH	123	Calculus I (SGR #5 Mathematics)	4	No
INFO	101	Introduction to Informatics (SGR #6 Natural Sciences)	3	No
Select one of the following courses (SGR #6 Natural Sciences): PHYS 111-111L Introduction to Physics I and Lab (4) OR PHYS 211-211L University Physics I and Lab (4) OR CHEM 106-106L Chemistry Survey and Lab (4) OR CHEM 112-112L General Chemistry I and Lab (4) OR BIOL 151-151L General Biology I and Lab (4)			4	No
		Subtotal	32	

Required Support Courses Outside the Major

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CSC	150	Computer Science I	3	No
		Subtotal	3	

[17] 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)
MATH	125	Calculus II	4	No
MATH	198	The Mathematics Profession	1	No
MATH	225	Calculus III	4	No
MATH	230	Sophomore Seminar	1	No
MATH	253	Logic, Sets, and Proof	3	No
MATH	315	Linear Algebra	4	No
MATH	401	Senior Capstone	2	No
STAT	382	Probability and Statistics I	3	No
STAT	482	Probability and Statistics II	3	No
		Subtotal	23	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Select 24 credits from the following list.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CSC	250	Computer Science II	3	No
CSC	300	Data Structures	3	No
CSC	319	Parallel Computing	3	No
MATH	316	Discrete Math	3	No
MATH	374	Scientific Computation	3	No
MATH	475	Operations Research	3	No
STAT	101	Introduction to Data Science	3	No
STAT	383	Geospatial Data Analysis	3	No
STAT	410	SAS Programming	3	No
STAT	415	R Programming	3	No
STAT	441	Statistical Methods II	3	No
STAT	442	Exploratory Data Analysis	3	No
STAT	445	Nonparametric Statistics	3	No
STAT	451	Predictive Analytics I	3	No
STAT	453	Applied Bayesian Statistics	3	No
STAT	460	Time Series Analysis	3	No

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.*

The knowledge and competencies for both proposed programs are the same. The level of sophistication at which each competency can be implemented will be higher for the B.S. program than the A.S. program.

Upon graduation, graduates of the A.S. and B.S. in Data Science will be able to:

- gather requirements from professional contexts and translate them into a clearly articulated data analysis problem.
- identify and gather the data necessary for the analysis and prepare the data for analysis.
- select the optimal combination of mathematical and statistical techniques necessary to solve this problem.
- select those software tools and computing environments that are optimal for implementing these mathematical and statistical techniques.
- conduct the analysis in a manner that produces well-understood and reproducible results, and avoids common analytical and ethical problems associated with data analysis.
- interpret the results of the analysis to generate actionable intelligence, and;
- communicate the results of the analysis to stakeholders in the optimal combination of written, graphical/visual, and verbal means.

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.

No national instruments are available to measure individual student achievement.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[18] What are the consequences for students who do not demonstrate mastery?

Students in the both programs will be assessed continuously throughout their two or four year degree program in accordance to the assessment plan for all departmental programs.

The proposed programs build on existing, successful departmental programs with strong, proven assessment processes in place. The existing framework of courses and faculty expertise will provide a strong foundation for student learning. In particular, capstone experiences in both programs will provide a final, cumulative opportunity to assess students level of mastery of all program learning outcomes.

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, departmental 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.

[18] 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?

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.*

The following approaches and technologies will be utilized:

- Lecture/Lab/Discussion
- Active learning infused throughout the curriculum
- Case 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?[19] 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 consultants were utilized.

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 graduate*

It is expected that students will be both new to the University and redirected from other programs.

Enrollment estimates for the B.S. in Data Science below are based on:

- Known interest among current B.S. in Mathematics students.
- Known interest in double majors among current students in other SDSU programs.
- Enrollment trends observed when the Department started the M.S. in Data Science program alongside the existing M.S. in Mathematics and M.S. in Statistics programs.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 19	FY 20	FY 21	FY 22
Students new to the university	0	15	30	20
Students from other university programs	10	10	20	20
Continuing students	0	5	15	30
=Total students in the program (fall)	10	30	60	70
Program credit hours (major courses)**	130	390	780	910
Graduates	5	10	20	25

*Do not include current fiscal year.

[19] 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.

**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.

Enrollment estimates for the A.S. in Data Science below are based on:

- Interest in the M.S. in Data Science program and graduate certificate in Data Science expressed by students in other graduate programs.
- The heavy emphasis being placed on alternative, non-four-year degree credentials by the IT industry and multiple levels of government.

These estimates are necessarily less precise than those for the proposed B.S. in Data Science program. It is important to note that no new classes will be required for either of these degrees, so no courses offered in the A.S. of Data Science program will be depending on large enrollment in this program in order to be financially viable.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 19	FY 20	FY 21	FY 22
Students new to the university	5	5	5	5
Students from other university programs	0	0	5	5
Continuing students	0	5	5	5
=Total students in the program (fall)	5	10	15	15
Program credit hours (major courses)**	70	140	210	210
Graduates	0	4	8	8

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.

Accreditation is not available.

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. Delivery Location[20]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

A.S. and B.S. in Data Science

[20] 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	*Intended Start Date*
On campus	Yes	2018-2019 Academic Year

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		

A.S. in Data Science

	Yes/No	*If Yes, identify delivery methods*[21]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous – Term Based Instruction	2018-2019 Academic Year

B.S. in Data Science

Distance Delivery (online/other distance delivery methods)	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 online program)? [22]

B.S. in Data Science

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

45% of the B.S. in Data Science is 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 and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately.

A program budget is provided in Appendix B. All courses and faculty necessary to offer this program are already in place as part of existing programs. The A.S. and B.S. in Data Science programs would be supported by the applying the same MATH and STAT program fees applied to the B.S. in Mathematics. New enrollment generated by this program will be managed by adding GTA support as needed in existing courses to keep faculty workload unchanged. Faculty FTE stated in the budget represent the portion of an FTE that will be devoted to teaching students in this program, who will represent part but not all of the enrollment in any given course.

[21] Delivery methods are defined in AAC Guideline 5.5.
[22] This question responds to HLC definitions for distance delivery.

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program)? *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
A.S. and B.S. in Data Science – Student Learning Outcomes

A.S. in Data Science

	Program Courses that Address the Outcomes														
	Required Coursework														
Individual Student Outcome	CSC 150	INFO 101	MATH 121/L	MATH 123	MATH 125	MATH 250	MATH 253	STAT 101	STAT 281	STAT 381	STAT 382	STAT 410	STAT 441	STAT 442	STAT 482
Gather requirements from professional contexts and translate them into a clearly articulated data analysis problem.								X	X	X	X		X	X	X
Identify and gather the data necessary for the analysis and prepare the data for analysis.								X	X	X	X		X	X	X
Select the optimal combination of mathematical and statistical techniques necessary to solve this problem.	X	X										X		X	X
Select those software tools and computing environments that are optimal for implementing these mathematical and statistical techniques.								X	X	X	X		X	X	
Conduct the analysis in a manner that produces well-understood and reproducible results, and avoids common analytical and ethical problems associated with data analysis.								X	X	X	X		X	X	X
Interpret the results of the analysis to generate actionable intelligence.								X	X	X	X		X	X	X
Communicate the results of the analysis to stakeholders in the optimal combination of written, graphical/visual, and verbal means.								X	X	X	X		X	X	X

MATH 121/L, MATH 123, MATH 125, MATH 250, AND MATH 253 are prerequisites for other required courses included in this table.

B.S. in Data Science

	Program Courses that Address the Outcomes																											
	Required Coursework												Electives															
Individual Student Outcome	CSC 150	INFO 101	MATH 123	MATH 125	MATH 198	MATH 225	MATH 230	MATH 253	MATH 315	MATH 401	STAT 382	STAT 482	CSC 250	CSC 300	CSC 319	MATH 316	MATH 374	MATH 475	STAT 101	STAT 383	STAT 410	STAT 415	STAT 441	STAT 442	STAT 445	STAT 451	STAT 453	STAT 460
Gather requirements from professional contexts and translate them into a clearly articulated data analysis problem.											X	X						X	X	X			X	X	X	X	X	X
Identify and gather the data necessary for the analysis and prepare the data for analysis.											X	X							X	X			X	X	X	X	X	X
Select the optimal combination of mathematical and statistical techniques necessary to solve this problem.											X	X				X		X	X	X			X	X	X	X	X	X
Select those software tools and computing environments that are optimal for implementing these mathematical and statistical techniques.	X	X											X	X	X		X				X	X	X						
Conduct the analysis in a manner that produces well-understood and reproducible results, and avoids common analytical and ethical problems associated with data analysis.											X	X				X		X	X	X		X	X	X	X	X	X	X
Interpret the results of the analysis to generate actionable intelligence.											X	X							X	X		X	X	X	X	X	X	X
Communicate the results of the analysis to stakeholders in the optimal combination of written, graphical/visual, and verbal means.										X									X	X			X	X	X	X	X	X

MATH 123, 125, 198, 225, 230, 253, and 315 are prerequisites for other required courses included in this table.

South Dakota State University
New Undergraduate Degree/Program: A.S. & B.S. in Data Science

Appendix B
Budget and Resources

SDSU A.S. in Data Science

1. Assumptions		1st	2nd	3rd	4th
Headcount & hours from proposal		FY19	FY20	FY21	FY22
Fall headcount (see table in proposal)		5	10	15	15
Program FY cr hrs, On-Campus		70	140	210	210
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	*0.06*	*0.12*	*0.18*	*0.18*
Faculty Salary & Benefits, average	See p. 3	$89,123	$89,123	$89,123	$89,123
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*	*1.00*	*1.00*
Other Salary & Benefits, average	See p. 3	$16,968	$16,968	$16,968	$16,968

2. Budget				
Salary & Benefits				
Faculty, Regular	$5,199	$10,398	$15,597	$15,597
Faculty, Adjunct (rate x number of courses)	$0	$0	$0	$0
Other FTE	$0	$0	$16,968	$16,968
S&B Subtotal	$5,199	$10,398	$32,565	$32,565
Operating Expenses				
Travel	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0
Supplies & materials	$0	$0	$0	$0
Capital equipment	$0	$0	$0	$0
OE Subtotal	$0	$0	$0	$0
Total	**$5,199**	**$10,398**	**$32,565**	**$32,565**

3. Program Resources					
Off-campus support tuition/hr, HEFF net	UG	$296.48	$296.48	$296.48	$296.48
Off-campus tuition revenue	hrs x amt	$0	$0	$0	$0
On-campus support tuition/hr, HEFF net	UG	$296.48	$296.48	$296.48	$296.48
On-campus tuition revenue	hrs x amt	$20,753	$41,507	$62,260	$62,260
Program fee, per cr hr (if any)	$40.25	$2,818	$5,635	$8,453	$8,453
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	**$23,571**	**$47,142**	**$70,712**	**$70,712**
Resources Over (Under) Budget	**$18,372**	**$36,744**	**$38,147**	**$38,147**

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		$70,513	$16,800
University's variable benefits rate	(see below)	0.1438	0.0100
Variable benefits		$10,140	$168
Health insurance/FTE, FY18		$8,470	
Average S&B		$89,123	$16,968

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY18 salaries of 9 people in the Mathematics and Statistics Department were averaged.

Explain adjunct faculty costs used in table:

NA

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

"Other" salary and benefit information contained in column E is for Graduate Teaching Assistants.

Summarize the operating expenses shown in the table:

Routine expenses are included with those for the B.S. in Data Science program specified on the other tab of this document.

Summarize resources available to support the new program (redirection, donations, grants, etc).

No specific redirection will occur, but it's worth noting that no new courses will be developed to support this program, and no new faculty will be hired to support this program. New enrollment generated by this program will be managed by adding GTA support as needed in existing courses to keep faculty workload unchanged. Faculty FTE stated in section one represent the portion of an FTE that will be devoted to teaching students in this program, who will represent part but not all of the enrollment in any given course.

South Dakota State University
New Undergraduate Degree/Program: A.S. & B.S. in Data Science

SDSU B.S. in Data Science

1. Assumptions		1st FY19	2nd FY20	3rd FY21	4th FY22
Headcount & hours from proposal					
Fall headcount (see table in proposal)		10	30	60	70
Program FY cr hrs, On-Campus		130	390	780	910
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	*0.11*	*0.33*	*0.65*	*0.76*
Faculty Salary & Benefits, average	See p. 3	$89,123	$89,123	$89,123	$89,123
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*	*2.00*	*4.00*	*5.00*
Other Salary & Benefits, average	See p. 3	$16,968	$16,968	$16,968	$16,968

2. Budget				
Salary & Benefits				
Faculty, Regular	$9,655	$28,965	$57,930	$67,585
Faculty, Adjunct (rate x number of courses)	$0	$0	$0	$0
Other FTE	$0	$33,936	$67,872	$84,840
S&B Subtotal	$9,655	$62,901	$125,802	$152,425
Operating Expenses				
Travel	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0
Supplies & materials	$1,000	$1,000	$2,000	$2,000
Capital equipment	$1,000	$1,000	$2,000	$2,000
OE Subtotal	$2,000	$2,000	$4,000	$4,000
Total	**$11,655**	**$64,901**	**$129,802**	**$156,425**

3. Program Resources					
Off-campus support tuition/hr, HEFF net	UG	$296.48	$296.48	$296.48	$296.48
Off-campus tuition revenue	hrs x amt	$0	$0	$0	$0
On-campus support tuition/hr, HEFF net	UG	$296.48	$296.48	$296.48	$296.48
On-campus tuition revenue	hrs x amt	$38,542	$115,625	$231,251	$269,792
Program fee, per cr hr (if any)	$40.25	$5,233	$15,698	$31,395	$36,628
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

South Dakota State University
New Undergraduate Degree/Program: A.S. & B.S. in Data Science

Total Resources	**$43,774**	**$131,323**	**$262,646**	**$306,420**
Resources Over (Under) Budget	**$32,119**	**$66,422**	**$132,844**	**$149,995**

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		$70,513	$16,800
University's variable benefits rate	(see below)	0.1438	0.0100
Variable benefits		$10,140	$168
Health insurance/FTE, FY18		$8,470	$0
Average S&B		$89,123	$16,968

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY18 salaries of 9 people in the Mathematics and Statistics Department were averaged.

Explain adjunct faculty costs used in table:

NA

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

"Other" salary and benefit information contained in column E is for Graduate Teaching Assistants.

Summarize the operating expenses shown in the table:

Routine expenses such as materiala, copying, and printing are included, as are periodic upgrades for items used in online teaching such as webcams, headsets, and video processing systems.

Summarize resources available to support the new program (redirection, donations, grants, etc).

No specific redirection will occur, but it's worth noting that no new courses will be developed to support this program, and no new faculty will be hired to support this program. New enrollment generated by this program will be managed by adding GTA support as needed in existing courses to keep faculty workload unchanged. Faculty FTE stated in section one represent the portion of an FTE that will be devoted to teaching students in this program, who will represent part but not all of the enrollment in any given course.

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY18 Rate	HEFF	Net	
Undergraduate	$335.00	$38.53	**$296.48**	*Change cell on page 1*
Graduate	$444.25	$51.09	**$393.16**	*to point to your net*
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	FY18 Rate	HEFF	Net	
UG Resident - DSU, NSU, SDSU, USD	$239.70	$27.57	**$212.13**	*Change cell on page 1*
UG Resident - BHSU	$250.45	$28.80	**$221.65**	*to point to your net*
UG Resident - SDSMT	$246.00	$28.29	**$217.71**	
GR Resident - DSU,NSU,SDSU,USD	$314.70	$36.19	**$278.51**	*Change cell on page 1*
GR Resident - BHSU	$323.35	$37.19	**$286.16**	*to point to your net*
GR Resident - SDSMT	$320.05	$36.81	**$283.24**	
UG Nonresident - DSU,NSU	$337.35	$38.80	**$298.55**	*Change cell on page 1*
UG Nonresident - BHSU	$350.45	$40.30	**$310.15**	*to point to your net*
UG Nonresident - SDSU, USD	$347.95	$40.01	**$307.94**	
UG Nonresident - SDSMT	$385.30	$44.31	**$340.99**	
GR Nonresident - DSU,NSU	$585.50	$67.33	**$518.17**	*Change cell on page 1*
GR Nonresident - BHSU	$603.35	$69.39	**$533.96**	*to point to your net*
GR Nonresident - SDSU, USD	$605.05	$69.58	**$535.47**	
GR Nonresident - SDSMT	$642.35	$73.87	**$568.48**	
UG Sioux Falls Associate Degree	$271.35	$31.21	**$240.14**	*Change cell on page 1 to point to your net*

Variable Benefits Rates

University	FY18	
BHSU	14.64%	*Change the benefits rate cell in the table on page 2 to point to the rate for your university.*
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (8)
DATE: June 26-28, 2018

****

SUBJECT

New Minor: USD Minor in Sport Medicine

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests permission to offer a minor in Sport Medicine. Students will gain knowledge and experience related to the treatment and prevention of injuries related to sport and exercise, which will supplement knowledge gained in students' majors. The minor also provides introductory knowledge for those interested in graduate training in athletic training or physical therapy; students who are not planning on graduate studies can benefit from the minor in the areas of physical education, coaching, and health related fields. USD reports that industries related to the care of athletic injuries are forecasted to grow by roughly 7.7% nationally over the next 10 years.

IMPACT AND RECOMMENDATION

No related minor exists within the system. USD projects 16 graduates per year with the minor after full implementation. USD does not request any new resources. The minor consists of 18 credit hours of existing courses.

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – Minor in Sport Medicine

****

DRAFT MOTION 20180626_8-C(8):

I move to approve USD's new program proposal for a minor in Sport Medicine as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Baccalaureate Degree Minor

UNIVERSITY:	**USD**
TITLE OF PROPOSED MINOR:	**Sport Medicine**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**B.A., B.S., B.B.A., B.F.A., B.S.ED., B.M.**
EXISTING RELATED MAJORS OR MINORS:	**B.S. Kinesiology and Sport Management (Exercise Science Emphasis)** **Health Sciences minor**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2018**
PROPOSED CIP CODE:	**31.0599**
UNIVERSITY DEPARTMENT:	**School of Education (SOE)**
UNIVERSITY DIVISION:	**Kinesiology & Sport Management (KSM)**

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

5/9/2018
Date

1. **Do you have a major in this field?** ☒ *Yes* ☐ *No*

2. **If you do not have a major in this field, explain how the proposed minor relates to your university mission.**
   The Sport Medicine minor will provide students from diverse areas of study to supplement their education in a manner consistent with the philosophy of a liberal arts institution. In particular, this minor may provide requisite knowledge for exercise science, sport management and other majors interested in working in physical activity organizations, where basic care-related knowledge is needed. Further, for those wishing to pursue graduate education in medical areas, including athletic training and physical therapy, this minor would provide an introductory base knowledge in the area. Finally, in the spirit of liberal arts education, this program incorporates a course (Healthcare Terminology) from another division across campus.

3. **What is the nature/purpose of the proposed minor?**
   This minor will provide students with specialized knowledge concerning the treatment and prevention of injuries related to sport and exercise. The minor includes required courses aimed at developing foundational skills necessary to understand the sport and exercise industry, and the knowledge/practical skills used by health professionals to treat individuals in the sport and exercise industry. (e.g. PE 354: Prevention and Care of Athletic Injuries). The other courses proposed in the minor provide students with a First Aid/CPR certification, the impact

of health and wellness as injury prevention measures in sport and exercise, and practical experience in a sport medicine environment (e.g. HLTH 250: Pre-Prof First Aid & CPR; HLTH 370: Stress Management; KSM 395: Practicum).

4. **How will the proposed minor benefit students?**
Students will gain knowledge and experience related to the treatment and prevention of injuries related to sport and exercise, which will supplement knowledge gained in other majors. This may include, but is not limited to, majors in biomedical sciences, health, business (particularly healthcare administration), exercise science, sport management, and education. This minor will also assist in preparing students interested in athletic training since this minor provides some of the prerequisites to gain admission into graduate school. All undergraduate athletic training programs must transition to a master's (only) program by 2020. A number of the courses in this minor (e.g., Exercise Physiology, Personal Health, and Healthcare Terminology) are common prerequisite courses for admission to athletic training master's programs. Many programs similarly require observation hours, which can be fulfilled through the required practicum in this minor. Further, while most athletic training master's programs will accept students from a number of majors, having related coursework may bolster the applications of students in non-medical majors. The Sport Medicine minor is designed to provide students with specialized knowledge related treatment of athletic injuries within the sport and exercise industry. These skills would serve as a complement to those developed in programs across the School of Business, School of Education, and School of Health Sciences.

5. **Describe the workforce demand for graduates in related fields, 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 Bureau of Labor Statistics, the medical and health services industry is projected to gain a 6.6% employment growth in South Dakota from 2014-2024.[1] A study by Economic Modeling Specialists International found growth of 12.6% in sport related jobs nationwide post-recession.[2] Similarly, Grand View Research notes that industries related care of athletic injuries are forecasted to grow by roughly 7.7% over the next 10 years, particularly in areas related to Body Monitoring & Evaluation and Body Support & Recovery.[3] Markets & Markets, another research firm, suggests that the total value of the sport medicine industry will grow to $8.24 billion by 2022, up from $5.78 billion in 2017.[4] Locally, recent developments (e.g., Sanford Health and Avera Health Systems) have provided programs and opportunities to area high schools who desire a sport medicine partnership. These are encouraging signs for growth of sport related professions in the area. That is, outside of graduate school, the information provided in the minor would be useful (and may bolster credentials for) students interested in careers in physical education, coaching, and health related fields.

[1] South Dakota Board of Regents. (n.d.). *Employment Projections Dashboard.* Retrieved from https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx
[2] Grasz, J. (2014). *Sports-Related Employment Is on the Rise and Creating Jobs in Other Industries, According to New Research from CareerBuilder and Economic Modeling Specialists*. Retrieved from http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?ed=12%2F31%2F2014&id=pr839&sd=8%2F28%2F2014
[3] Grand View Research (2017). *Sports Medicine Market Analysis*. Retrieved from https://www.grandviewresearch.com/industry-analysis/sports-medicine-industry
[4] Markets & Markets (n.d.) *Sports Medicine Market worth 8.24 Billion USD by 2022.* Retrieved from https://www.marketsandmarkets.com/PressReleases/sports-medicine-devices.asp

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 19	FY 20	FY 21	FY 22
Students enrolled in the minor (fall)	8	16	24	24
Completions by graduates	-	4	10	16

*Do not include current fiscal year.

The Exercise Science program at USD has experienced significant growth since its inception to the present, indicating student interest in the field. The Sport Medicine minor would provide a focus specialty for KSM exercise science majors who desire to pursue athletic training, physical therapy, and strength and conditioning. Further, courses in the program are increasingly popular as elective courses for students in other majors. In particular, HLTH 370 Stress Management (and it's projected that HLTH 250: Pre-Prof First Aid & CPR will) regularly enroll students from outside majors. In particular, students in education, biomedical, business, and marketing who wish to apply their major to work in the sport industry, may find this minor particularly useful. Through aggressive and creative marketing efforts, and given previous course enrollment by non-exercise science students, it is expected that this program could grow exponentially.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

Knowledge specific to physical fitness, treatment and prevention of injuries related to sport and exercise is imperative to the development of students interested in the fields of athletics, health professionals, medicine, coaching, and recreation and will prepare them for the numerous career opportunities in this field. As a result, the proposed minor has been modeled after numerous successful sport medicine programs throughout the United States. In addition, by 2020 all undergraduate athletic training programs will need to go to a master's degree (only), and this minor will prepare undergraduate students for athletic training graduate programs.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Sport Management (Minor)	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
Total	18	

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
HLTH	103	Personal Health	2	No

HLTH	250	Pre-Prof First Aid & CPR	2	No
HLTH	370	Stress Management	3	No
HSC	250	Healthcare Terminology in the Clinical Setting	3	No
KSM	350	Exercise Physiology	3	No
KSM	395	Practicum	3	No
PE	354	Prevention and Care of Athletic Injuries	2	No
		Subtotal	18	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Subtotal	0	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

This minor will provide students with a wide base of knowledge that develops both critical thinking and practical skills related to sport and exercise related injuries. Students will take courses that cover a number of foundational content areas related to sport medicine, which mirror the content areas of various professional organizations such as National Strength and Conditioning Association, American Physical Therapy Association, National Athletic Training Association, and American College of Sport Medicine. Students will be able to identify and recognize the value of treatment methods used by board-certified professionals.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Instructors in exercise science use a number of teaching techniques including, traditional lecture, experiential and hands-on learning opportunities. Specifically, students will show proficiency in hands-on application skills used by health professionals to treat and prevent sport related injury via PE 354: Prevention and Care of Athletic Injuries and KSM 395 Practicum experience. Instructors may use online periodicals, research databases, course management software (i.e., Desire2Learn), recorded audio/ video materials, and live interviews with industry experts via teleconference.

12. Delivery Location[5]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***
On campus	**Yes**	**Fall 2018**

[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.

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	**No**		

	Yes/No	*If Yes, identify delivery methods*[6]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	**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 online program)? [7]

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	**No**		

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.
None

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.

All courses are currently offered, therefore additional resources relate only to increased capacity of rooms on campus.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).

☐ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

[6] Delivery methods are defined in AAC Guideline 5.5.
[7] This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (9)
DATE: June 26-28, 2018

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SUBJECT

New Minor: USD Minor in Linguistics

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests permission to offer a minor in Linguistics. Students in the program will engage in the systematic study of language, including insights into related aspects of human behaviors and knowledge. Graduates will understand how languages change over time (historical linguistics) and place-to-place (sociolinguistics), as well as how languages are used, acquired, and learned. The minor focuses on the overarching principles of linguistics, applicable to any language. The minor should appeal to those with majors in the Department of Modern Languages and Linguistics, as well as those majoring in education, sociology, anthropology, and other related fields. Graduates can use the minor in a variety of high demand occupations, including but not limited to speech pathology, software development, translation, and language instruction.

IMPACT AND RECOMMENDATION

No related minor exists within the system. USD projects 7 graduates per year with the minor after full implementation. USD does not request any new resources. The minor consists of 18 credit hours of existing courses.

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: USD – Minor in Linguistics

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DRAFT MOTION 20180626_8-C(9):

I move to approve USD's new program proposal for a minor in Linguistics as presented.

(m

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	**USD**
TITLE OF PROPOSED MINOR:	**Linguistics**
	B.A., B.S., B.S.Ed., B.B.A., B.F.A., B.M.
EXISTING RELATED MAJORS OR MINORS:	
INTENDED DATE OF IMPLEMENTATION:	**Fall 2018**
PROPOSED CIP CODE:	**16.0102**
UNIVERSITY DEPARTMENT:	**Modern Languages and Linguistics**
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 M. Abbott — President of the University

5/15/2018 — Date

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☐ *Yes* ☒ *No*

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

The proposed minor in linguistics is within the statutory mission of the University of South Dakota:

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.

Additionally, we are the Department of Modern Languages and Linguistics, therefore, a minor in linguistics is consistent with our departmental description.

This minor further responds to the University's vision statement "To be the best small, public flagship university in the nation built upon a liberal arts foundation." A minor in linguistics is critical to the foundation of a liberal arts education in that language underscores every aspect of humanistic, scientific, and social science inquiry, connecting various disciplines in their use of language. Language underlies all human thought and is thus pivotal to both the creation and dissemination of all knowledge.

3. What is the nature/purpose of the proposed minor?

Linguistics is the scientific examination of language. While the various language minors and majors offered at USD focus on acquiring knowledge of a specific language, a minor in linguistics considers the systematic study of language, broadly conceived. In following, linguists engage in applying the scientific method to the broader construct of language as well as to specific language varieties. As such, the study of linguistics gives insight into aspects of human behaviors and knowledge. Students in the minor will have a broad introduction to the multiple dimensions of human language as subfields of study, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meanings (semantics). Students will be exposed to how languages change over time (historical linguistics) and place-to-place (sociolinguistics). Students will engage in discussions in the use of language in context (pragmatics, discourse analysis), how people acquire or learn languages (language acquisition), and how students learn languages (applied linguistics). Although students may learn about the linguistic structure of a particular language, the emphasis of this minor program will be on the overarching principles of linguistics, which can be applied to any language. In following, this minor complements and extends various areas of major study, including the study of specific languages as are already offered by the department of Modern Languages and Linguistics.

4. How will the proposed minor benefit students?

Bridging the broad goals of the humanities and social sciences students who minor in linguistics strengthen valuable intellectual skills, such as critical thinking, clarity of expression, analytical reasoning, and argumentation. This prepares them for making insightful observations, formulating viable and testable hypotheses, generating predictions, building arguments and drawing conclusions, and sharing findings. Linguistics is an internationally growing field with an increasingly important impact on numerous other fields as diverse as forensics, politics, advertising, psychology, philosophy, education, language teaching, sociology, anthropology, computer science, and artificial intelligence. Consider for example the role of various areas of linguistics in modern voice recognition and speech production software, such as Siri and Alexa. In addition to providing a foundation in numerous cross-curricular skills, adding a minor in linguistics will make our students more marketable in many occupations, such as in the aforementioned fields, as well as help to prepare them for study in advanced programs.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.

The minor will provide an initial foundation for continued training and possible eventual entry into numerous professional fields (as listed under 4.). Some areas marked by contemporary continued growth in which knowledge of phonetics, phonology, semantics, syntax, morphology and lexicography is needed include the following:

- Speech-Language Pathologists – job outlook 2016-26 = 18% growth (much faster than average) (An advanced degree is required.)[1]
- Computer & Information Research Scientists – job outlook 2016-26 = 19% (much faster than average)[2]

[1] Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, Speech-Language Pathologists, https://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm

[2] Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, Computer and Information Research Scientists, https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm

- Software Developers – job outlook 2016-26 = 24% (much faster than average)[3]
- High School Teachers – job outlook 2016-26 = 8% (As fast as average)[4]
- Interpreters and Translators – job outlook = 18% (Much faster than average)[5]

In addition to the value of a linguistics background for students pursuing careers in speech-language pathology or computer science (particularly in areas of machine learning and artificial intelligence)[6], a minor in linguistics paired with a major in English or one of the modern languages offered at USD (French, German, Spanish) can help with the preparation of future language teachers. By learning the theories, tools, and methods of linguistic analysis, future teachers of languages can develop informative and creative activities as teachers in K-12 classrooms, and they can independently advance their own fluency level in their second languages. For students planning to teach English as a New Language, the PRAXIS II English to Speakers of Other Languages Exam includes a section on the foundation of linguistics, with questions on phonetic, morphology, syntax, and semantics.

Additionally, the introduction of this minor responds to a gap in the current educational offerings in the state. At present, no other institution in South Dakota offers a linguistics degree or minor. Furthermore, our program would be unique due to the indigenous languages of the Americas component.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	**FY 18**	**FY 19**	**FY 20**	**FY 21**
Students enrolled in the minor (fall)	**3**	**5**	**6**	**7**
Completions by graduates		**3**	**5**	**7**

*Do not include current fiscal year.

Estimates are based on conversations our advisors have had with undergraduate students in the College of Arts & Sciences, as well as the number of current majors in relevant fields.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

After reviewing curricula from linguistics programs around the nation, we are confident that our program would indeed be rigorous enough to prepare our students for their next course of action, whether it be graduate school or the work force.

Arizona State University requires 18 credits of minor coursework, half of which must be upper-division (9 units). Their requirements parallel ours: Introduction to Language, Introduction to Syntax, Phonetics and Phonology.

[3] Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, Computer and Information Research Scientists, Software Developers, https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm

[4] Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, High School Teachers, https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm

[5] Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, Interpreters and Translators, https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm

[6] For information on the growing field of computational linguistics, see Jerry Hobbs, "Computers and Language," Linguistic Society of America, https://www.linguisticsociety.org/content/computers-and-languages

Ohio State University requires 15 credits of minor coursework, including two required courses and three electives. Their requirements are not as rigorous as our proposed requirements. Their requirements do reflect ours: Introduction to Language in the Humanities; and one of the following courses: Syntax, Phonology, or Linguistic Meaning. Their electives also parallel our proposed offerings.

The University of North Dakota requires 20 credits, including four required courses (11 credits) and three electives (9 credits). UND's required courses reflect ours: Phonetics, Phonology, Syntax and Morphology. A pre-requisite of Introduction to Linguistics is also required. The proposed program is equivalent to or more challenging than that offered at UND.

The University of Montana requires 18 credits, including Linguistic Analysis (3 credits) and two out of three courses (6 credits), plus nine elective credits. The required courses reflect this proposal: Phonetics and Phonology, Generative Syntax and Morphology. The proposed program is very similar to Montana's program, including Indigenous Language and Linguistic offerings, Field Methods, Syntax, and Bilingualism.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Linguistics	Credit Hours	Percent
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
LING	403	Introduction to Linguistics	3	No
LING	444	Phonetics and Phonology	3	No
LING	410	Comparative Morphosyntax	3	No
		Subtotal	9	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Students will choose nine credits of the following courses:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Any courses in LING			1-9	No
MFL	420	Language Teaching Methods	3	No
PSYC	408	Psycholinguistics	3	No
DCOM	212	Language Development	3	No
		Subtotal	9	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Our expectation is that the students will receive a solid foundation in linguistics. Students will be able to demonstrate an understanding several major goals and *theories* of the different fields of linguistics and will be able to engage in the scientific study of language. As such, upon completion of the minor, students will be able to:

1. Analyze issues in language usage, language variation, language acquisition and history.
2. Explain and analyze structure and function in the language system.
3. Analyze the relationship between language and culture, society and the individual.

11. What instructional approaches and technologies will instructors use to teach courses in the minor?

Courses in the minor will primarily be taught in a seminar format. As such, students will read and analyze articles and other textual materials which will be discussed in courses. Further, students will learn to work with various audio-visual materials, such as corpus audio databases, as sources of linguistic data. Courses will feature hand-on language-analysis projects. Students will also have the opportunity to engage with several types of open-source software for linguistics, such as concordances and digital corpora, among others.

12. Delivery Location[7]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***
On campus	Yes	**Fall 2018**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		

	Yes/No	***If Yes, identify delivery methods[8]***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	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 online program)? [9]

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	No		

[7] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[8] Delivery methods are defined in AAC Guideline 5.5.
[9] This question responds to HLC definitions for distance delivery.

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *None*

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.
The Department of Modern Languages and Linguistics already possess the expertise to teach the suggested courses in Drs. Helmer and Mirzayan. Dr. Angela Helmer holds a PhD in Hispanic Linguistics from UCLA, Dr. Armik Mirzayan holds a Ph.D. in Linguistics from the University of Colorado in Boulder. Many of the courses can be or are already cross-listed with several current programs college-wide.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).

☐ YES,
The university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO,
The university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

16. Additional Information:

One cannot create nor disseminate knowledge without language.

Language defines us and is central to the human experience. By studying linguistics, students will have the opportunity to delve into language as a reflection of thought, as a cognitive construct or event, as a biological construct, as a singularly human trait, and as a reflection of identity.

Linguistics Minor
(update 1/23/2018)

Fall 2018
LING 403 Intro to Linguistics (Mirzayan)
DCOM 212 Language Development (DeVelder) ***it is offered every fall

Spring 2019
LING 444/544 Phonetics & Phonology (Mirzayan)
LING 410/510 Comparative Morphosyntax (Mirzayan/Helmer)
LING 492 Sociolinguistics (Helmer)
PSYC 409 Psycholinguistics (Berkhout) ***it is offered every spring

Fall 2019
LING 403 Intro to Linguistics (Mirzayan)
DCOM 212 Language Development (DeVelder) ***it is offered every fall

Spring 2020
LING 492/592 Semantics & Pragmatics (Mirzayan)
MFL 420/520 Language Teaching Methods (Mirzayan/Helmer)
PSYCH 409 Psycholinguistics (Berkhout) ***it is offered every spring

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (10)
DATE: June 26-28, 2018

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SUBJECT

New Minor: USD Minor in Nonprofit Studies

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests permission to offer a minor in Nonprofit Studies. The minor will prepare students with the knowledge and skills needed to contribute to the nonprofit sector as employees, volunteers, board members and external stakeholders. The minor should appeal to students in a variety of majors, including but not limited to political science, criminal justice, international studies, history, sustainability, business, education, fine arts, health sciences, sociology, and social work. USD reports that nonprofit organizations account for 10.3% of all private sector employment nationally; in South Dakota, nonprofits constitute 13% of the private sector employment.

IMPACT AND RECOMMENDATION

USD projects 16 graduates per year with the minor after full implementation. USD does not request any new resources. The minor consists of 18 credit hours; USD requests one new course to offer the minor.

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: USD – Minor in Nonprofit Studies

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DRAFT MOTION 20180626_8-C(10):

I move to approve USD's new program proposal for a minor in Nonprofit Studies as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Baccalaureate Degree Minor

UNIVERSITY:	**USD**
TITLE OF PROPOSED MINOR:	**Nonprofit Studies**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**B.A., B.S., B.B.A., B.F.A., B.S.Ed., B.M.**
EXISTING RELATED MAJORS OR MINORS:	**Political Science, Civic Leadership Studies**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2018**
PROPOSED CIP CODE:	**52.0206**
UNIVERSITY DEPARTMENT:	**Political 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

5/15/2018
Date

1. Do you have a major in this field? ☐ *Yes* ☒ *No*

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

The nonprofit sector is a diverse and interdisciplinary segment of civil society that relies on the engagement of employees, volunteers and charitable contributors to deliver a broad-range of public services in the US and abroad. The University of South Dakota is a public liberal arts university with strong commitments to developing student engagement, interdisciplinary work, and fostering collaborative partnerships. The mission and values of USD will be enhanced by the introduction of a nonprofit studies minor, with students participating from multiple disciplines to provide service to their communities. The nonprofit studies minor will advance USD students' capacity to contribute to the sector and, through their efforts, expand the reach of USD's impact on the community at-large.

3. What is the nature/purpose of the proposed minor?

The overarching goal of the proposed minor in nonprofit studies is to prepare students with the knowledge and skills needed to contribute to the nonprofit sector as employees, volunteers, board members and external stakeholders. The nonprofit sector is a vital and increasingly important segment of civil society that rises and falls on the efforts of organizational stakeholders and supportive community members. The purpose of the nonprofit studies minor is to provide USD students with greater access to coursework, internship and service learning opportunities to enhance their capacity to contribute to the nonprofits our society relies upon to advance shared missions and values.

4. How will the proposed minor benefit students?

The narrowest benefit for students is the introduction to the nonprofit sector as a potential focus for their professional development. As described in the following section describing workforce demand for graduates, the nonprofit sector is a vibrant and growing sector for young professionals.

A broader benefit to students exists because nonprofit sector is distinctly interdisciplinary. Here, the proposed nonprofit studies minor will offer students from across campus the opportunity to work toward shared goals and enhance their understanding of what they hold in common with fellow students in seemingly distant fields of study. In terms of students on the USD campus, this includes (but is not limited to) students with majors in the area of political science, criminal justice, international studies, history, sustainability, business, education, fine arts, health sciences, biology, sociology, and social work.

The proposed minor will offer students interested in these areas the opportunity to study together to develop their capacity to work and volunteer in the sector at-large.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

The Bureau of Labor Statistics reported in 2014 that nonprofit organizations account for 11.4 million jobs in the United States, amounting to 10.3 percent of all private sector employment. In South Dakota, nonprofits constitute 13 percent of the private sector employment, placing the state in the top quintile of states measured by nonprofit employment as a percentage of total private sector employment (https://www.bls.gov/opub/ted/2014/ted_20141021.htm).

Moreover, in 2016 the Bureau of Labor Statistics noted that employment in the nonprofit sector has continued to increase from 2007, while total private employment decreased by 3 percent. A similar trend was noted for wages, where nominal wages in the nonprofit sector have outpaced wages in the public and for-profit sectors (https://www.bls.gov/opub/mlr/2016/article/nonprofits-in-america.htm).

Contemporary survey work supports the nonprofit sector trends noted by labor statistics. A survey of nonprofit organizations in 2016 noted that the number of organizations reporting an increase in staffing levels rose by 2 percent. This increase put the percentage of nonprofit organizations experience growth at 51 percent (Nonprofit HR, "2016 Nonprofit Employment Practices Survey Results," https://www.nonprofithr.com/wp-content/uploads/2016/04/2016NEPSurvey-final.pdf).

Additional insights into the sector in South Dakota come from a state profile of nonprofits in the state compiled by the Independent Sector https://www.independentsector.org/resource/state-profile-south-dakota/. The 2016 profile estimates that 45,200 people work in the state's nonprofit sector, constituting just over 14 percent. This is one percent higher than the figure estimated by the Bureau of Labor Statistics in 2014, suggesting a continued trend of growth in the sector in South Dakota. The profile also reported that nonprofits in the state generate $6.2 billion per year and have assets of $14.6 billion. The income generated by South Dakota nonprofits is 15.23 percent of the state's GDP, as reported for 2015 at $40.7 billion (http://www.southdakotadashboard.org/economic-output-gdp#0-7131-g).

In summary, the national nonprofit sector is healthy. It offers many opportunities for committed employees in a wide variety of organizational contexts (e.g., arts and culture, religion, education, health care, human services and international). The sector in South Dakota is equally vibrant, with over 6,000 organizations serving communities across the state.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

The table below presents enrollment estimates based on recent and similar minor programs developed in the College of Arts and Sciences at the University of South Dakota (i.e.., Sustainability, Sport Marketing and Media). The utilization of these program models was intended to be conservative given the larger breadth of the nonprofit sector than Sustainability or Sport Marketing Media. Sports Marketing and Media has outpaced its initial enrollment estimates. This outcome lends confidence to the estimates provided here.

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	**FY 18**	**FY 19**	**FY 20**	**FY 21**
Students enrolled in the minor (fall)	**8**	**16**	**24**	**24**
Completions by graduates		**4**	**10**	**16**

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The minor in Nonprofit Studies at USD seeks to deliver a practical set of skills and understandings for undergraduates to contribute to their substantive interests in their academic fields of study. The curriculum is designed to ground students in the core competencies for employment and volunteering in the nonprofit sector. The first required course, POLS 421: Introduction to the Nonprofit Sector, delivers a clear understanding of the sector in relation to other sectors in society (public, business, family/social), key communication strategies and methods used in the sector, as well as emerging trends in social entrepreneurship and philanthropy. The second required course, POLS 422: Fundraising Public/Nonprofit Organizations, introduces students to fundraising and budgeting, which are essential resource management skills when working in an environment of scarce resources. The third required course (to be created as part of this application). POLS 423: Nonprofit Governance and Administration, covers topics of corporate bylaws, governance by the board of directors, executive and board relations, organizational design and professional ethics. The fourth and final required course for this program, LDR 480: Service Learning Experience, will expose students to field internships or service projects designed to identify and develop practical skills needed for success in the nonprofit sector.

The curriculum of the Nonprofit Studies minor is designed to build a competent and engaged cohort of students with subject matter expertise in diverse fields to contribute to South Dakota, the region and beyond. It fits well within national standards for curriculum content and experience. It compares favorably with similar programs offered at South Dakota State University, the University of North Dakota and the University of Nebraska Omaha. Table 7.1 (below this narrative) details the comparisons of the proposed USD minor and similar programs at these regional public universities. All four programs have consistent required courses for the completion of the undergraduate minor. All four are eighteen credit programs. Three programs require six elective credits in a broad-range of interdisciplinary undergraduate coursework (USD, SDSU, UND) to complete an 18 credit minor. One program, UNO, requires nine elective credits because they have only three required 3-credit classes.

TABLE 7.1: Required Courses for Nonprofit Minors

USD Minor (Proposed)	**SDSU Minor**	**UNO Minor**	**UND Minor**
• POLS 421: Introduction to the Nonprofit Sector • POLS 422: Fundraising Public/Nonprofit	• LMNO 201 - Introduction to Leadership and Management of Nonprofit Organizations	• PA 2170: Introduction to Public Administration • PA 3500: Nonprofit Organizations and	• POLS 200: Introduction to the Nonprofit Sector

Organizations • POLS 423: Nonprofit Governance and Administration • LDR 480: Service Learning Experience	• LEAD 410 - Leadership: Senior Seminar • LMNO 435 - Organizational Leadership and Team Development • LEAD 496 - Field Experience	Management • PA 4500: Nonprofit Fundraising	• POLS 361: Nonprofit Management • POLS 450: Capstone Experience and Development • POLS 480: Internship for Nonprofit Leadership

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Nonprofit Studies	**Credit Hours**	**Percent**
Requirements in minor	12	66.6%
Electives in minor	6	33.3%
Total	**18**	**100%**

B. Required Courses in the Minor

Prefix	**Number**	**Course Title** *(add or delete rows as needed)*	**Credit Hours**	**New (yes, no)**
POLS	421	Introduction to the Nonprofit Sector	3	No
POLS	422	Fundraising Public/Nonprofit Organizations	3	No
POLS	423	Nonprofit Governance and Administration	3	Yes
LDR	480	Service Learning Experience	3	No
		Subtotal	**12**	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Electives in this program shall include courses that contribute to the professional development of students pursuing a minor in nonprofit studies. It is expected that students from across colleges and departments will complete this minor and that elective courses will be tailored to their professional and personal interests. As such, it is expected that students pursuing elective courses in their area of professional development (i.e., their major) will be able to add additional electives focused on those areas and have them count as electives for the Nonprofit Studies minor. Though students may not "double count" electives between their major and the Nonprofit Studies minor, they may be able to take up to six additional professional development electives as part of their minor studies program. It is expected that these electives will have already satisfied any prerequisite course work.

To advance student interests, the nonprofit studies minor offers a diverse set of elective course options that focus on (1) ***capacity building*** and (2) ***services areas*** in the nonprofit sector. Students will be required to take one three-credit capacity building course elective. Capacity building course electives focus on the analytical, communication and critical thinking skills needed for success in the sector. Students will be also be required to take one three-credit elective from the set of courses identified as services areas in the sector. Service area courses focus on substantive areas of service delivery common in the nonprofit sector. Table 9.1 (below) presents the set of accepted electives in capacity building and Table 9.2 (below) presents the set of service area course options. It is expected that nonprofit studies students will, over time, identify additional capacity building and service area courses that support their interests beyond the course options provided here. As new courses are added to the USD course catalog, and as students identify additional electives that fit program interests, the nonprofit studies minor will update the list of accepted electives. Student requests to approve additional elective courses, beyond those on the current

set of approved electives, must be justified as developing professional skills (capacity building) or subject matter expertise (service areas) for work in the nonprofit sector.

Table 9.1: Proposed capacity building elective courses:

Select one of the following that represent the type of classes that are capacity building*.

Prefix	Num.	Course Title	Credit Hours	New (yes, no)	Online?
ECON	410	Economic Growth and Development	3	No	No
LDR	310	Introduction to Living a Life of Leadership	3	No	No
LDR	401	Advanced Leadership Theory and Practice	3	No	No-501 is
LDR	404	Leadership Communication and Conflict Resolution	3	No	Yes
MCOM	243	Public Relations Principles	3	No	No
NATV/ANTH	423	Lakota Governance	3	No	No
PHIL	240	Introduction to Ethics, Law and Society	3		No
POLS	320	Public Administration	3	No	No
POLS	424	Planning: Principles and Techniques	3	No	No
SOC	150	Social Problems	3	No	Yes
SOC	432	Collective Behavior and Social Change	3	No	Yes
SOCW	340	Human Behavior and the Social Environment	3	No	No
SOCW	400	Social Policy	3	No	No
SPCM	310	Business and Professional Speaking	3	No	No
SPCM	485	Communication and Conflict Resolution	3	No	No
		Subtotal	3**		

* Additional capacity building elective courses may be accepted upon approval from program director.
**Only one of these courses, or another capacity building course, is required

Table 9.2: Proposed service area elective courses:

Select one of the following that represent the type of classes that are service oriented*.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)	Online?
ADS	410	Working with Families on Alcohol and Drug Issues	3	No	Yes
ADS	421	Foundations of Alcohol and Drug Prevention	3	No	Yes
ARTH	415	Gallery Management	3	No	No
BIOL	454	Environmental Ethics	3	No	No
CJUS	415	Ethics in Criminal Justice	3	No	No
CJUS	419	Family Violence	3	No	No
CJUS	436	Juvenile Justice	3	No	No
NATV	422	Native American Religion and Spirituality	3	No	No
NATV	310	Federal Indian Policy	3	No	No
NATV	330	Native People's Health Care, Promotion and Policy	3	No	No
SOC	423	Social Stratification	3	No	Yes
SOC	458	Sociology of Aging	3	No	No
SOC	480	Sociology of Education	3	No	No
SUST	321	Earth and Water Resources	3	No	No
SUST	426	Collapse of Societies	3	No	No
SUST	428	Sustainability and Urbanism	3	No	No
		Subtotal	3**	0	

* Additional service area elective courses may be accepted upon approval from program director.
**Only one of these courses, or another service area course, is required

Table 9.3: Proposed new course added for the minor:

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
POLS	423	Nonprofit Governance and Administration*	3	Yes
		Subtotal	3	1

*Listed in Table 8B above as a required course

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Learning Outcome	Course Material to Deliver Outcomes
1. Describe the structure and components of the nonprofit sector.	POLS 421
2. Recognize and focus on ethical problems, develop and refine appropriate methods of moral reasoning, and be sensitive to the nuances and ambiguities of ethical situations in the nonprofit sector.	POLS 421; POLS 423
3. Understand the components of a nonprofit budget, as well as how to utilize the budget as a policy tool.	POLS 423
4. Understand the roles of fundraising and organizational development in the nonprofit sector.	POLS 422
5. Understand the roles of social entrepreneurship and performance measurement in the nonprofit sector.	POLS 421
6. Identify linkages between professional interests and nonprofit studies minor program of study.	POLS 421; 6 elective credits

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

- D2L will be the operating environment for all online courses.
- Each online course will have live Collaborate Ultra sessions that shall be recorded for students who cannot attend live sessions.
- Each course will have a series of modules students will complete that are narrowly tailored to the learning objectives for the course.
- Course assignments will involve the preparation of case statements (a form of strategic communication in nonprofit sector organizations) for all assignments that can be developed within the case statement format. Each course will require at least one case statement assignment.
- Course assignments will include D2L discussion threads to encourage collaboration and student engagement, as well as networking opportunities for students involved in this online minor program. Each course will require at least three discussion thread assignments.

12. Delivery Location[1]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	***Intended Start Date***
On campus	Yes	

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		**Fall 2018**

	Yes/No	***If Yes, identify delivery methods***[2]	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	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 online program)? [3]

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	Online	Fall 2018

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.

None.

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.

None.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement.

☒ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☐ NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

[1] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

[2] Delivery methods are defined in AAC Guideline 5.5.

[3] This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – D (1)
DATE: June 26-28, 2018

****

SUBJECT

New Graduate Certificate: SDSU Certificate in Community Development

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Community Development. The certificate is intended for students already working in the field and is designed to provide access to cutting-edge practice and research. All courses and credits in the certificate stack into the existing MS in Sociology – Community Development Specialization. The certificate is part of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA), a partnership of 19 public universities providing access to educational opportunities by collaboratively delivering high quality, online academic programs in the fields of Agriculture and Human Sciences.

IMPACT AND RECOMMENDATION

SDSU currently has 14 graduate certificates available. SDSU does not request any new resources. The certificate consists of 12 credit hours using existing courses.

Board office staff recommends approval of the certificate.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Community Development (Graduate)

****

DRAFT MOTION 20180626_8-D(1):

I move to approve SDSU's new program proposal for a graduate certificate in Community Development and online delivery as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED CERTIFICATE:	**Community Development**
INTENDED DATE OF IMPLEMENTATION:	**2018-2019 Academic Year**
PROPOSED CIP CODE:	**45.1101**
UNIVERSITY DEPARTMENT:	**Sociology & Rural Studies**
UNIVERSITY DIVISION:	**Arts, Humanities & Social 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.

Barry H. Dunn

Institutional Approval Signature
President or Chief Academic Officer of the University

5/4/2018
Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate ☐ Graduate Certificate ☒

2. What is the nature/purpose of the proposed certificate?

The proposed certificate in Community Development will provide a grounding in the evidence-based practice of community development. Community development is a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, human rights, equality, economic opportunity, and social justice. This includes the organization, education, and empowerment of people within their communities. These may be communities based on locality, identity or interest, in urban and rural settings.[1] SDSU offers all of the courses within the M.S. in Sociology – Community Development Specialization. The Community Development program is delivered through the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). The master's degree and graduate certificate are offered in collaboration with University of Nebraska - Lincoln, Kansas State University, Iowa State University, and North Dakota State University.

This program is intended for students already working in the field and is designed to provide them with access to cutting-edge practice and research, so they can improve their own practice. The program also includes components to assist students in connecting with existing networks and professional organizations to support their practice and to link them to new and emerging practices that may benefit their work.

[1] https://www.gpidea.org/program/community-development

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.[2]

In April 2017, the Great Plains IDEA Department Heads/Chairs and faculty met to approve the graduate certificate in Community Development. Integrating certificates into existing master's programs is supported by the Great Plains IDEA leadership.

The proposed certificate will aid those already working in the field in securing more advanced positions. The field of community development is broadly defined to include employment in government, education, nonprofits, agencies and organization in the private sector, and those working in areas such as housing, economic development, business, health/wellness, local foods, and arts-related development. Employers now show a preference for graduate education related to the field of community development. More specifically, a graduate certificate in community development is ideal for professionals working in additional areas such as:

- Anti-poverty programs
- Applied sociology
- Community, regional and local planning departments
- Cooperative extension services
- Natural resource management
- Non-profit organizations focusing on community enhancement
- Parks and recreation
- Public administration
- Tribal programs

The U.S. Bureau of Labor Statistics anticipates job growth in fields where the master's degree would be useful. However, most of the students seeking the graduate certificate are already employed and seeking advancement within their occupation.

Occupation	National Growth Forecast	State Forecast
Planners with master's degrees*[3]	13%	6%
Social and community managers[4]	18%	8.1%
Health educators/ community health workers[5]	12.2%	10.4%
Training and development[6]	11%	7%
Environmental scientists and specialists[7]	12%	12.4%

*The program is not accredited. The students mostly work in rural areas or in economic or community development.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

[2] 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.
[3] https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm
[4] https://www.bls.gov/ooh/management/social-and-community-service-managers.htm
[5] http://www.projectionscentral.com/Projections/LongTerm
[6] https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm
[7] https://www.bls.gov/careeroutlook/2005/fall/art04.pdf

The primary intended audience will be people working in the field of community development who desire to improve their job prospects, strengthen opportunities for promotion, and/or improve current practice in the field. It is anticipated that students who are enrolled in Great Plains IDEA programs other than the M.S. in Sociology may choose to take this certificate as an add-on to their program. In addition, students who do not complete the M.S. in Sociology – Community Development Specialization may opt get the certificate.

5. List the courses required for completion of the certificate in the table below:[8]

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CD	601	Organizing for Community Change	3	No
CD	605	CDI Principles and Strategies	3	No
CD Electives		(see list below)	6	No
		Subtotal	12	

Select two courses from the following list. Credits: 6

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CD	600	Foundations of Community Development	3	No
CD	602	Community/Regional Economic Policy Analysis	3	No
CD	603	Community Natural Resource Management	3	No
CD	604	Community Analysis	3	No
CD	612	Housing and Development	3	No
CD	613	Introduction to Native Community Development	3	No
CD	624	Building Native Community Econ. Capacity	3	No
CD	626	Economic Development Strategy	3	No
CD	631	Evaluation of Organizations/Programs	3	No
CD	634	Native American Natural Resource Management	3	No
CD	635	Sustainable Communities	3	No
CD	637	Immigration and Communities	3	No
CD	638	Community and Regional Economic Analysis II	3	No
CD	641	Leadership for Change	3	No
CD	642	Grant Proposal Writing	3	No
CD	643	Nonprofit Management	3	No

6. Student Outcome and Demonstration of Individual Achievement.[9]

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.*

[8] 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.

[9] Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

Students will demonstrate knowledge and competency in critical thinking, ethical consideration, careful planning, and involvement of all stakeholders. The electives will allow students to pursue subtopics such as land development, housing, community economic strategies, immigrants in communities, and sustainable communities.

a. 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. *Facilitate Communities/Community Action:*
   Apply critical thinking skills to understanding and evaluating how communities work and take action, as well as to use, design and evaluate tools and strategies to assist communities in making change.
   a. Values: working toward systemic change, transparency, nimble
2. *Promote broad-based decision making and action:*
   Have a broad conceptual view of community and organizational decision-making processes and strategies and can identify, use, design, and evaluate tools and strategies for promoting broad-based decision making and action.
   a. Values: inclusion, transparency, process
3. *Identify strategies to improve economic, social, cultural, and environmental conditions:*
   Apply critical thinking skills to identifying, using, designing, and evaluating strategies to improve economic, social, cultural and environmental conditions.
   a. Values: transdisciplinary, inclusion, process
4. *Apply a systemic holistic approach:*
   Have a broad conceptual view of the need for communities to balance development among all the community capitals and identify, use, design, and evaluate strategies to assist communities and organizations in seeking balance.
   a. Values: strategic readiness, nimble, transdisciplinary
5. *Appreciate the norms of behavior for the profession.*
   a. Values: ethical practice

See Appendix A.

7. Delivery Location.[10]

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	***Intended Start Date***
On campus	No	

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		

[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.

	Yes/No	*If Yes, identify delivery methods*[11]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online	**2018-2019 Academic Year**

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)? [12]

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

100% of the Community Development certificate will be delivered online through the Great Plains IDEA program.

[11] Delivery methods are defined in AAC Guideline 5.5.
[12] This question responds to HLC definitions for distance delivery.

Appendix A
Community Development Certificate – Student Learning Outcomes

Courses that address program outcomes

Individual Student Outcome	CD 600	CD 601*	CD 602	CD 603	CD 604	CD 605*	CD 612	CD 624	CD 626	CD 631	CD 634	CD 635	CD 637	CD 641	CD 642	CD 643
Facilitate Communities/Community Action: Apply critical thinking skills to understanding and evaluating how communities work and take action, as well as to use, design and evaluate tools and strategies to assist communities in making change.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Promote broad-based decision making and action: Have a broad conceptual view of community and organizational decision-making processes and strategies and can identify, use, design, and evaluate tools and strategies for promoting broad-based decision making and action.		x		x				x	x		x	x	x	x		x
Identify strategies to improve economic, social, cultural, and environmental conditions: Apply critical thinking skills to identifying, using, designing, and evaluating strategies to improve economic, social, cultural and environmental conditions.	x	x	x	x			x	x	x		x	x	x	x		x
Apply a systemic holistic approach: Have a broad conceptual view of the need for communities to balance development among all the community capitals and identify, use, design, and evaluate strategies to assist communities and organizations in seeking balance.	x	x	x	x		x	x	x	x	x	x	x	x	x		
Appreciate the norms of behavior for the profession.	x				x	x		x		x	x				x	x

*required courses

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – D (2)
DATE: June 26-28, 2018

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SUBJECT

New Undergraduate Certificate: SDSU Certificate in New Product and Venture Development

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests permission to offer an undergraduate certificate in New Product and Venture Development. The certificate will provide students with introductory skills related to identifying business opportunities and taking products and services to the marketplace. The certificate may serve as a standalone credential, as a complement to a student's major and/or minor, or as a stackable credential to the Entrepreneurial Studies major and minor (courses also apply as electives to majors in Agricultural Business and Business Economics).

IMPACT AND RECOMMENDATION

The certificate consists of 9 credit hours of existing courses; no new courses are proposed as part of the certificate. SDSU does not request any new resources. SDSU will offer the certificate on campus and online.

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – New Product and Venture Development (Undergraduate)

****

DRAFT MOTION 20180626_8-D(2):

I move to approve SDSU's new undergraduate certificate in New Product and Venture Development and online delivery of the certificate as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED CERTIFICATE:	**New Product and Venture Development**
INTENDED DATE OF IMPLEMENTATION:	**2018-2019 Academic Year**
PROPOSED CIP CODE:	**52.0701**
UNIVERSITY DEPARTMENT:	**Economics**
UNIVERSITY DIVISION:	**Arts, Humanities & Social 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.

Barry H. Dunn

Institutional Approval Signature
President or Chief Academic Officer of the University

6/4/2018
Date

1. Is this a graduate-level certificate or undergraduate-level certificate?
Undergraduate Certificate ☒ Graduate Certificate ☐

2. What is the nature/purpose of the proposed certificate?

The proposed certificate will equip undergraduate students with the skills essential to building innovative and entrepreneurial organizations and taking their product and service ideas to the market place. As a part of this certificate, students will learn to participate in creative thought processes, identify and assess new business opportunities, identify the steps to start an entrepreneurial venture in new and established organizational settings, as well as identify growth challenges and actions and steps related to harvest of an entrepreneurial venture.

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]

The demand for the certificate in New Product and Venture Development relies on three major trends:

1. *Importance of small and medium-sized enterprises in job creation:*
   According to the U.S. Small Business Administration, 96.2 percent of South Dakota businesses are small or medium sized. They provide 58.8 percent of jobs in South

[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.

Dakota.[2] This is in line with national and international studies suggesting that new firms create the majority of new jobs.[3] Thus, it is very likely that SDSU graduates will end up working for small and medium sized enterprises at some stage in their career and need skills that enable them to thrive in this environment.

2. *The importance of innovation for economic development:*
   According to Organisation for Economic Co-operation and Development (OECD)[4], innovation provides the foundation for new firm foundation and continued success of established organizations, driving economic growth and development. Thus, both new firms and established organizations need employees with strong innovation management skills.
3. *Employer needs:*
   Employers are increasingly looking for people who recognize the need for change and renewal and are able to lead it. [5] They are also looking for individuals with a "T-shaped skill set", referring to a depth of knowledge in their area of specialization in addition to skills enabling cross-disciplinary collaboration. [6] [7] A certificate in New Product and Venture Development provides students with those cross-disciplinary skills. For instance, an engineering student will be able translate in-depth expertise in nanotechnology to a commercial application using the skills provided by the certificate in New Product and Venture Development.

There is a growing need for all students, regardless of their major, to learn about new product and venture development, as innovation and continuous change through entrepreneurship have become major forces shaping today's business world. Engineers, communication professionals, scientists and pharmacists, just to mention a few examples, who are able to lead their organizations' renewal and introduce new products and services to the market are needed. It is imperative for students of any field to learn the basics of innovative thinking and implementing innovative ideas in established organizations and in new venture settings. The certificate in New Product and Venture Development provides an opportunity for students outside of the Economics Department to become change-makers in their own fields by acquiring critical innovation and new venture skills.

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 is very broad-based and includes all SDSU undergraduate students, including, but not limited to undergraduate students in the College of Engineering, College of Agriculture, Food and Environmental Sciences, College of Education and Human Sciences, and College of Pharmacy and Allied Health Professions. The Department of Economics expects most of the student interest to be from curriculum heavy colleges, such as Colleges of Engineering and Pharmacy and Allied Health Professions. Based on the feedback from these colleges, a nine-credit certificate, instead of a twelve-credit certificate, would appear more

[2] https://www.sba.gov/sites/default/files/advocacy/South_Dakota.pdf
[3] Criscuolo, C., Gal, P. N., & Menon, C. (2017). Do micro start-ups fuel job creation? Cross-country evidence from the DynEmp Express database. Small Business Economics, 48(2), 393-412.
[4] http://ifuturo.org/documentacion/the%20innovation%20imperative.pdf
[5] https://www.argusleader.com/story/news/business-journal/2016/10/04/entrepreneurial-mind-set-demand/91566232/
[6] Hansen, M. T., & Von Oetinger, B. (2001). Introducing T-shaped managers. Harvard Business Review, 79(3), 106-16.
7 https://www.psychologytoday.com/blog/career-transitions/201204/career-success-starts-t

appealing to the target audience and easier to build into the overall curricula. In addition, the certificate will be offered as a standalone credential. For example, SDSU graduates may come back and complement their undergraduate degrees by learning more about new product and venture development to advance their careers.

The classes listed in this certificate are already included in the Entrepreneurial Studies major and minor. In addition, they may be taken as electives by students in Agricultural Business and Business Economics majors. As such, they may support graduates returning to rural environments in generating new enterprise.

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):[8]

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENTR	236	Innovation and Creativity	3	No
ENTR	237	Entrepreneurship Development	3	No
ENTR	338	New Venture Creation	3	No
		Subtotal	9	

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 be able to:

- participate in innovative and creative thought processes.
- identify and assess innovative business opportunities.
- comprehend of business research and analysis and incorporate in oral and written communication.
- identify the steps to start an entrepreneurial venture in new and established organizational settings.
- evaluate opportunities for growth of entrepreneurial ventures.
- identify growth challenges and actions and steps related to harvest of an entrepreneurial venture.

B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

See Appendix A.

7. Delivery Location.[10]

[8] 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.
[9] Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."
[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.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	***Intended Start Date***
On campus	Yes	2018-2019 Academic Year

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		

	Yes/No	***If Yes, identify delivery methods***[11]	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	018 - Internet Synchronous	2020-2021 Academic Year

ENTR 236 Innovation and Creativity is currently offered online every summer. The whole certificate will be offered online by summer 2020.

The University of South Dakota currently has a related certificate in Small Business Entrepreneurship. The proposed SDSU certificate in New Product and Venture Development requires nine instead of twelve credits, making the certificate appealing and more likely to be completed by students in credit heavy programs. Even though there is only a one course (three credit) difference this allows students to complete the certificate within the 120 – 130 credits required for the target programs. This difference is crucial for SDSU's target audience: non-economics students or graduates of SDSU with varied educational backgrounds in credit heavy programs (i.e. pharmacy, biosciences, engineering, design). Having an on-campus program (part of which can be taken online) is important for instilling a more entrepreneurial culture at SDSU as a whole and to provide SDSU students a more well-rounded educational experience.

The proposed certificate in New Product and Venture Development complements other online programs at SDSU by offering students an opportunity to complement their skills by learning more about new venture formation and innovation in existing organizations either during their studies at SDSU or after graduation. For instance, the students who were able to take only one class in new product and venture development during their undergraduate studies may complete the rest of the certificate online after graduation.

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)? [12]

[11] Delivery methods are defined in AAC Guideline 5.5.
[12] This question responds to HLC definitions for distance delivery.

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	No		

Appendix A
New Product and Venture Development Certificate – Student Learning Outcomes

	Program Courses that Address the Outcomes		
Individual Student Outcome	ENTR 236	ENTR 237	ENTR 238
Students will be able to participate in innovative and creative thought processes.	X		
Students will be able to identify and assess innovative business opportunities.	X	X	X
Students will be able to comprehend of business research and analysis and incorporate in oral and written communication.		X	X
Students will be able to identify the steps to start an entrepreneurial venture in new and established organizational settings.		X	X
Students will be able to evaluate opportunities for growth of entrepreneurial ventures.		X	X
Students will be able to identify growth challenges and actions and steps related to harvest of an entrepreneurial venture.		X	X

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – E (1)
DATE: June 26-28, 2018

****

SUBJECT

New Site Request: SDSU Minor in Spanish

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer the Spanish minor through online delivery. This request responds to emerging demands from both students and employers. SDSU cites research indicating employers increasingly seek students with intercultural competencies and language skills in a variety of sectors. The online Spanish minor will make graduates more competitive in the global workplace and increase knowledge of one of the fastest growing languages within South Dakota.

IMPACT AND RECOMMENDATION

SDSU currently has 12 undergraduate minors available online; no institutions currently offer an online Spanish minor. SDSU does not request any new resources. SDSU anticipates graduating an additional 10 students per year with the minor after implementation of the online program.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: SDSU – Minor in Spanish (online delivery)

****

DRAFT MOTION 20180626_8-E(1):

I move to approve SDSU's new site proposal to offer the Spanish minor through online delivery.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Spanish Minor [SSPAN]**
NEW SITE(S):[1]	**Online**
INTENDED DATE OF IMPLEMENTATION:	**2018-2019 Academic Year**
CIP CODE:	**16.0905**
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.

Barry H. Dunn

President of the University — Date: 5/8/2018

1. What is the need for offering the program at the new physical site or through distance delivery?

South Dakota State University (SDSU) requests authorization to offer the Spanish minor through online delivery. This request responds to the demands that have emerged in recent years from both students and employers. As businesses at the local and national levels become increasingly global and as the demographic trends continue to reshape South Dakota and the nation, employers are increasingly placing more value on the "soft" skills acquired through language and culture study. Research shows that employers are particularly interested in hiring interculturally competent college graduates whose understanding of linguistic and cultural differences allows them to efficiently communicate and interact with foreign managers, suppliers, and customers.[2] The online Spanish minor aims at meeting these demands by increasing access, across the state and beyond, to a very marketable minor that can make future graduates more competitive in the new, global workplace.

This proposal for an online Spanish Minor supports SDSU's *Imagine 2023* strategic plan[3]. It specifically speaks to the core value of diversity ("diversity of community and ideas") by educating students on how to establish "a supportive, inclusive, collaborative, and cohesive environment with a focus on access" and by teaching the skills necessary for "collaboration

[1] If the request is for a new physical location, include an address for the location. Delivery methods are defined in AAC Guideline 5.5.

[2] See, for instance, "Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market" http://research.newamericaneconomy.org/report/not-lost-in-translation-the-growing-importance-of-foreign-language-skills-in-the-u-s-job-market/

[3] https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

and … respect [for] individuals with differing perspectives, backgrounds, and areas of expertise." Furthermore, this online certificate program helps to "Attain academic excellence" (Goal: "Achieve Excellence Through Transformative Education"). Specifically, it will:

1a. "Increase and sustain the number of accredited and certified programs";
1b. "Develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands";
1c. "Increase programs offered which use a diversity of delivery methods, times, (or scheduling) and locations"; and
1e. "Incorporate and assess cross-curricular skills into academic and co-curricular endeavors."

Additionally, this online minor helps to *"Increase recruitment, retention, and graduation of professionally prepared global citizens" (*Goal: "Achieve Excellence Through Transformative Education"). Specifically, it will:

3b. "Develop and enhance key retention and persistence programs that facilitate the development of skills in intercultural engagement, global citizenry, and international relationships."

Finally, this proposal aligns with two of the department's chosen cross-curricular skills required in BOR Policy 2:11:

1. **Diversity, Inclusion and Equity:** The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.

2. **Intercultural Knowledge:** Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

In short, *Imagine 2023* identifies the development of online programs with integrated cross-curricular skills as a strategy for achieving academic excellence. This new site request functions as part of that strategy.

The College of Arts, Humanities and Social Sciences requires a majority of their students to complete a minor as a part of their program. The addition of online minors will support the growing number of programs available to students through online delivery.

SDSU does not require additional resources. All courses are currently offered online. Students are already enrolling in the courses that are available.

3. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.

Regental universities including Black Hills State University, Northern State University, and the University of South Dakota all offer Spanish minors on their main campus. Non-system institutions including Augustana University and the University of Sioux Falls offer a Spanish minor on their main campus as well. Out of all of these institutions, only Northern State University currently offers an online Spanish major, but none offer the minor.

The online minor in Spanish at SDSU will serve as a complementary credential for a variety

of existing SDSU majors located off the Brookings campus. SDSU offers six undergraduate majors at the University Center – Sioux Falls. This includes General Studies (B.G.S.), Human Development and Family Studies (B.S.), Interdisciplinary Studies (B.S.), Nursing (B.S.), Psychology (B.S.), and Sociology (B.S.). Nursing also has Aberdeen and Rapid City sites. For all of these SDSU students taking coursework off-campus, the addition of the online Spanish Minor provides a complementary area of study to support these majors. This is a popular minor with nursing students in particular and future health care professionals in general. Currently, 37% of the 175 Spanish minors are in healthcare related majors.

Additionally, the online Spanish Minor will increase the number of non-degree seeking students and/or working professionals by providing a pathway to obtain critical-need skills (Spanish language and intercultural competencies).

SDSU has the largest Spanish program in the state and has earned a reputation for graduating highly competitive and workplace-ready Spanish minors and majors. The University's current standing positions it particularly well to offer a range of high-quality, challenging Spanish courses for these candidates. Ultimately, the online Spanish minor will generate synergies with other online programs, increase current online course offerings, and create more learning opportunities for traditional and non-traditional students in the region and beyond.

4. 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.

Students will either be new to the university (taking the minor to enhance or supplement a degree program at another institution or industry professionals looking for career development) or current SDSU students who want to complete the minor online. Students and professionals like the flexibility of online programs that allow them to continue to live and work anywhere. It is not expected that the online minor will have much impact on the enrollments in face-to-face, on-campus courses. The online minor is expected to attract three to five students per year.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 19	FY 20	FY 21	FY 22
Students new to the university	3	3	5	5
Students from other university programs	2	5	8	10
=Total students in the program at the site	5	11	20	30
Program credit hours (major courses)**	24	72	87	108
Graduates	0	0	2	10

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

5. What is the perceived impact of this request on existing programs in the Regental system?

Delivering the Spanish minor online is not expected to negatively impact enrollment in SDSU's face-to-face, on-campus courses or enrollment in other regental institutions. Since students prefer to maintain their institutional affiliation, the online Spanish minor will allow SDSU students at remote locations to remain connected to their chosen institution.

6. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

The curriculum for the existing minor is included in Appendix A. No new program modifications or new courses are being requested along with this new site request. Required and elective courses at all sites are offered in a regular rotation.

Minor in Spanish	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours new to this university
Minor Requirements	12	12	6	0
Electives	6	6	6	0
Total, Requirements for the Minor	18	18	12	0

7. How will the university provide student services comparable to those available for students on the main campus?

Faculty will continue to advise on-campus and online students, assisting them in preparing a plan of study. Students are referred to the department head or to other Spanish advisors for questions regarding coursework and requirements. Additionally, a student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources on-campus and online or to assist with general questions regarding online courses.

Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The librarian provides on-line research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have on-line access to research databases such as *Web of Science, EBSCOhost MegaFILE,* and *JSTOR.*

Other student services such as disability services accommodations will be available to students upon request.

8. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

None

9. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

None

10. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional

technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Complete Appendix B – Budget using the system form.*

A budget is not provided as all courses are currently being taught. No additional resources are needed.

Appendix A

Requirements for the Spanish Minor

Credits: 18

- SPAN 201 Intermediate Spanish I Credits: 3
- SPAN 202 Intermediate Spanish II Credits: 3
- SPAN 310 Practical Language Skills Credits: 3
- SPAN 330 Reading & Writing for Communication Credits: 3
- SPAN Electives* Credits: 6

  *At least 3 credits must be at the 300- or 400-level; SPAN 101 and 102 do not count toward the minor.

Advanced Electives Currently Offered Online

- SPAN 296** Field Experience Credits: 3-6
- SPAN 396** Field Experience Credits: 3-6
- SPAN 308 Spanish for Health Professions Credits: 3
- SPAN 350 Spanish for Business Credits: 3
- SPAN 353 Intro to Spanish Literature Credits: 3
- SPAN 399 Spanish for Criminal Justice Credits: 3
- SPAN 476 19th/20th Century Spain (Topics in Literature and Culture) Credits: 3
- SPAN 492 Topics (Cyber Café: Spanish & the Media) Credits: 2

**Since study abroad is proven to exponentially increase language proficiency, Spanish minors (traditional and online) are strongly encouraged to study abroad after consulting a Spanish advisor. Credits earned while studying abroad can be counted as part of the elective credits needed to complete the minor.

Academic Requirements

Minor Coursework

A minimum grade of "C" is required for a Spanish course to count towards the minor.

Placement

Students who have a background in modern language study before entering the University should take the Placement Examination to determine the appropriate course in which to enroll. Credit may be obtained for courses exempted upon completion of one course in the department, with a grade of "C" or better, and the payment of the established fee to the Academic Evaluation and Assessment Office. Please refer to Modern Language Credit under Academic Evaluation in the catalog for more detailed information.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – E (2)
DATE: June 26-28, 2018

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SUBJECT

New Site Request: SDSU Undergraduate Certificate in Workplace Intercultural Competency

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer the Workplace Intercultural Competence Certificate through online delivery. The Board originally approved the certificate for on campus delivery at the June 2017 meeting. The Workplace Intercultural Competence Certificate prepares students with the knowledge and skills needed to provide management of diverse workplaces in a variety of settings including business, construction, and agriculture. The certificate responds to growing demand for intercultural competencies by mid-level management at many South Dakota and regional companies. This proposal for online delivery is intended to reach non-traditional, place-bound professionals across the state and beyond.

IMPACT AND RECOMMENDATION

SDSU currently has two other undergraduate certificates available online. SDSU does not request any new resources. The certificate consists of 12 credit hours using existing courses.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: SDSU – Workplace Intercultural Competence Certificate (online delivery)

****

DRAFT MOTION 20180626_8-E(2):

I move to approve SDSU's new site proposal to offer the Workplace Intercultural Competency Certificate through online delivery.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Workplace Intercultural Competence Certificate [S.CERTU.WINC]**
NEW SITE(S):[1]	**Online**
INTENDED DATE OF IMPLEMENTATION:	**2018-2019 Academic Year**
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.

Barry H. Dunn

President of the University

5/8/2018
Date

1. What is the need for offering the program at the new physical site or through distance delivery?

South Dakota State University (SDSU) requests authorization to offer the Workplace Intercultural Competence Certificate through online delivery. The Workplace Intercultural Competence Certificate prepares candidates with the knowledge and skills needed to provide management of diverse workplaces in a variety of settings including business, construction, and agriculture. Students 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 also are introduced to basic theories and research regarding intercultural competence and management.

There is a growing demand for intercultural competencies by mid-level management at many South Dakota and regional companies. This proposal for online delivery of the Workplace Intercultural Competence Certificate was developed and designed to reach non-traditional, place-bound professionals across the state and beyond. In the first year of enrollment in the face-to-face setting, 8 students have enrolled and are pursuing certificate coursework: 4 in Animal Science, and 1 each in Consumer Affairs, Communication Studies, Computer Science, and Economics.

[1] If the request is for a new physical location, include an address for the location. Delivery methods are defined in AAC Guideline 5.5.

This proposal for an online Workplace Intercultural Competence Certificate supports SDSU's *Imagine 2023* strategic plan[2]. It specifically speaks to the core value of diversity ("diversity of community and ideas") by helping industry partners to establish "a supportive, inclusive, collaborative, and cohesive environment with a focus on access" and by teaching the skills necessary for "collaboration and … respect [for] individuals with differing perspectives, backgrounds, and areas of expertise." Furthermore, this online certificate program helps to "Attain academic excellence" (Goal: "Achieve Excellence Through Transformative Education"). Specifically, it will:

> 1a. "Increase and sustain the number of accredited and certified programs";
>
> 1b. "Develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands";
>
> 1c. "Increase programs offered which use a diversity of delivery methods, times, (or scheduling) and locations"; and
>
> 1e. "Incorporate and assess cross-curricular skills into academic and co-curricular endeavors."

Finally, this online certificate program helps to "Increase recruitment, retention, and graduation of professionally prepared global citizens" (Goal: "Achieve Excellence Through Transformative Education"). Specifically, it will:

> 3b. "Develop and enhance key retention and persistence programs that facilitate the development of skills in intercultural engagement, global citizenry, and international relationships."

In short, *Imagine 2023* identifies the development of online, cross-curricular certificates as a strategy for achieving academic excellence. The online Workplace Intercultural Competence Certificate will provide undergraduate, professional and continuing education focused on traditional and adult learners across the state, in the region, nation and globally.

Faculty and administrators from the Colleges of Agriculture and Biological Sciences, Arts and Sciences, Education and Human Sciences, and Engineering designed the Workplace Intercultural Competence certificate with input from several South Dakota based industries with highly diverse workforces (e.g., Tyson, Bel Brands, Hilltop Dairy). Such organizations face unique challenges that require knowledge and skills in language and intercultural competence so workers may bridge cultural differences and identify common values, expectations, beliefs and practices. At the end of the first year, the certificate has 8 enrolled students. Based on the first-year success of the face-to-face program as well as potential place-bound industry participants, the University sees demand for an online program.

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. Nationally, the immigrant population stands at nearly 3%, but the overall growth rate in South Dakota between 2000-2013 has been 58.6%, according to the Partnership For a New American Economy, a non-

[2] https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

profit group headed by Michael Bloomberg, Rupert Murdoch, and other mayors and business leaders.

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.[3] 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.[4] This certificate provides learners in a wide variety of disciplines the necessary knowledge and skills to succeed in a diverse and multicultural workforce.

SDSU will not require additional resources.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.

No, no other Regental university offers a similar program through online delivery.

3. 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.

The online certificate is expected to attract three to five students per year. Students will either be new to the university or current SDSU students who want to complete the certificate online. Students and professionals like the flexibility of online programs that allow them to continue to live and work anywhere in the state. It is not expected that the online certificate will have much impact on the enrollments in face-to-face, on-campus courses.

	Fiscal Years			
	1st	2nd	3rd	4th
Estimates	FY 19	FY 20	FY 21	FY 22
Students new to the university	3	3	5	5
Students from other university programs	1	2	4	4
=Total students in the program at the site	4	7	14	19
Program credit hours (required courses)	32	46	87	102
Graduates	0	0	2	5

4. What is the perceived impact of this request on existing programs in the Regental system?

This online certificate will increase the number of non-degree seeking students at SDSU as well as provide a pathway for working professionals to obtain critical need skills. The

[3] http://www.sciencedirect.com/science/article/pii/0147176795000437
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.

[4] http://britishchamber.be/event/training-intercultural-competence-working-across-borders-and-cultures
http://www.cityofdubuque.org/DocumentCenter/Home/View/3623
http://www.gaccmidwest.org/fileadmin/ahk_chicago/ChamberBrief/ChamberBrief_January_2011.pdf
http://www.goethe.de/ges/spa/prj/sog/fst/pl9483238.htm

existing diversity on their plant floors urgently demands this competence. In exploratory conversations with Tyson and our ESL liaison with Dakota Provisions, employees have expressed interest in pursuing this certificate. To date, SDSU has not discussed establishing cohorts of employees with these organizations. Those discussions would be our top priority if this new site request is granted.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

The curriculum for the existing Workplace Intercultural Competence Certificate is included in Appendix A. The Department of Modern Languages and Global Studies submitted a minor program modification due to a new course request for GLST 280 Developing Intercultural Competence (3 cr.). Required courses at all sites are or will be offered in a regular rotation.

Workplace Intercultural Competence Certificate	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours new to this university
Required Coursework	11	8	8	3
Electives	3-4	3	3	0
Total, Requirements for the Certificate	14-15	11	11	3

6. How will the university provide student services comparable to those available for students on the main campus?

Faculty in the Department of Modern Languages and Global Studies (MLGS) will continue to advise on-campus and online Workplace Intercultural Competence certificate students, assisting them in preparing a plan of study. Students are referred to the department head or to other MLGS advisors for questions regarding certificates. A student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources on-campus and online or to assist with general questions regarding online courses.

Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The librarian provides on-line research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have on-line access to research databases such as *Web of Science, EBSCOhost MegaFILE,* and *JSTOR.*

Other student services such as disability services accommodations will be available to students upon request.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

There is no accrediting body for undergraduate language and culture programs. However, the required courses in the Workplace Intercultural Competence curriculum at SDSU closely follows the American Council on the Teaching of Foreign Languages (ACTFL) guidelines for the undergraduate language courses and the faculty member teaching GLST 280 Developing Intercultural Competence will be an IDI ® Qualified Administrator. There are currently three faculty in the department qualified to teach this course, with another faculty member who will complete the training this summer. The department will cover the $2,000 training cost.

8. **Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.**

   None

9. **Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.** *Complete Appendix B – Budget using the system form.*

   The Department of Modern Languages and Global Studies is not requesting additional faculty or equipment to offer the certificate in Workplace Intercultural Competence.

Appendix A
Workplace Intercultural Competence Certificate - 2018-2019 Program Requirements

Requirements for Workplace Intercultural Competence Certificate
Credits: 14-15 Credits

- FREN 101 - Introductory French I Credits: 4
  or GER 101 - Introductory German I Credits: 4
  or SPAN 101 - Introductory Spanish I Credits: 4 *
- FREN 102 - Introductory French II Credits: 4
  or GER 102 - Introductory German II Credits: 4
  or SPAN 102 - Introductory Spanish II Credits: 4 *
- GLST 280 - Developing Intercultural Competence Credits: 3 *
  or SPCM 470 - Intercultural Communication Credits: 3

Select one management elective course from the following. Credits: 3-4
- AGEC 371 - Agricultural Business Management Credits: 3 *
- AS 445-445L - Value-Added Meat Products and Lab Credits: 3
- AS 474-474L - Cow/Calf Management and Lab Credits: 3
- AS 475-475L - Feedlot Operations and Management and Lab Credits: 3
- AS 478-478L - Swine Production and Lab Credits: 3
- BADM 101 - Survey of Business Credits: 3 *
- BADM/ MGMT 360 - Organization and Management Credits: 3 *
- CM 400 - Risk Management and Construction Safety Credits: 3
- DS 421-421L - Dairy Plant Management and Lab Credits: 4
- DS 481-481L - Dairy Farm Operations II and Lab Credits: 4
- GE 469 - Project Management Credits: 3
- HMGT 171 - Introduction to Hospitality Industry Credits: 3
- HMGT 472 - Hospitality Facilities Management and Design Credits: 3
- HRM 460 - Human Resource Management Credits: 3 *
- OM 462 - Quality Management Credits: 3
- OM 463 - Supply Chain Management Credits: 3

* Courses offered online by SDSU.

The main undergraduate audiences for this certificate program will be students in the following majors: Agricultural Business, Animal Science, Business Economics, Entrepreneurial Studies, Construction, Dairy Manufacturing, Dairy Production, Food Science, Hospitality Management, and Operations Management. However, the certificate will be open to any undergraduate student.

Suggested management elective courses for students in **agriculture, animal Science, or dairy oriented fields of study**; select 1 from the following:
- AGEC 371 - Agricultural Business Management Credits: 3 *
- AS 445-445L - Value-Added Meat Products and Lab Credits: 3
- AS 474-474L - Cow/Calf Management and Lab Credits: 3
- AS 475-475L - Feedlot Operations and Management and Lab Credits: 3
- AS 478-478L - Swine Production and Lab Credits: 3
- BADM 101 - Survey of Business Credits: 3 *
- DS 421-421L - Dairy Plant Management and Lab Credits: 4

- DS 481-481L - Dairy Farm Operations II and Lab Credits: 4
- HRM 460 - Human Resource Management Credits: 3 *

Suggested management elective courses for students in **business-oriented fields of study**; select 1 from the following:

- AGEC 371 - Agricultural Business Management Credits: 3 *
- BADM 101 - Survey of Business Credits: 3 *
- BADM/ MGMT 360 - Organization and Management Credits: 3 *
- GE 469 - Project Management Credits: 3
- HRM 460 - Human Resource Management Credits: 3 *
- OM 462 - Quality Management Credits: 3
- OM 463 - Supply Chain Management Credits: 3

Suggested management elective courses for students in **hospitality, sports, and recreation oriented fields of study**; select 1 from the following:

- BADM 101 - Survey of Business Credits: 3 *
- BADM/ MGMT 360 - Organization and Management Credits: 3 *
- HMGT 171 - Introduction to Hospitality Industry Credits: 3
- HMGT 472 - Hospitality Facilities Management and Design Credits: 3
- HRM 460 - Human Resource Management Credits: 3 *

Suggested management elective courses for students in **construction oriented fields of study**; select 1 from the following:

- BADM/ MGMT 360 - Organization and Management Credits: 3 *
- CM 400 - Risk Management and Construction Safety Credits: 3
- GE 469 - Project Management Credits: 3
- HRM 460 - Human Resource Management Credits: 3 *

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – F (1)
DATE: June 26-28, 2018

****

SUBJECT

Agreements on Academic Cooperation – NSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts
BOR Policy 5:5:4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, Northern State University seeks approval to enter into an agreement on academic cooperation with Catholic Kwandong University (Attachment I).

IMPACT AND RECOMMENDATION

This partnership provides pathways for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, each institution agrees to accept and enroll exchange students as non-degree seeking for the duration of their exchange. Participating students shall be selected initially by the home institution, and the host institution shall make the final admissions decision in each case. Exchange students will pay tuition to their home institution; however, they will be responsible for paying all other fees and expenses required by the host institution to the host institution. A list of fees will be provided by the host institution each semester. All other expenses (travel, housing, textbooks, etc.) shall be the responsibility of the exchange student. The agreement aligns with the tuition and fee requirements outlined in BOR Policy 5:5:4.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Academic Agreement: Catholic Kwandong University

****

DRAFT MOTION 20180626_8-F(1):

I move to approve the agreements on academic cooperation between Northern State University and Catholic Kwandong University.

Memorandum of Understanding between

Northern State University, USA

and

Catholic Kwandong University

Northern State University, Aberdeen, South Dakota, USA and Catholic Kwandong University, South Korea recognizing the benefits to their respective universities through the establishment of international links, agree to formulate this Memorandum of Understanding (MoU), aiming to promote cooperation and exchange between the two parties.

Both parties, based on the principle of equality and mutual benefits, will develop cooperation and exchange in the following areas, within the framework of this Agreement.

1. The development of collaborative partnerships that will include student, faculty and staff exchanges.
2. Establishing and promoting areas of research collaboration and cooperation in fields of mutual interest. This may include conducting collaborative research projects and/or the exchange of academic information and materials.
3. The promotion of other academic activities, as jointly agreed upon, to better enhance mutual understanding and cooperation between the parties.

It is understood that the implementation of this Agreement will begin on the day it is signed by both parties and will continue thereafter for a period of five (5) years. It may be amended or modified by mutual written agreement by academic or administrative representatives of both parties and it may be terminated at the initiative of either party with a written notice of at least six months prior to the termination.

An agreement for each specific exchange activity will be signed after friendly discussion and negotiation.

This Agreement is drawn in both English and (list other) languages and either copy has the same validity.

Signed on behalf of
Northern State University

Dr. Timothy Downs
President
Northern State University
USA
Date: 04/27/18

Signed on behalf of
Catholic Kwandong University

Dr. Myung-Hoon Chun
President
Catholic Kwandong University
South Korea
Date: April 12, 2018

AGREEMENT ON ACADEMIC COOPERATION BETWEEN

NORTHERN STATE UNIVERSITY AND

CATHOLIC KWANDONG UNIVERSITY

Northern State University and Catholic Kwandong University recognizing the benefits to their respective universities through the establishment of international links, have concluded this agreement on academic cooperation ("Agreement").

1 The purpose of this Agreement is to develop academic and educational cooperation and promote mutual understanding between the two universities.

2 Both universities agree to develop the following collaborative activities in academic areas of mutual interest, on the basis of equality and reciprocity.

a. Exchange of faculty members, researchers, and administrative staff
b. Exchange of students
c. Implementation of collaborative research projects
d. Implementation of lectures and symposia
e. Exchange of academic information and materials
f. Promotion of other academic cooperation on which both parties have agreed

3 The development and implementation of specific activities based on this Agreement will be separately negotiated and agreed on between the faculties, schools or institutes, which are to carry out the specific activities. Both universities agree to carry out these activities in accordance with the laws and regulations of the respective countries.

4 It is understood that the implementation of any of the types of cooperation stated in Clause 2 shall depend upon the availability of resources and financial support at the universities concerned.

5 Should any collaborative research activities conducted under this Agreement have any potential for developing intellectual property, both universities shall seek an equitable and fair understanding as to ownership and other property interests that may arise.

6 This Agreement may be amended or modified by a written agreement signed by the representatives of both universities.

7 This Agreement is valid for a period of five (5) years from the signature date of the representatives of both universities below. This Agreement may be renewed after being reviewed and renegotiated by both universities.

8 This Agreement may, at any time during its period of validity, be terminated by either university upon prior written notice to the other party made at least six (6) months prior to the termination date.

9 This Agreement shall be executed in English in two (2) copies; each university shall retain one copy.

STUDENT EXCHANGE AGREEMENT
BETWEEN
NORTHERN STATE UNIVERSITY
AND
CATHOLIC KWANDONG UNIVERISTY

Northern State University and Catholic Kwandong University conclude this Agreement to promote student exchange, based upon the Memorandum of Understanding (MOU) between Northern State University and Catholic Kwandong University.

1. **Duration of Stay**
   The duration of stay for exchange students shall not exceed a period of one academic year, and shall be subject to the agreement of the host institutions.

2. **Numbers of Exchange Students**
   Each institution will work with the host institution on acceptance. The institutions undertake to balance the numbers of students from each institution over the term of the Agreement. With the agreement of the host institution the number of student exchanges in a particular year may change where it is necessary to "balance" the numbers of exchange students. Note: 2 students for a 4-6 week summer semester (2 courses, 6 credits) stay or 2 students for an 8 week summer research stay is equivalent to 1 student for a full semester stay.

3. **Status of Exchange Students**
   Each institution shall normally accept incoming exchange students as visiting students who do not plan to obtain a degree from the host university.

4. **Acceptance Procedures**
   The students participating in the exchange program under the terms of this Agreement shall be selected initially by the home institutions, and the host institution shall make the final admission decisions in each case.

5. **Study Program**
   Each exchange student shall determine the study program at the host institution in consultation with academic advisors at both the home and host institutions. Depending on the study program, language requirements and/or other prerequisites may be imposed in accordance with the regulations of the host institutions. Exchange students will normally be permitted to enter a program in which there is space and no limits on access, provided the student meets the stipulated prerequisite requirements. Academic advisor contact information must be given to host institution each semester.

6. **Academic Record and Accreditation**
The host institutions shall evaluate the academic performance of each exchange student according to its rules. Students shall be responsible for requesting that transcripts be sent, at their expense, to their home University. The home institution may give credit to each student according to it regulations.

7. **Tuition, Fees and Expenses:**
Students from partner institutions pay tuition at their home campus. Therefore, they are not required to pay tuition at the host institution. Exchange students will be responsible for all fees and expenses required by the host institution. A list of required fees will be provided by the host institution each semester. In addition, all incoming exchange students will be required to pay the following:

- Round-trip airfare
- Mandatory university room or housing
- Mandatory meal plan as stipulated by university regulations
- Required South Dakota regental approved medical insurance
- Textbooks and living expenses
- Expenses related to entry and departure from the country
- All visa related fees
- Any fees associated with targeted courses at the host institution and required support fees.

8. **Government Requirements**
Exchange students will meet all requirements of the host country as regards immigration, including where appropriate, arrangements for their families and dependents. Exchange students shall ensure that they keep their host institution fully informed of their movements and their contact details during the period of their exchange. The host institution will act as the point of contact with the student.

9. **Financial Responsibility**
Exchange student shall take out comprehensive health insurance which is valid in the host country and host institution. Exchange students shall be responsible for their own expenses, including travel expenses, food, accommodation costs, and health care fees. The host institution will assist the exchange student to find initial accommodation wherever necessary.

10. **Program Administration**
Each institution shall designate an officer for general program administration, and shall inform the other institution of any changes in these arrangements. The officer shall be in regular contact with each other to make arrangements necessary to implement this Agreement. All programs are subject to the regulations and conditions as set forth by the Office of International Programs at Northern State University and the Office of International Affairs at Catholic Kwandong University.

11. Conditions for Collaboration

Nothing in the Agreement shall be construed by one Exchanging Institution as an indemnification of the other for liabilities of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Agreement. Any liabilities or claims for property loss or death or personal injury by an Exchanging Institution or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

12. Commencement and Duration of the Agreement

The Agreement shall enter into force on the date of its signing by both institutions and shall remain in force for five years.

Either institution may, by giving six months written notice to the other institution, terminate the Agreement. In the absence of such and early termination, the renewal of this Agreement shall be reviewed by the two institutions no less than six months prior to the natural termination of the current Agreement.

In the event that either party terminates the Agreement, the host institution shall honor the terms of the Agreement for students whose exchange has been approved prior to the termination, as if the Agreement remained in force for the period of exchange.

The terms of this Agreement may be revised or modified at any time through joint review and recommendation by both institutions. No revision or modification shall come into effect until such time as both institutions have signed a letter agreeing to the revision or modification.

The following signatures are affixed as acknowledgement and acceptance of the terms of this Agreement:

For Catholic Kwandong University

Dr. Myung-Hoon Chun
President
Catholic Kwandong University
South Korea

Date: April 12, 2018

For Northern State University

Dr. Timothy Downs
President
Northern State University
USA

Date: 04/27/18

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – F (2)
DATE: June 26-28, 2018

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SUBJECT

Agreements on Academic Cooperation – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts
BOR Policy 5:5:4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota State University seeks approval to enter into an agreement on academic cooperation with Warsaw University of Life Sciences – SGGW (WULS-SGGW) through the following two agreements:

- Erasmus+ Staff Mobility for Teaching Mobility Agreement
- Erasmus+ Programme Inter-Institutional Agreement

ERASMUS+ is included in the European Union Programme and provides programs in the the fields of education, training, youth and sport. Projects include cooperation and mobility programs in the field of higher education that offer opportunities for students, doctoral candidates and staff from around the world. Mobility projects include grants for study, research and teaching in the higher education sector for students and staff.

IMPACT AND RECOMMENDATION

Mobility projects are of great importance to help individual learners acquire skills, to support their professional development and deepen their understanding of other cultures. Moreover, they support increase of capacities, attractiveness and international dimension of the organizations taking part. The objectives of these agreements is to: 1) provide an opportunity for student and faculty exchange; and 2) to share information and discuss

(Continued)

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DRAFT MOTION 20180626_8-F(2):

I move to approve 1) the Erasmus+ Staff Mobility for Teaching Mobility Agreement; and 2) Erasmus+ Programme Inter-Institutional Agreement between South Dakota State University and Warsaw University of Life Sciences – SGGW.

current topics in the areas of international economics and agricultural policy pertaining to the European Union and United States with WULS-SGGW colleagues and students.

Regarding student exchange, SDSU agrees to charge no fees, in the case of credit mobility, to incoming students for tuition, registration, examinations or access to laboratory and library facilities. However, incoming students may be charged small fees on the same basis as local students for costs such as insurance, student unions and the other expenses shall be the responsibility of the student. SDSU shall be responsible for providing assistance/guidance to incoming and outbound students in obtaining any necessary visas and insurance, when required, as well as housing. The agreement aligns with the tuition and fee requirements outlined in BOR Policy 5:5:4.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Academic Agreement: SDSU – Erasmus+ Staff Mobility for Teaching Mobility Agreement

Attachment II – Academic Agreement: SDSU – Erasmus+ Programme Inter-Institutional Agreement

Erasmus+ Higher Education Mobility Agreement form *Participant's name*

STAFF MOBILITY FOR TEACHING[1] MOBILITY AGREEMENT

Planned period of the teaching activity: from *[day/month/year]* till *[day/month/year]*

Duration (days) – excluding travel days: 17/May/2018 – 23/May/2018

The teaching staff member

Last name (s)	**Van der Sluis**	First name (s)	**Evert (Everhardus)**
Seniority[2]	Senior	Nationality[3]	**U.S.A.**
Sex [*M/F*]	M	Academic year	2017/2018
E-mail	**evert.vandersluis@sdstate.edu**		

The Sending Institution/Enterprise[4]

Name	**South Dakota State University**		
Erasmus code[5] (if applicable)		Faculty/Department	Office of International Affairs & Outreach
Address	South Dakota State U Briggs Library 119, Bo Brookings, SD 57007	Country/ Country code[6]	
Contact person name and position	Kathleen Fairfax Assistant Vice President	Contact person e-mail / phone	**kathleen.fairfax@sdstate.edu**
Type of enterprise: NACE code[7] (if applicable)	University P85.42	Size of enterprise (if applicable)	☐<250 employees ☒>250 employees

The Receiving Institution

Name	**Warsaw University of Life Sciences - SGGW**	Faculty/Department	**Faculty Economic Sciences**
Erasmus code (if applicable)	**PL WARSZAW05**		
Address	166 Nowoursynowska str., 02-787 Warsaw, Poland	Country/ Country code	POLAND
Contact person name and position	Ewelina Belkiewicz / Małgorzata Szczęsna Program Administrator erasmusplus_world@sggw.pl	Contact person e-mail / phone	Dr. Dorota Kmieć dorota_kmiec(at)sggw.pl

GfNA-II-C-Annex IV-Erasmus+ HE Staff Mobility Agreement for teaching – 2015

Erasmus+ Higher Education Mobility Agreement form *Participant's name*

For guidelines, please look at the end notes on page 3.

Erasmus+ Higher Education Mobility Agreement form *Participant's name*

Section to be completed BEFORE THE MOBILITY

I. PROPOSED MOBILITY PROGRAMME

Main subject field[8]: Economics

Level (select the main one): Short cycle (EQF level 5) ☐; Bachelor or equivalent first cycle (EQF level 6) ☒; Master or equivalent second cycle (EQF level 7) ☐; Doctoral or equivalent third cycle (EQF level 8) ☐

Number of students at the receiving institution benefiting from the teaching programme: 60

Number of teaching hours: 8

Language of instruction: English

Overall objectives of the mobility: To share information and discuss current topics in the areas of international economics and agricultural policy pertaining to the European Union and United States with WULS-SGGW colleagues and students.

Added value of the mobility (in the context of the modernisation and internationalisation strategies of the institutions involved): The discussions are expected to lead to an improved mutual understanding of critical policy issues pertaining to international economics and Polish and U.S. agriculture. I also hope to receive input from WULS-SGGW colleagues and students during lectures.

Content of the teaching programme: The broad subject areas include international economics and agricultural policy. Specifically, I will conduct two guest lectures of two hours each in a course on Macroeconomics taught by Dr. Dorota Kmieć, entitled "The Overlap Between Macroeconomics and International Economics: Foreign Exchange" on Tuesday, May 17. I will also conduct a two-hour seminar on the topic of "Poverty Reduction due to Aid for Trade and Foreign Direct Investment" and I will discuss the topic of "The Department of Economics at SDSU and My Research Portfolio" with SGGW colleagues on Wednesday, May 23. In addition, I hope to be able to meet with the Dean of the Faculty, Professor Gołębiewski, and am open to conducting other guest lectures.

Expected outcomes and impact (e.g. on the professional development of the teaching staff member and on the competences of students at both institutions): The shared information is expected to lead to an improved understanding among discussion and lecture participants of the issues discussed and material presented during lectures. The discussions may also lead to the development of a joint research project with Dr. Dorota Kmieć in the future.

II. COMMITMENT OF THE THREE PARTIES

By signing[9] this document, the teaching staff member, the sending institution/enterprise and the receiving institution confirm that they approve the proposed mobility agreement.

The sending higher education institution supports the staff mobility as part of its modernisation and internationalisation strategy and will recognise it as a component in any evaluation or assessment of the teaching staff member.

GfNA-II-C-Annex IV-Erasmus+ HE Staff Mobility Agreement for teaching – 2015

Erasmus+ **Higher Education Mobility Agreement form** ***Participant's name***

The teaching staff member will share his/her experience, in particular its impact on his/her professional development and on the sending higher education institution, as a source of inspiration to others.

The teaching staff member and the sending institution commit to the requirements set out in the grant agreement signed between them.

The teaching staff member and the receiving institution will communicate to the sending institution/enterprise any problems or changes regarding the proposed mobility programme or mobility period.

This agreement is subject to & conditioned upon the final approval of the South Dakota Board of Regents

The teaching staff member

Name: Evert (Everhardus) Van der Sluis

Signature: Evert Van der Sluis Date: May 10, 2018

The sending institution/enterprise

Name of the responsible person: ~~Provost Dennis Hedge~~ President Barry Dunn

Signature: Barry A Dunn Date: 5-17-18

The receiving institution

Name of the responsible person: Dorota Kmieć

Signature: Date:

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1 In case the mobility combines teaching and training activities, **this** template should be used and adjusted to fit both activity types.

[2] **Seniority:** Junior (approx. < 10 years of experience), Intermediate (approx. > 10 and < 20 years of experience) or Senior (approx. > 20 years of experience).

[3] **Nationality:** Country to which the person belongs administratively and that issues the ID card and/or passport.

[4] All refererences to "**enterprise**" are only applicable to mobility for staff between Programme Countries or within Capacity Building projects.

[5] **Erasmus Code:** A unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education receives. It is only applicable to higher education institutions located in Programme Countries.

[6] **Country code**: ISO 3166-2 country codes available at: https://www.iso.org/obp/ui/#search.

[7] The top-level NACE sector codes are available at http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=NACE_REV2&StrLanguageCode=EN

[8] The ISCED-F 2013 search tool (available at http://ec.europa.eu/education/tools/isced-f_en.htm) should be used to find the ISCED 2013 detailed field of education and training.

[9] Circulating papers with original signatures is not compulsory. Scanned copies of signatures or electronic signatures may be accepted, depending on the national legislation of the country of the sending institution (in the case of mobility with Partner Countries: the national legislation of the Programme Country).

Erasmus+

ERASMUS+ PROGRAMME

Key Action 1
– Mobility for learners and staff –
Higher Education Student and Staff Mobility

Inter-institutional agreement 2018-2019
between institutions from
Programme and Partner Countries[1]

The institutions named below agree to cooperate for the exchange of students and/or staff in the context of the Erasmus+ programme. They commit to respect the quality requirements of the Erasmus Charter for Higher Education in all aspects of the organisation and management of the mobility, in particular the recognition of the credits (or equivalent) awarded to students by the partner institution. The institutions also commit to sound and transparent management of funds allocated to them through Erasmus+.

A. Information about higher education institutions

Full name of the institution / country	Erasmus code or city	Contact details[2] (email, phone)	Website (eg. of the course catalogue)
Warsaw University of Life Sciences – SGGW International Relations Office, 166 Nowoursynowska str. 02-787 Warsaw, Poland	PL WARSZAW05	Institutional Coordinator: Dr Mieczysław Rygalski Tel.: +48 22 5931076 Fax: +48 22 5931042 mieczyslaw_rygalski@sggw.pl	erasmusplus.sggw.pl Course catalogue: http://www.sggw.pl/en/international-cooperation_/information-for-students/sggw-studies-in-english/subjects-in-english
PARTNER INSTITUTION South Dakota State University 1015 Campanile Ave. Brookings, S.D. 57007 1-605-688-4121		Kathleen Fairfax Assistant Vice President for International Affairs and Outreach Tel: 1-605-688-4154 Fax: 1-605-688-6540 kathleen.fairfax@sdstate.edu	http://catalog.sdstate.edu/

[1] Erasmus+ Programme Countries are the 28 EU countries, the EFTA countries and other European countries as defined in the Call for proposals. Eligible Partner Countries are listed in the Programme Guide.

[2] Contact details to reach the senior officer in charge of this agreement.

BAD 5-17-18

B. Mobility numbers[3] per academic year

The partners commit to amend the table below in case of changes in the mobility data by the end of January at the latest in the preceding academic year.

Student mobility

FROM [Erasmus code or city of the sending institution]	TO [Erasmus code or city of the receiving institution]	*Subject area code* [ISCED]	*Subject area name*	*Study cycle* [short cycle, 1st, 2nd or 3rd]	Number of student mobility periods	
		[All mentioned subject areas are available for both partner institutions based on the annually updated academic offer]			**Student Mobility for Studies** [total number of months of the study periods or average duration]	Student Mobility for Traineeship [Irrelevant]
PL WARSZAW05	PARTNER INSTITUTION South Dakota State University	03	Social sciences, journalism and information 0311 Economics	--	**N/A**	**N/A**
PARTNER INSTITUTION South Dakota State University	PL WARSZAW05	04	Business, administration and law 0411 Accounting and taxation; 0412 Finance, banking and insurance; 0413 Management and administration; 0414 Marketing and advertising	--	**N/A**	**N/A**

Staff mobility

FROM [Erasmus code or city of the sending institution]	TO [Erasmus code or city of the receiving institution]	*Subject area code* [ISCED]	*Subject area name*	Number of staff mobility periods	
		[All mentioned subject areas are available for both partner institutions based on the annually updated academic offer]		**Staff Mobility for Teaching** [total number of days of teaching periods or average duration]	**Staff Mobility for Training**
PL WARSZAW05	PARTNER INSTITUTION South Dakota State University	03	Social sciences, journalism and information 0311 Economics	**1 staff x 5 working days**	**N/A**

[3] Mobility numbers can be given per sending/receiving institutions *and per education field (optional*: http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx)*

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PARTNER INSTITUTION South Dakota State University	PL WARSZAW05	04	Business, administration and law 0411 Accounting and taxation; 0412 Finance, banking and insurance; 0413 Management and administration; 0414 Marketing and advertising	**1 staff x 5 working days**	**N/A**

C. Recommended language skills

The sending institution, following agreement with the receiving institution, is responsible for providing support to its nominated candidates so that they can have the recommended language skills at the start of the study or teaching period:

Receiving institution **[Erasmus code or city]**	***Optional Subject area***	**Language of instruction 1**	**Language of instruction 2**	**Recommended language of instruction level[4]**	
				Student Mobility for Studies *[Minimum recommended level: B1]*	Staff Mobility for Teaching *[Minimum recommended level: B2]*
PL WARSZAW05	--	ENGLISH	--	B2	B2
PARTNER INSTITUTION South Dakota State University	Economics	English	English		

For more details on the language of instruction recommendations, see the course catalogue of each institution *[Links available in Section A of the Agreement].*

D. Respect of fundamental principles and other mobility requirements

The higher education institution(s) located in a **Programme Country** of Erasmus+ must respect the Erasmus Charter for Higher Education of which it must be a holder. The charter can be found here: https://eacea.ec.europa.eu/erasmus-plus/actions/erasmus-charter_en

The higher education institution(s) located in a **Partner Country** of Erasmus+ must respect the following set of principles and requirements:

The higher education institution agrees to:

- Respect in full the principles of non-discrimination and to promote and ensure equal access and opportunities to mobile participants from all backgrounds, in particular

[4] For an easier and consistent understanding of language requirements, use of the Common European Framework of Reference for Languages (CEFR) is recommended, see http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr

BHD 5-17-18

disadvantaged or vulnerable groups.

- Apply a selection process that is fair, transparent and documented, ensuring equal opportunities to participants eligible for mobility.
- Ensure recognition for satisfactorily completed activities of study mobility and, where possible, traineeships of its mobile students.
- Charge no fees, in the case of credit mobility, to incoming students for tuition, registration, examinations or access to laboratory and library facilities. Nevertheless, they may be charged small fees on the same basis as local students for costs such as insurance, student unions and the use of miscellaneous material.

The higher education institution located in a **Partner Country** of Erasmus+ further undertakes to:

Before mobility

- Provide information on courses (content, level, scope, language) well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Ensure that outbound mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency.
- Ensure that student and staff mobility for education or training purposes is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide assistance related to obtaining visas, when required, for incoming and outbound mobile participants. Costs for visas can be covered with the mobility grants. See the information / visa section for contact details.
- Provide assistance related to obtaining insurance, when required, for incoming and outbound mobile participants. The institution from the Partner Country should inform mobile participants of cases in which insurance cover is not automatically provided. Costs for insurance can be covered with the organizational support grants. See the information / insurance section for contact details.
- Provide guidance to incoming mobile participants in finding accommodation. See the information / housing section for contact details.

During and after mobility

- Ensure equal academic treatment and services for home students and staff and incoming mobile participants and integrate incoming mobile participants into the institution's everyday life, and have in place appropriate mentoring and support arrangements for mobile participants as well as appropriate linguistic support to incoming mobile participants.
- Accept all activities indicated in the learning agreement as counting towards the degree, provided these have been satisfactorily completed by the mobile student.

BHD 5-17-19

- Provide, free-of-charge, incoming mobile students and their sending institutions with transcripts in English or in the language of the sending institution containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Support the reintegration of mobile participants and give them the opportunity, upon return, to build on their experiences for the benefit of the Institution and their peers.
- Ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement.

E. Additional requirements

PL WARSZAW 05: in case of additional requirements in regard to academic, organizational or other aspects (e.g. students with special needs) please contact the International Relations Office: erasmusplus_world@sggw.pl

PARTNER: in case of additional requirements in regard to academic, organizational or other aspects (e.g. students with special needs) please contact:

F. Calendar

1. Applications/information on nominated students must reach the receiving institution by:

Receiving institution [Erasmus code or city]	Autumn term [month]	Spring term [month]
PL WARSZAWW05	Nomination – June Arrival – by October	Nomination – December Arrival – by March
PARTNER INSTITUTION	Nomination – June Arrival – by October	Nomination – December Arrival – by March

2. The receiving institution will send its decision within 2 weeks from nomination.
3. A Transcript of Records will be issued by the receiving institution no later than 5 weeks after the assessment period has finished at the receiving HEI.
4. Termination of the agreement

This agreement has a term of 1 year (2018-2019).

In the event of unilateral termination a notice of at least one academic year is needed and started activities have to be finished in line with eventually signed documents. Neither the European Commission nor the National agency can be held responsible in case of conflict.

If the European Commission decides not to support the cooperation between our two institutions as agreed in this Inter-Institutional Agreement, partner university will then agree in writing about the realization of the cooperation agreed in this Inter-Institutional Agreement.

BAD 5-17-18

G. Information

1. Grading systems of the institutions

PL WARSZAW05: grading is based on a scale ranging from 2 to 5. The passing grade is 3. The relationship between the grading system of the Warsaw University of Life Sciences – SGGW and that of ECTS is the following:

Grade		ECTS grade	Evaluation
5.0	5 or bdb	A	Very good
4.5	4+ or db+	B	Good plus
4.0	4 or db	C	Good
3.5	3+ or dst+	D	Satisfactory
3.0	3 or dst	E	Sufficient
2.0	2 or ndst	F	Fail
0.0	0	FX	Resignation

ECTS credits: 1 full academic year = 60ECTS; 1 semester = 30ECTS

PARTNER

2. Visa

The sending and receiving institutions will provide assistance, when required, in securing visas for incoming and outbound mobile participants, according to the requirements of the Erasmus Charter for Higher Education.

Information and assistance can be provided by the following contact points and information sources:

Institution [Erasmus code or city]	Contact details (email, phone)	Website for information
PL WARSZAW05	International Relations Office erasmusplus_world@sggw.pl Fax: +48 22 5931042 Ms. Ewelina Belkiewicz +48 22 5931045 Ms. Małgorzata Szczęsna +48 22 5931046	www.e-konsult.gov.pl
PARTNER INSTITUTION South Dakota State University	Kathleen Fairfax Assistant Vice President for International Affairs and Outreach Tel: 1-605-688-4154 Fax: 1-605-688-6540 kathleen.fairfax@sdstate.edu	https://www.sdstate.edu/international-affairs

*** Visa fees need to be covered by the Beneficiary.**

BHD 5.17.18

3. Insurance

The sending and receiving institutions will provide assistance in obtaining insurance for incoming and outbound mobile participants, according to the requirements of the Erasmus Charter for Higher Education.

The receiving institution will inform mobile participants of cases in which insurance cover is not automatically provided. Information and assistance can be provided by the following contact points and information sources:

Institution [Erasmus code or city]	Contact details (email, phone)	Website for information
PL WARSZAW05	International Relations Office erasmusplus_world@sggw.pl Fax: +48 22 5931042 Ms. Ewelina Belkiewicz +48 22 5931045 Ms. Małgorzata Szczęsna +48 22 5931046	http://www.sggw.pl/en/international-cooperation_/educational-programs/erasmus-llp_ erasmusplus.sggw.pl
PARTNER INSTITUTION South Dakota State University	Sally A. Gillman, Ph.D. Director for Study Abroad Office of International Affairs Briggs Library, Suite 119 1300 North Campus Drive Brookings, SD 57007 Tel: 1-605-688-6094 Fax: 1-605-688-6540	sdstate.edu/studyabroad

*** Insurance fees need to covered by the Beneficiary.**

BHD 5-17-18

4. Housing

The receiving institution will guide incoming mobile participants in finding accommodation, according to the requirements of the Erasmus Charter for Higher Education.

Information and assistance can be provided by the following persons and information sources:

Institution [Erasmus code or city]	Contact details (email, phone)	Website for information
PL WARSZAW05	International Relations Office erasmusplus_world@sggw.pl Fax: +48 22 5931042 Ms. Ewelina Belkiewicz +48 22 5931045 Ms. Małgorzata Szczęsna +48 22 5931046	http://www.sggw.pl/en/international-cooperation_/educational-programs/erasmus-llp_ erasmusplus.sggw.pl http://adiss.sggw.pl/domy-studenckie/
PARTNER INSTITUTION	South Dakota State University Kathleen Fairfax Assistant Vice President for International Affairs and Outreach Tel: 1-605-688-4154 Fax: 1-605-688-6540 kathleen.fairfax@sdstate.edu	https://www.sdstate.edu/international-affairs

G. SIGNATURES OF THE INSTITUTIONS (legal representatives)

This agreement is subject to & conditioned upon the final approval of the South Dakota Board of Regents.

Institution [Erasmus code or name and city]	Name, function	Date	Signature[5]
PL WARSZAW05	Prof. Dr hab. Michał Zasada Vice-Rector for International Cooperation		
PARTNER INSTITUTION South Dakota State University	Dr. ~~Dennis Hedge~~ Barry Dunn ~~Provost~~ President		5-17-18

[5] Scanned copies of signatures or digital signatures may be accepted depending on the national legislation

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – G
DATE: June 26-28, 2018

****

SUBJECT

Dual / Concurrent Credit Transfer of Credits Agreement – Wayne State College

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts
BOR Policy 2:5 – Transfer of Credit
AAC Guidelines 7.1 – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

In accordance with AAC Guideline 7.1, the University of South Dakota has been working with Wayne State College (WSC) to establish a formal system agreement to facilitate the transfer of credits earned in high school-based dual enrollment courses and dual credit programs between WSC and the Regental System.

IMPACT AND RECOMMENDATION

Through this agreement, students taking dual credit courses from WSC will be able to transfer those courses into any institution in the Regental system when the appropriate equivalencies exist. The agreement aligns with the requirements outlined in BOR Policy 2:5, and reflects requirements in AAC Guideline 7.1.

Board staff recommends approval of the agreement.

ATTACHMENTS

Attachment I – Dual / Concurrent Credit Transfer of Credits Agreement: Wayne State College

****

DRAFT MOTION 20180626_8-G:

I move to approve the Dual / Concurrent Credit Transfer of Credits Agreement with Wayne State College.

Agreement Between the
South Dakota Board of Regents and Wayne State College to Facilitate
Transfer of College Credits Awarded
to High School Students Enrolled in High School-Based
Dual Enrollment Courses and Dual Credit Programs

Throughout the nation, it has become increasingly common to allow high school students to enroll in high school-based college-level courses offered by institutions of higher education. For the purposes of this agreement, such courses are called high school-based dual enrollment courses.

The South Dakota Board of Regents and College have entered into the present agreement to facilitate the transfer of credits earned in high school-based dual enrollment courses and dual credit programs specified below between institutions that each of the parties govern. The South Dakota Board of Regents and Wayne State College agree that credits earned in high school-based dual enrollment courses will be accepted for transfer, so long as, but only if, each of the following criteria are satisfied, as determined by the institution accepting credit for transfer:

1. The high school-based dual enrollment course is taught by a high school faculty who meets one of the following criteria:

    - Master's degree in the subject/discipline teaching,
      or
    - Master's degree with 18 graduate hours in the subject/discipline teaching

2. A faculty member in the discipline of the course from the credit granting college/university is assigned to and actively engaged as a mentor for the high school instructor.

3. The faculty of the institution granting credit developed the course syllabus. College courses require a minimum of 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories will be specified.

4. The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An alternative is a student evaluation and assessment where there is joint responsibility of the discipline faculty of the institution granting credit and the high school teacher. Under this arrangement high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the course on campus.

5. High school students must meet the criteria listed below in order to enroll.
    a. Students must be juniors or seniors who:
        i. meet undergraduate admissions requirements (ACT or coursework); or

ii. if a high school senior, rank in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; or
iii. if a high school juniors, rank in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; and
iv. students enrolling in math or English coursework will be expected to meet existing placement standards

b. Students must be admitted to the institution

6. All students in a dual enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for smaller school districts, a minimum of 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.

This agreement is in effect for College courses taught at the high schools approved by Wayne State College.

It is expected that any issues concerning the implementation of this agreement by either party will be communicated directly to the chief executive officer of the partner institution.

This agreement shall take effect upon approval of the parties and shall remain in effect until terminated by either party.

Approved this _____ day of _____ 20___.

_____	_____
President	President
South Dakota Board of Regents	Wayne State College

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – H
DATE: June 26-28, 2018

****

SUBJECT

Inactive Status and Program Termination Requests – NSU, SDSU & USD

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Northern State University has submitted a request asking that the following degree program be terminated (Attachment I):

- Physics Minor – Terminate
  Currently not offering most of the courses listed in the minor due to lack of staff available to cover the courses and lack of student interest.

South Dakota State University has submitted a request asking that the following degree program be inactivated (Attachment II):

- Curriculum & Instruction (M.Ed.) – Adult and Higher Education Specialization – Inactivate
  Since 2015, the Adult & Higher Education Specialization has not had enough students to keep the program viable. Courses have had to be canceled or turned into independent studies often. The Department also does not have enough faculty on staff to teach the courses in the allowed departmental workload and adjuncts with this specific expertise are limited. Currently there are six students who are active in the program. One will be transitioning into a different program, and the remaining five students will complete the program by the end of the 2019-20 academic year

(Continued)

****

DRAFT MOTION 20180626_8-H:

I move to approve NSU's request to terminate their Physics Minor; SDSU's request to inactivate their Curriculum & Instruction (M.Ed.) – Adult and Higher Education Specialization; and USD's request to terminate their Interdisciplinary Language (German) Minor.

The University of South Dakota has submitted a request asking that the following degree program be terminated (Attachment III):

- Interdisciplinary Language (German) Minor – Terminate
  No students have been enrolled in this minor for the past five years.

IMPACT AND RECOMMENDATION

NSU, SDSU and USD do not anticipate any cost savings, employee terminations or any other potential implications associated with terminating/inactivating the respective programs.

Board staff recommends approval.

ATTACHMENTS

Attachment I – NSU Program Termination Request
Attachment II – SDSU Program Inactivation Request
Attachment III – USD Program Termination Request

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	**Physics Minor**
CIP CODE:	**400801**
UNIVERSITY DEPARTMENT:	**Biology, Chemistry & Physics, & Math**
UNIVERSITY DIVISION:	**College of Arts & Sciences**

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Alan D. LaFave — President of the University or Designee

1/9/2018 — 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 ☐

[1] Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

3. The program action proposed is (*place an "X" in the appropriate box*):[2]

Inactive Status ☐ *See question 4*

Termination ☒ *See questions 5 and 6*

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

B. If there are current students in the program, what are the implications of placing the program on inactive status?

C. What is the last date (day/month/year) by which a student can graduate in the program:

D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

B. What is the plan for completion of the program by current students?

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)?

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*)?

E. What is the last term or date (day/month/year) by which a student can graduate from the program?

[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.

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

G. What are the resulting employee terminations and other possible implications including impact on other programs?

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:
We are currently not offering most of the courses listed in the minor due to lack of staff available to cover the courses and lack of student interest.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

August 20, 2018

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

None.

D. What are the resulting employee terminations and other possible implications including impact on other programs?

None.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Curriculum & Instruction (M.Ed.) - Adult & Higher Education Specialization [S.MED.CI-AHED]**
CIP CODE:	**13.0401**
UNIVERSITY DEPARTMENT:	**Teaching, Learning & Leadership (SGRTL)**
UNIVERSITY DIVISION:	**Education & Human Sciences (SGRAD)**

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.

Barry H. Dunn

President of the University — 5/4/2018 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. **INACTIVE STATUS**

   A. Provide a justification for inactivating the program:

   Since 2015, the Adult & Higher Education Specialization has not had enough students to keep the program viable. Courses have had to be canceled or turned into independent studies often. The Department also does not have enough faculty on staff to teach the

[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.

courses in the allowed departmental workload and adjuncts with this specific expertise are limited.

B. If there are current students in the program, what are the implications of placing the program on inactive status?

Since spring 2017, current students have been advised to take comparable courses in the Counseling & Human Development programs to sub out with their AHED courses.

C. What is the last date (day/month/year) by which a student can graduate in the program:

5/4/2023

D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?

5/4/2018

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	**USD**
DEGREE(S) AND PROGRAM:	**Interdisciplinary Language (German) Minor**
CIP CODE:	**16.0501**
UNIVERSITY DEPARTMENT:	**Modern Languages and Linguistics**
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.

James N. Abbott
President of the University

5/9/2018
Date

1. **Program Degree Level:**
   Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. **Category:**[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*

6. **TERMINATION WITHOUT ENROLLED STUDENTS**
   a. **Provide a justification for terminating the program:** No students have been enrolled in this minor for the past five years.
   b. **What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?** Immediately
   c. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?** N/A
   d. **What are the resulting employee terminations and other possible implications including impact on other programs?** There will be no employee terminations or impact on other programs as a result of terminating this program.

[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: 8 – I
DATE: June 26-28, 2018

****

SUBJECT

Request to Seek Accreditation – DSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION

Board of Regents Policy 1:10 specifies that "Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs." In accordance with Board policy, Dakota State University requests approval to seek accreditation from the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) for their Master of Science in Health Informatics and Information Management (MSHIIM) (Attachment I).

IMPACT AND RECOMMENDATION

CAHIIM accreditation will have several direct benefits to various stakeholders, some of which include public recognition of undergraduate and graduate programs, communication to students of a high level of program quality, and establishes academic eligibility for applicable program certifications. Following one-time cost of $17,500 to establish initial accreditation with CAHIIM, annual costs will be $2,500 for DSU to maintain accreditation.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Request to Seek Accreditation Form: DSU – MSHIIM

****

DRAFT MOTION 20180626_8-I:

I move to approve DSU's request to seek accreditation from the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) for their Master of Science in Health Informatics and Information Management (MSHIIM).

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Request to Seek Accreditation

Use this form to request permission to seek accreditation of an approved program. Board of Regents (BOR) action is required to seek program accreditation.

UNIVERSITY:	DSU
PROGRAM:	Master of Science in Health Informatics and Information Management (MSHIIM)
CIP CODE:	110401
UNIVERSITY DEPARTMENT:	Health Information Management
UNIVERSITY DIVISION:	College of Business and Information Systems

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.

J. M. Griffith _____ 4/26/2018
President of the University Date

1. Level of program seeking accreditation (*place an "X" in the appropriate box*):

☐ Certificate ☐ Associate ☐ Bachelor's

☐ Doctoral ☒ Master's

2. Accrediting Agency:
Commission on Accreditation of Health Informatics and Information Management (CAHIIM)

3. What are the advantages of accreditation?
The Masters of Science in Health Informatics and Information Management (MSHIIM) is intended to produce master's-prepared health informatics professionals for executive-level and enterprise-wide administrative, research, and/or applied health informatics positions. Graduates of the program are expected to play a key role in the design, development and management of health information systems in healthcare-related facilities, agencies and organizations. The program is intended to attract students with a variety of educational backgrounds and disciplines: individuals with prior coursework at an undergraduate level in health information management and individuals with undergraduate or advanced degrees in information technology or business management. CAHIIM accreditation will have direct benefits to various stakeholders including the following:

- Program accreditation provides public recognition of undergraduate and graduate degree programs
- Program accreditation offers external consultation services
- Program accreditation provides a searchable program directory which is very useful for recruitment and program marketing efforts
- Program accreditation provides benchmark data and best practices for continuous improvement
- Program accreditation communicates to students high program quality
- Program accreditation establishes academic eligibility for applicable professional certifications
- Program accreditation promotes continuous quality improvement through monitoring and reevaluation
- Program accreditation provides online self-assessment tools for outcome metrics and trend data
- Program accreditation assures providers that graduates have expected knowledge and skills
- Program accreditation assures the program has applied standardized curriculum relevant to today's electronic health record (EHR) environment

4. What are the anticipated costs involved in accreditation, including:

A. Costs involved in undergoing self-study and preparing the application for accreditation:

Pre-Application Fee $500
Candidacy Status Fee $7,500
Site Visit Processing Fee $8,000

The pre-application fee is expected to be paid April 1st, 2018. The candidacy fee will be paid during June or July 2018. The Site visit fees are expected to be paid July 2019.

B. Out-of-pocket costs related to dues or site visits:

The site processing fee is inclusive of the following expenses related to the review and site visit for a three-member team: lodging, ground transportation, parking, rental car, airfares, and meals except for lunch the first day at the institution. For total of airfares beyond $1,500 or reschedule of the site visit, the program will be invoiced the difference after notification and approval. This fee structure applies only to site visits within the Contiguous United States.

C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE):

Annual Accreditation Fee $2,500 per year; the fee will begin after accreditation has been granted.

5. What is the source of the revenue needed?

Costs associated with the accreditation application and site visit will be covered through the DSU accreditation account. Ongoing costs associated with CAHIIM accreditation will be covered through the Health Information Management operating budget.

6. What is the estimated date for submission of accreditation application?

The initial accreditation application will be submitted after Board of Regents approval to seek accreditation is obtained. A letter of intent signed the President of DSU will be submitted in April 2018. The Program Profile will then be uploaded into the CAHIIM Accreditation System along with other required pre-application documentation and payment for application will be submitted. The Health Informatics and Information Management program anticipates submitting the application for accreditation by April 1, 2018

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – J
DATE: June 26-28, 2018

****

SUBJECT

Joint Powers Agreement Amendment – SDSU & Dept. of Agriculture

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION

The South Dakota Department of Agriculture (DOA) entered into a joint powers agreement with South Dakota State University (SDSU) to fund a graduate student. The student will complete a two-year study to collect and analyze data and prepare a report covering the efficacy and cost-benefit analysis of the direct and indirect actions on mountain pine beetle infestation rates and tree mortality versus the no action alternative. This research project was approved by the Board at its March/April 2016 meeting. The graduate student working on the project had to leave campus for a year, which delayed the conclusion of the project. The graduate student has remained in contact during his hiatus and is returning to campus, and is now ready to finish out the project. As such, the parties now wish to amend to the agreement as set forth in Attachment I, to change the end date from September 30, 2018 to September 15, 2019.

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 amendment to the JPA set forth in Attachment I is necessary.

IMPACT AND RECOMMENDATION

The proposed amendment will allow the project to move forward in a timeframe that is manageable and agreeable to all parties.

Staff recommends approval.

****

DRAFT MOTION 20180626_8-J:

I move to approve the amendment to the Joint Powers Agreement set forth in Attachment I.

ADDENDUM TO MANAGEMENT OF A MOUNTAIN PINE BEETLE OUTBREAK VERSUS THE NO ACTION ALTERNATIVE: AN ANALYSIS JOINT POWERS AGREEMENT

The parties to the above referenced document hereby agree to amend the Management of a Mountain Pine Beetle Outbreak Versus the No Action Alternative: An Analysis Joint Powers Agreement by altering the following paragraph of the above agreement. All other terms, conditions, and amendments remain the same.

In Section I General Provisions, paragraph 2, change the end date from 30th Day of September 2018 to 15th Day of September 2019:

I. General Provisions:

2. SDSU services under this Agreement shall commence on May 1, 2016, and end on the 15th Day of September 2019, unless terminated pursuant to terms hereof.

By affixing their signatures below, all parties agree to the amendment to extend this agreement. This addendum will become effective upon receipt of signatures of both parties.

SDDA

By: _____ Date: _____
Mike Jaspers, Department Secretary

And By: _____ Date: _____
William Smith, Director

SDSU

By: _____ Date: _____
James Doolittle, Associate VP Research Assurance and Sponsored Programs

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – K
DATE: June 26-28, 2018

****

SUBJECT

Program Modifications – Accelerated Program Requests – DSU & USD

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval
AAC Guideline 2.3 – Substantive Program Modifications
AAC Guideline 2.3.A – Institutional Substantive Program Modification Requests Summary

BACKGROUND / DISCUSSION

Dakota State University and the University of South Dakota have submitted the following program modification proposals which seek to modify existing programs by making them available as accelerated programs. Taking this approach would permit qualified students to shorten the expected time to an MS in Analytics (DSU) or MA in English (USD) degree. These requests are also available on the Institutional Substantive Program Modification Requests Webpage.

Existing Program: Substantive Program Modification

- DSU: Computer Information Systems (BS) / Analytics (MS) – *request to make available as a Fast Track / 4+1 Program*
- USD: English (MA) – *request to make available as a 4+1 Program*

IMPACT AND RECOMMENDATION

These requests have been reviewed by the system Vice President for Academic Affairs.

Board staff recommends approval.

ATTACHMENTS

Attachment I – DSU: Substantive Program Modification Form
Attachment II – USD: Substantive Program Modification Form

****

DRAFT MOTION 20180626_8-K:

I move to approve the program modification requests to allow for DSU's BS in Computer Information Systems / MS in Analytics and USD's MA in English to be offered as accelerated programs as described in Attachments I and II.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM TITLE:	**Fast Track (4+1) for B.S. in Computer Information System toward the M.S. in Analytics**
CIP CODE:	**11.0401**
UNIVERSITY DEPARTMENT:	**College of Business & Information Systems**
UNIVERSITY DIVISION:	

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.

Vice President of Academic Affairs or President of the University

2/2/2018
Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

☐ Total credits required within the discipline ☐ Total credits of supportive course work

☐ Total credits of elective course work ☐ Total credits required for program

☐ Program name ☐ Existing specialization

☐ CIP Code ☒ Other (explain below)

2. Effective date of change: 5/14/2018

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)*			
Pref.	**Num.**	**Title**	**Cr. Hrs.**		**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
CIS	368	Predictive Analytics	3		**INFS**	**768**	**Predictive Analytics for Decision Making**	**3**
CIS	372	Programming for Analytics	3		**INFS**	**772**	**Programming for Analytics**	**3**
CIS	474	Business Intelligence and Big Data	3		**INFS**	**776**	**Business Intelligence and Visualization**	**3**

7. Explanation of the Change:

Currently students in the BS in Computer Information Systems can be in the Fast Track or 4+1 Program for the MS in Information Systems. The College is proposing a Fast Track or 4+1 Program for the BS in Computer Information Systems and the MS in Analytics. This 4+1 Program will offer our BS in Computer Information Systems students a unique opportunity to obtain both bachelor's and master's degrees in five years. Students will be allowed to take up to 9 credits of graduate course work (see above) which will count towards both the BS in Computer Information Systems and the MS in Analytics.

Students in the program must meet the admissions requirements already established for this and other Fast Track programs at the university. This admissions requirement includes senior status by the time a student begins the undergraduate/graduate program and a cumulative GPA requirement of 3.25 or higher.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	**University of South Dakota**
CURRENT PROGRAM TITLE:	**English, MA**
CIP CODE:	**23.0101**
UNIVERSITY DEPARTMENT:	**English**
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.

Vice President of Academic Affairs or President of the University

Date

1. This modification addresses a change in:

☐ Total credits required within the discipline
☐ Total credits of supportive course work
☐ Total credits of elective course work
☒ Total credits required for program
☐ Program name
☐ Existing specialization
☐ CIP Code
☒ Other (explain below): **Addition of a 4+1 program; changes to distribution requirements**

2. Effective date of change (enter catalog year): 2018-19

3. Program Degree Level (*place an "X" in the appropriate box*):

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

4. Category:

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 ***M.A. English*** *Proposed Curriculum* ***M.A., English*** *(highlight changes)*

Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
Required Core (18 credit hours)				**Required Core (18 credit hours)**			
Early British Literature			6	Literature before the 20th Century			6
Later British or American Literature			6	20th and 21st Century British, American, and World Literature			6
Language, Writing, and Pedagogy			3	Language, Writing, and Pedagogy			3
Literary Criticism			3	Literary Criticism			3
*At least three courses must be seminars at the 700 or 800 level				*At least three courses must be seminars at the 700 or 800 level			
*At least one course must satisfy the Multicultural Literature, Women's Studies, or Gender Requirement				*At least one course must satisfy the Multicultural Literature, Women's Studies, or Gender Requirement			
		Subtotal	**18**			**Subtotal**	**18**
PLAN A (Thesis), Specialization: Literature or Specialization: Creative Writing				**PLAN A (Thesis), Specialization: Literature or Specialization: Creative Writing**			
Electives			6	Electives			6
Thesis			6	Thesis			6
		Subtotal	**12**			**Subtotal**	**12**
		Total Hours Required	**30**			**Total Hours Required**	**30**
PLAN B (Non-Thesis) Specialization: Literature				**PLAN B (Non-Thesis) Specialization: Literature**			
ENGL/LING Electives			3	ENGL/LING Electives			3
Electives			12	Electives			12
		Subtotal	**15**			**Subtotal**	**15**
		Total Hours Required	**33**			**Total Hours Required**	**33**
PLAN B (Non-Thesis) Specialization: Teaching English to Speakers of Other Languages (TESOL)				**PLAN B (Non-Thesis) Specialization: Teaching English to Speakers of Other Languages (TESOL)**			
Education (select 3 hours)				**Education (select 3 hours)**			
AHED	730	Junior/Community College	3	AHED	730	Junior/Community College	3
AHED	740	Continuing Education	3	AHED	740	Continuing Education	3
AHED	720	Principles of Post-Secondary Education	3	AHED	720	Principles of Post-Secondary Education	3
ELED/SEED	562	Teaching English: New Language	3	ELED/SEED	562	Teaching English: New Language	3
Linguistics (select 6 hours)				**Linguistics (select 6 hours)**			
ELED	564	Linguistics And Language Acquisition For P-12 ELL Teachers	3	ELED	564	Linguistics And Language Acquisition For P-12 ELL Teachers	3
ENGL	507	World Englishes	3	ENGL	507	World Englishes	3
LING electives			3	LING electives			3
PSYC	508	Psycholinguistics	3	PSYC	508	Psycholinguistics	3
Multicultural Communication (select 3-6 hours)				**Multicultural Communication (select 3-6 hours)**			
EDFN	575	Human Relations	3	EDFN	575	Human Relations	3
SOC	550	Race and Ethnic Minorities	3	SOC	550	Race and Ethnic Minorities	3
SOC	530	Culture and Personality	3	SOC	530	Culture and Personality	3
SPSY	790	Seminar in Multiculturalism and Professional Issues	2-3	**DELETE**			
SPSY	752	Multicultural/Professional Issues	3	SPSY	752	Multicultural/Professional Issues	3
				ENGL	801	Multicultural Literature	3
Reading (select 3-6 hours)				**Reading (select 3-6 hours)**			
ELED	757	Assessment, Diagnosis, and Interventions for Effective Reading Instruction	3	ELED	757	Assessment, Diagnosis, and Interventions for Effective Reading Instruction	3
ELED	790	Seminar in Elementary Education	1-3	ELED	790	Seminar in Elementary Education	1-3

ELED	795	Practicum	1-3		ELED	795	Practicum	1-3
ELED	752	Reading Progress, Leadership, and Change	3		ELED	752	Reading Progress, Leadership, and Change	3
ELED	781	Psychology of Reading	3		ELED	781	Psychology of Reading	3
SEED	550	7-12 Reading & Content Literacy	3		SEED	550	7-12 Reading & Content Literacy	3
		Subtotal	**18**				**Subtotal**	**18**
		Total Hours Required	**33**				**Total Hours Required**	**33**
Other requirements include the MA comprehensive examinations (Area A: Early British Literature and Area B: Later British and American Literature), including a third TESOL-specific exam					Other requirements include the MA comprehensive examinations (Area A: Literature before the 20th Century and Area B: 20th and 21st Century British, American, and World Literature), including a third TESOL-specific exam.			
					Accelerated Master's Program: B.A. or B.S. with M.A. (Plan B only) Up to 12 graduate credits applied toward the B.A. program may be used to satisfy graduate credit. The following restrictions apply: a. Dual-listed courses taken at the 500-level can be applied to both the B.A./B.S. and M.A. degrees. Dual-listed courses must be taken at the 500-level. b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program. c. No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree. No exceptions to this policy will be approved. e. Only courses taken at the student's home institution are eligible for dual credit. No transferred courses from other institutions will be allowed to count toward the accelerated master's degree.			

7. Explanation of the Change:

The Department of English is adding an accelerated master's program option for our B.A. students. The 4+1 Program will follow the already extant Plan B (Non-Thesis) option for the English MA degree. Below please see a sample program for BA students who would pursue the 4+1 option. This option is not available for the specialization in Creative Writing or for the Joint JD/MA program.

These minor changes to program language more accurately reflect the subject areas that constitute program requirements and the course offerings that fulfill these requirements. These changes do not affect distribution requirements or credit hours.

Sample program (4+1 MA degree, Literature Specialization):

Junior/Senior Year

4 courses at 500-level = 12 credits

Fifth Year

1 course at 500-level = 3 credits

6 courses at 700-level = 18 credits

Total = 33 credits

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – L
DATE: June 26-28, 2018

****

SUBJECT

SDSU Naming Request – Raven Precision Agriculture Center

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units or Funded Academic Honors

BACKGROUND/DISCUSSION

South Dakota State University ("SDSU") requests authorization to name the Precision Agriculture Facility located at the intersection of North Campus Drive and Medary Avenue the "Raven Precision Agriculture Center," in recognition of the $5 million gift from Raven Industries via the SDSU Foundation. Additionally, an anonymous donor has made a $3 million commitment to the project in support of Raven Industries' pledge. The Raven Precision Agriculture Center will facilitate the education of students through the integration of computer technology with farm equipment, farm sensors, GPS navigation, satellite imagery, and drone imagery to revolutionize agricultural production. SDSU and Raven Industries share many core values and are national leaders in Precision Agriculture. The naming would take effect on July 1, 2018, and would last for the life of the project.

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

****

DRAFT MOTION 20180626_8-L:

I move to approve the request by South Dakota State University to name the Precision Agriculture Facility the "Raven Precision Agriculture Center."

by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.

…

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.

IMPACT AND RECOMMENDATIONS

The naming request from SDSU meets the requirements of Board Policy 1:27, and therefore, Board staff recommends approval by the Board.

ATTACHMENTS

Attachment I – Naming Request Form & Memo

YOUR FUTURE IS HERE. SOUTH DAKOTA BOARD OF REGENTS
PUBLIC UNIVERSITIES & SPECIAL SCHOOLS

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: May 29, 2018

Name of Institution: South Dakota State University

Current Name: N/A

Proposed Name: Raven Precision Agriculture Center

Effective Date and Duration of Proposed Name: July 1, 2018 (Duration: the life of the project)

Location on Campus: Intersection of North Campus Drive and Medary Avenue

Purpose of Facility, Space, or Program to be Named: This center will facilitate the education of students through the integration of computer technology with farm equipment, farm sensors, GPS navigation, satellite imagery and drone imagery to revolutionize ag production.

If the naming request is the result of a gift, is the institution currently in possession of the gift? : No

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.)

President Dunn told Dr. Rush about the gift and naming at the December 2017 BOR meeting

Rationale for Proposed Name (include in the space below, or attach documentation):

Raven Industries has made a lead gift commitment of $5m to the proposed Precision Agriculture facility. In addition, an anonymous donor has made a $3m commitment to this project in support of Raven's lead gift. SDSU and Raven share many core values and are national leaders in Precision Agriculture. For the aforementioned reasons, recommend this facility be name the Raven Precision Agriculture Center.

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.

Daniel A. Rykhus

Signature

May 30, 2018

Date

Daniel A. Rykhus, CEO

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.

Barry H. Dunn

May 30, 2018

Date

South Dakota State University
SDSU

Office of the President

Box 2201
SDSU
Brookings, SD 57007-2298
Phone 605-688-4111
FAX 605-688-4443

May 24, 2018

Dr. Mike Rush
Executive Director
South Dakota Board of Regents
306 E. Capital Avenue, Suite 200
Pierre, South Dakota 57071

RECEIVED
MAY 29 2018
SD Board of Regents

Dear Dr. Rush:

In accordance with South Dakota State University's naming policy and the Board of Regents' Naming Policy 1:27 – "Naming of Institutional Facilities, Programmatic Units or Funded Academic Honors," I am forwarding for consideration by the Regents that the Precision Ag Center be named the *Raven Precision Agriculture Center*, effective July 1, 2018.

Details on the request are presented in the attached memo to Provost Dennis Hedge and me from Keith Mahlum, Chair of the SDSU Naming Committee.

I approve the naming request and ask that the Regents include this naming request in their agenda and consider approval of the naming of the building at their June 26-28, 2018 meeting.

Please contact me if you have any questions. Thank you for your consideration.

Sincerely,

Barry H. Dunn, Ph.D.
President

BHD:lrs

cc Dennis Hedge, Provost/Vice President for Academic Affairs
Keith Mahlum, Chair, SDSU Naming Committee
Guilherme Costa, General Counsel, Board of Regents

Attachment

SOUTH DAKOTA STATE UNIVERSITY FOUNDATION

IMPACT Greatness

May 22, 2018

To: Barry H. Dunn, President
Dennis Hedge, Provost

From: Keith Mahlum, Vice President for Development (SDSU Foundation)

RE: Recommendation for naming the Raven Precision Agriculture Center

The South Dakota State University Naming Committee has reviewed and recommended approval of the request to name the Precision Agriculture Facility the **Raven Precision Agriculture Center.** In compliance with the university's naming policy and the Board of Regents Naming Policy 1:27, I am transmitting the request to you and ask that you recommend the request to the Board of Regents for approval.

Raven Precision Agriculture Center
Raven Industries, Inc. has made a $5 million commitment to this project via the SDSU Foundation in support of the construction of this facility. Additionally, an anonymous donor has made a $3 million commitment to the project in support of Raven's pledge. The request is to name the facility for the life of the project in recognition of this investment from Raven. The Raven Industries headquarters are in Sioux Falls. The company was established in 1956 and currently has approximately 1,150 employees (world-wide) representing three divisions (Applied Technology, Engineered Films and Aerostar). Raven is a leading technology company whose purpose is to Solve Great Challenges. Raven designs and manufactures: precision agriculture technology, high-performance specialty films, aerospace and situational awareness systems. Raven takes great pride in quality, service, innovation and peak performance. They are committed to solving great challenges and support their communities with time, energy, and resources. Raven and SDSU share a commitment to the future of Precision Agriculture, and Raven recognized the unique opportunity to partner with our university to develop the next generation of Precision Ag innovators. Their financial investment in this partnership reflects their strong belief that the demand for Precision Ag technology and solutions is rapidly growing across the globe. Raven's investment is also an investment in the current and future workforce of South Dakota.

Please let me know if you have any questions or would like additional information.

Approved by:

Keith Mahlum
Vice President for Development

5/22/18
Date

LOHR BUILDING | 815 MEDARY AVENUE, BOX 525 | BROOKINGS, SD 57007 | PHONE: (605) 697-7475 | TOLL-FREE: (888) 747-7378 | WWW.SDSTATEFOUNDATION.ORG

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – M
DATE: June 26-28, 2018

****

SUBJECT

BOR Policy 1:7:3 – Business Affairs Council Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:7:3 – Business Affairs Council

BACKGROUND / DISCUSSION

The Council of Presidents and Superintendent reviewed the proposed changes to BOR Policy 1:7:3 – Business Affairs Council during its April Meeting. The Business Affairs Council and the Board of Regents approved the first reading of the revisions to BOR Policy 1:7:3 in May 2018. There have been no changes since this first reading.

Attachment I is the policy with the recommended changes.

IMPACT AND RECOMMENDATIONS

The staff at the central office recommends the policy as presented in Attachment I.

ATTACHMENTS

Attachment I – BOR Policy 1:7:3 – Business Affairs Council

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DRAFT MOTION 20180626_8-M:

I move to approve the second and final reading of BOR Policy 1:7:3 – Business Affairs Council with the revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Business Affairs Council

NUMBER: 1:7:3

A. PURPOSE

To define the participants and role of the Business Affairs Council.

B. DEFINITIONS

None

C. POLICY

The Business Affairs Council is created to provide a vehicle for conducting system and institutional dialogue, developing and overseeing compliance with board policy, and establishing procedures and best practices relative to the fiscal affairs of the institutions and the Regental system.

1. Membership ~~and Role~~

The Business Affairs Council shall consist of the chief financial officer or vice president of finance at each of the ~~president's designated appointees representing fiscal responsibilities of each~~ institutions under the Board's control. The council shall be chaired by the System Vice President of Finance and Administration ~~Director of Finance and Administration~~ as a non-voting member. The universities and Board office may have others participate in council activity as they deem appropriate and necessary, but each institution will only have one vote.~~The Business Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, perform duties, conduct studies, and make recommendations to the Board through the Council of Presidents and Superintendents.~~

2. Duties and Responsibilities

The Business Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, perform duties, conduct studies, and make recommendations to the Board through the Council of Presidents and Superintendents. The Council shall also conduct studies and analyses to support the work of the other councils.

The Council shall develop and oversee policies that impact fiscal affairs of the universities and the Regental system. The council shall also provide direction and guidance on accounting matters, audit, bonding, operating and budget requests, capital improvements, facilities and physical plant, financial reporting, payroll, maintenance and repair, student

tuition and fees, accounts payable and receivables, purchasing, travel, contracts, and any other matter that directly or indirectly impacts finance and administration. ~~The Business Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, perform duties, conduct studies, and make recommendations to the Board through the Council of Presidents and Superintendents.~~.

FORMS / APPENDICES:

None

SOURCE:

BOR~~,~~ 1978; ~~Revised~~ April~~.~~ 1990~~. P519~~; _____ .

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – N
DATE: June 26-28, 2018

****

SUBJECT

Capital Asset Purchase Greater than $500,000 – USD SSOM Microscope

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 13-49-15
BOR Policy 5:4 - Purchasing

BACKGROUND / DISCUSSION

The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services by the institution. Purchases of capital assets with a per-unit cost exceeding $500,000 must be approved by the Board of Regents prior to a purchase order being issued.

IMPACT AND RECOMMENDATIONS

University of South Dakota's Sanford School of Medicine requests to purchase a Sp8 confocal microscope with STED 3X super resolution technology at an estimated cost of $650,000. This new microscope system will update and revolutionize USD's imaging capacity. The microscope will function 50 times faster than its current system. It is equipped with specialized equipment for tunable excitation and emission which will allow USD to perform ten (10) new types of imaging assays. The STEP 3X technology, which merited a Nobel Prize in 2014, will allow USD to do nanoscopic imaging less than 20 nm. This is more than 10-fold smaller than USD could image previously. USD will also be able to do live cell imaging due to the speed from the resonant scanner and incubation system. Lastly, this system is outfitted with a number of state-of-the-art analytical software modules for optimizing and quantifying images. This piece of equipment will be paid for using SSOM Basic Biomedical Sciences departmental funds.

ATTACHMENTS

None

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DRAFT MOTION 20180626_8-N:

I move to approve the purchase of a Sp8 confocal microscope with STED 3X super resolution technology requested by USD SSOM's Basic Biomedical Sciences department at an estimated cost of $650,000. Departmental funds will be used to pay for this piece of equipment.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED
AGENDA ITEM: 9 – A
DATE: June 26-28, 2018

****

SUBJECT

Fall 2017 Facilities Utilization Report

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND/DISCUSSION

The Board had been compiling facilities utilization reports since the 1980's. There was a period of time that the report was not generated, but was started again around 2005. The report gives some sense of the quantity and utilization of space. It should be emphasized that this report does not address the appropriateness or quality of space.

A facilities inventory and utilization study is created by gathering inventory data, including all building characteristics, and combining it with current student enrollment information to determine facility utilization rates. These outcomes provide tools to administrators for determining space needs and ways to more effectively use space. In this study for the fall of 2017, a "snapshot" of on-campus coursework was considered as it stood at the end of October.

Different types of institutions have different space needs and will use that space differently. Schools with graduate programs that conduct more research will have lower utilization than comprehensive institutions. It is important to keep in mind when making comparisons between the institutions that the missions are unique and that the programs offered will result in different space use and needs.

IMPACT AND RECOMMENDATIONS

The following is an overview of the report with highlights for each campus. Attached is the full report.

Average Weekly Room Hours of Instruction

Average Weekly Room Hours of Instruction is a measurement of the number of hours per week that a classroom is used for instruction. This number does not include meetings or other non-instruction activities for which the classroom might be used. A goal for

(Continued)

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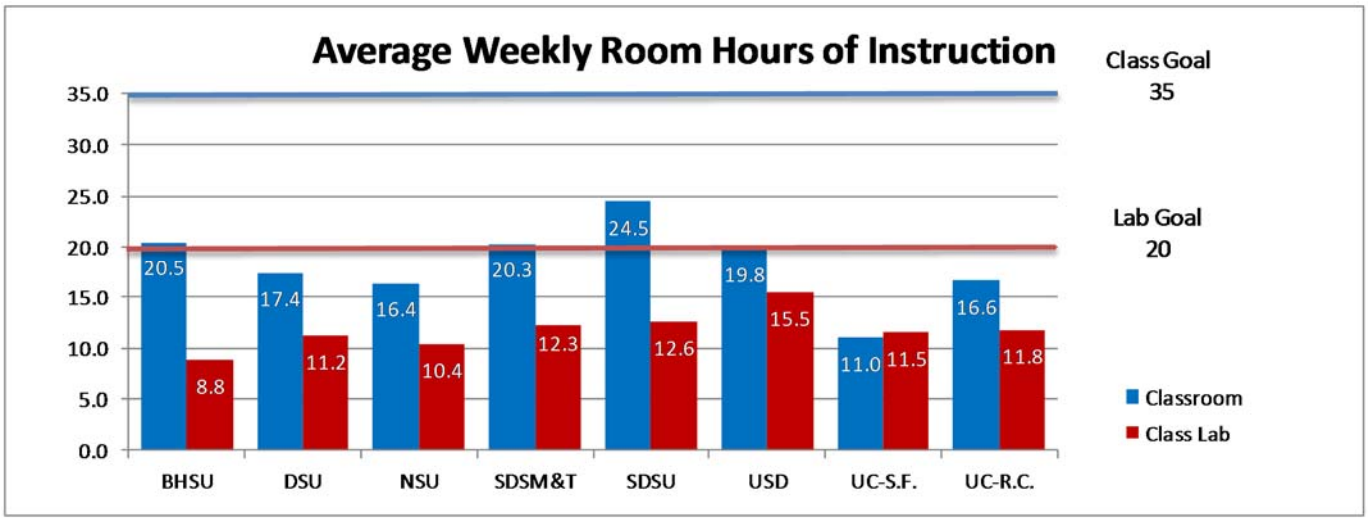
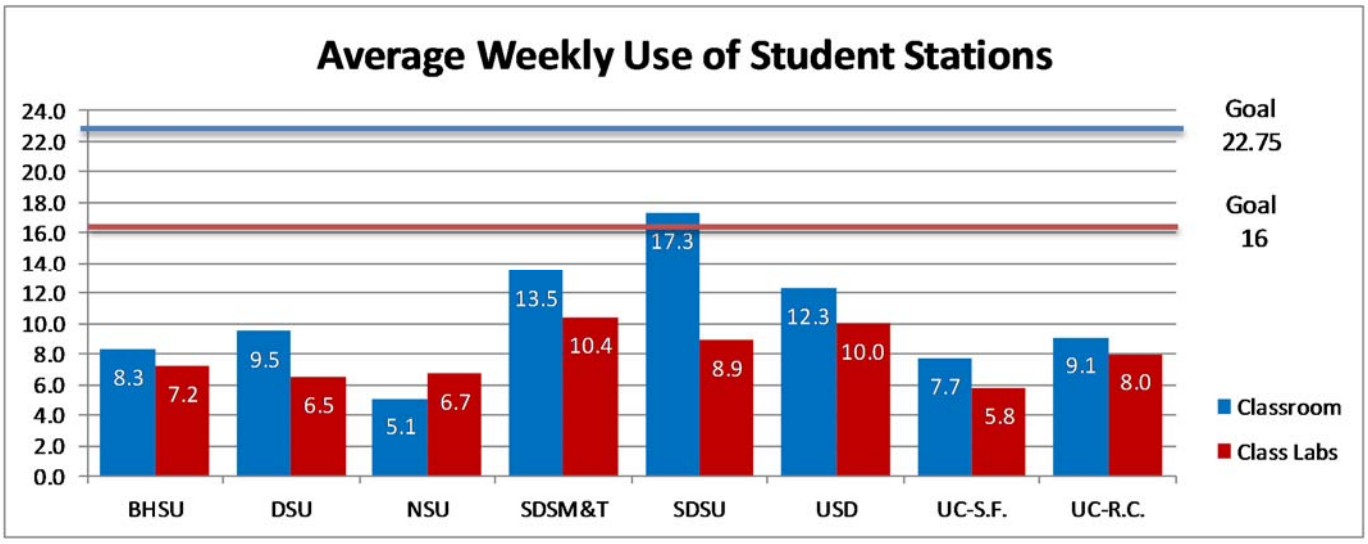
INFORMATIONAL ITEM

classrooms is 35 hours per week and 20 hours for class labs. This is a reachable goal if one considers that rooms are available for use over 60 hours per week.



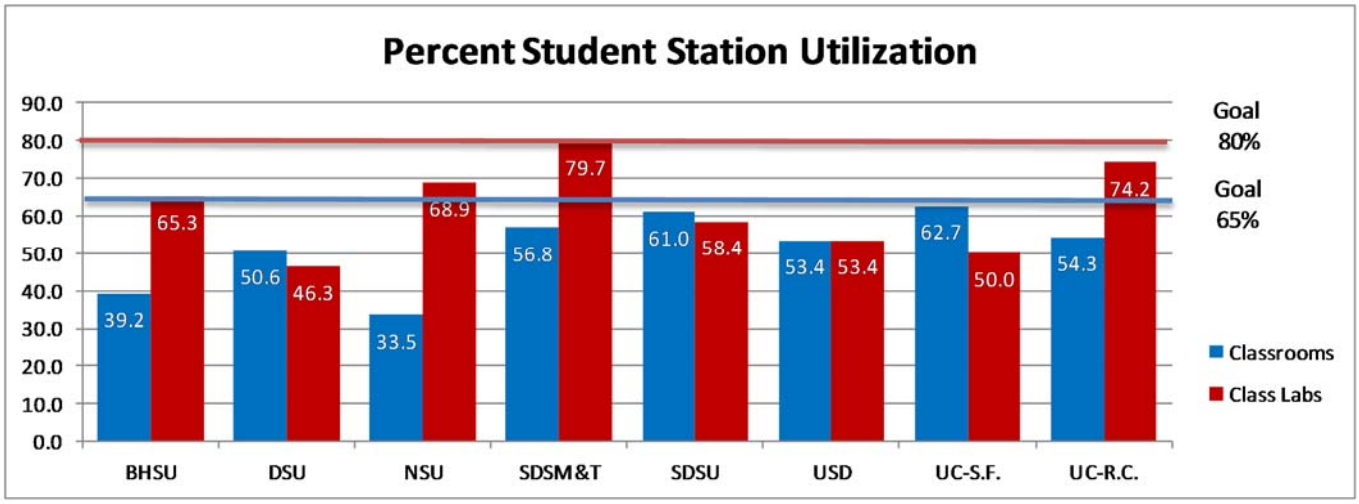
Average Weekly Use of Student Stations

Average Weekly Use of Student Stations is a measurement of how often a student workstation is used during a given week. This number is dependent upon the number of hours a classroom is used and the number of students who are signed up for the classes being taught during those hours. The goal for this variable is 22.75 for classrooms and 16 for class labs. This statistic is very useful in determining how full a classroom is when being used.



Percent Student Station Utilization

Percent of Student Station Utilization is a measurement of the number of desks that are used compared to how many desks are available. The goal for this percentage is 65% for classrooms and 80% for class labs. This percentage can be useful but not by itself. It only measures the room while it is in use. It does not take into account the number of hours that a room is in use. This percentage can also be manipulated by limiting the number of chairs in a classroom.



Square Feet of Academic Facilities per Student FTE

The Square Feet of Academic Facilities per Student FTE number is based on students attending on-campus courses only. The square footage number includes classrooms, labs, offices, and any other space deemed necessary to offer instruction on each campus. The larger the number, the more capacity a campus will have. Research universities tend to have a higher number because of the types of spaces needed. A smaller number would indicate that a campus is more efficient with its space.

Residence Hall Utilization

Square Feet of Academic Facilities Per FTE Student = **Square Feet of Academic Facilities** / **FTE Enrollment**

	BHSU	DSU	NSU	SDSM&T	SDSU	USD
Assignable Area						
Fall 2017	379,709	180,025	377,871	417,101	1,799,948	1,127,461
Fall 2016	379,709	181,309	376,033	408,564	1,744,522	1,131,378
FTE Enrollment						
Fall 2017	1,568	1,089	1,231	2,233	8,035	5,084
Fall 2016	1,626	1,035	1,287	2,305	8,090	5,143
Square Feet Per FTE						
Fall 2017	242.16	165.31	306.96	186.79	224.01	221.77
Fall 2016	233.52	175.18	292.18	177.25	215.64	219.98

The utilization rate is calculated by taking the number of occupants that the dorm was designed to house and comparing that to the number of students being housed there. It is important to understand that we use the designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles. The designed capacity could be considered the number of beds the campus would like to have in each building in the perfect scenario to maximize revenue and student needs.

Institution	Designed Capacity	Current Occupancy	Percent Occupied of Designed Capacity*
BHSU	778	728	93.57%
DSU	762	718	94.23%
NSU	907	650	71.66%
SDSM&T	1,078	994	92.21%
SDSU	4,459	4,126	92.53%
USD	2,224	2,151	96.72%
Total	10,208	9,367	91.76%

Campus Facility Utilization at a Glance

Black Hills State University

- Average classroom hours of use is 20.5, goal is 35. They have the second highest use rate in the system.
- Average class lab hours of use is 8.8, goal is 20. This is the lowest rate in the system. This matches last year's rate and stops a trend of three straight years of declines.
- Average use of student stations in classrooms has been slowly falling since 2011. The current rate is 8.3 hours compared to 11.0 hours in 2011.
- Classroom student station utilization decreased to 39.2%, goal is 65%. The rate is the second lowest in the system.
- Residence hall utilization for fall of 2017 was 93.57%. This is an increase from fall of 2016 of almost six percent.

Dakota State University

- Average classroom hours of use is 17.4, goal is 35. This is a decrease of over two hours from last year's rate. This likely reflects the addition of the Beacom Institute of Technology.
- Average class lab hours of use is 11.2, goal is 20. This rate is lower than last year due to an increase in the number of labs. DSU's room hours were up from last year.
- Average classroom student station usage is up compared to last year. This year's 9.5 is lower than the five year average of 10.1.
- Classroom student station utilization is at 50.6%. This is the best of the comprehensive institutions.
- DSU's residence hall occupancy rate increased to 94.23%. This is the second highest rate in the system.

Northern State University

- Average classroom hours of use is 16.4, goal is 35. This rate is up from last year's rate, but is the second lowest in the system.
- Average class lab hours of use is 10.4, goal is 20. This is the second lowest rate in the system.
- NSU's student station usage of 5.1 in classrooms is the lowest in the system. Their usage of class lab student station is the third lowest in the system.
- Class lab student station utilization is 68.9%, goal is 80%. This figure is the third highest in the system and is up from last year.
- NSU's residence hall utilization continued to drop to 71.66% for fall 2017. This is the lowest rate in the system. NSU did see an increase in the number of occupants this year but the rate dropped due to an increase in the number of beds available.

South Dakota School of Mines and Technology

- Average classroom hours of use is 20.3, goal is 35. This is up slightly from last year's rate. This is the highest rate for SDSM&T since 2013 and it is the second highest in the system.
- Average class lab hours of use is 12.3, goal is 20. This is the third highest in the system.
- The average usage for a student station for classrooms is the second highest in the system. The rate of 13.5 hours is the highest mark in the last seven years for SDSM&T.
- Class lab student station utilization decreased to 79.7%, goal is 80%. This number is the highest in the system and is at the target.
- SDSM&T's residence hall utilization rate increased to 92.21%.

South Dakota State University

- Average classroom hours of use is 24.5, goal is 35. SDSU has the highest classroom usage rate in the system.
- Average class lab hours of use is 12.6, goal is 20. This is a slight increase over last year's rate. SDSU's rate is the second highest in the system.
- The goal for average student station use in classrooms is 22.75. SDSU has the highest rate in the system at 17.3.
- Classroom student station utilization was 61.0%, goal is 65%. SDSU's classroom seat utilization number is the second highest in the system.
- SDSU's residence hall utilization is at 92.53%. SDSU was the only campus to see a reduction in the number of occupants compared to last year.

University of South Dakota

- Average classroom hours of use is 19.8, goal is 35. This is virtually unchanged from last year. It is a fairly stable rate for USD.
- Average class lab hours of use is 15.5, goal is 20. This rate is the highest in the system.
- Average student station use in class labs is 10.0, goal is 16.0. USD's rate is the second highest in the system and is the second highest mark for USD in the last seven years.

- Class lab student station utilization rate is 58.1%, goal is 80%. This is the third lowest rate in the system.
- USD's residence hall utilization is at 96.72%. This is the highest rate in the system.

University Centers – Sioux Falls

- Average classroom hours of use is 11.0, goal is 35. This is the lowest rate in the system.
- Average class lab hours of use is 11.5, goal is 20. This is up from last year's rate of 9.0.
- Average class lab student station usage is 5.8, goal is 16. This is the lowest rate in the system.
- Classroom student station utilization rate is 62.7%, goal is 65%. This is the highest rate in the system.

University Centers – Rapid City

- Average classroom hours of use is 16.6, goal is 35. This is up from last year's rate of 16.0.
- Average class lab hours of use is 11.8, goal is 20. This is down from last year's rate and represents a five year low.
- Average classroom student station usage is 9.1, goal is 22.75. This is up from last's 8.6 and ranks in the middle of the eight campuses.
- Class lab student station utilization is 74.2%, goal is 80%. This is the second highest in the system.

Summary

There are many factors that affect the changes in the utilization numbers. The most important variables are the number of students actually on campus filling the seats in the classrooms and how often those rooms are used. For the fourth year in a row, the number of on-campus FTE's for the system declined. The number fell by 246 this year. That coincides with a decline in the number of hours that classrooms are being used. The difference between fall of 2017 and 2016 was 119 hours. That makes the total reduction over the last four years 469 hours.

ATTACHMENTS

Attachment I – Fall 2017 Facilities Utilization Report

ATTACHMENT I

South Dakota Public University System

Facility Utilization Report



YOUR FUTURE IS HERE
South Dakota Board of Regents
Public Universities & Special Schools

Fall 2017

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Introduction

The efficient use of campus facilities is a concern to most colleges and universities. This concern is partially a reflection of the high costs involved in constructing and maintaining buildings, but it also stems from a broader recognition of the importance of facility planning. The effective allocation and utilization of space is essential if an institution of higher education is to maximize its resources in accomplishing its objectives in the areas of instruction, research, and public service.

The primary purpose of the Facilities Inventory and Utilization Study is to provide higher education administrators with a detailed statistical profile of the facilities on their own campus and of the other public universities in South Dakota. The study was first commissioned by the Board in the fall of 1992. To assure consistency, a facilities manual was developed by the Facilities Task Force, composed of a representative from each institution and the Executive Director's office, and staff from the Regents Information Systems. The facilities manual is based on the Postsecondary Education Facilities Inventory and Classification Manual, published in May 2006 by the National Center for Education Statistics, and prepared by the National Working Group on Postsecondary Facilities.

The current facilities inventory and utilization system functions on Datatel's Colleague product and is maintained by Regents Information Systems (RIS). The inventory system allows the institutions to track building data including: building name and alpha code, ownership, use (revenue, academic, mixed, etc.), type of construction, year of construction, gross area, construction cost, replacement cost, condition, location, disabled accessibility, and year of major renovation. The system allows the institutions to track room data (classrooms, gyms, labs, offices, etc.) including: room number, floor location, disabled access, room use alpha code (standard set of codes indicating the room use), category code (related to NACUBO programs), department assignment, net square feet, and the number of stations. The inventory system provides the institutions with various reports which sort their inventory in a number of ways. The facilities utilization programs use the inventory data combined with student enrollment data from the Colleague student system to determine classroom and class laboratory facilities utilization.

The data you find in this report are summary data taken from the inventory and utilization reports which have been reviewed and verified by the institutions. The study's purpose is to provide the user with summary data which provide insight into and comparative assessments of the intensity and efficiency of facility utilization and space availability. In short, this publication is intended as an important analytical tool for use in facilities planning.

Institutions Included

The study provides data for the six public Regental institutions of higher education in South Dakota as well as the Centers in Sioux Falls and Rapid City. The universities are listed below along with the name of the facilities and registrar contact person from each institution. The inventory of facilities is maintained by the Physical Plant operation and the scheduling of classes is done by the Registrar's Office.

Black Hills State University and Black Hills State University – Rapid City
Mr. Randy Culver – Physical Plant Director
Ms. April Meeker – Registrar's Office

Northern State University
Mr. Monte Mehlhoff – Physical Plant Director
Ms. Peggy Hallstrom – Registrar's Office

South Dakota School of Mines & Technology
Ms. Jerilyn Roberts – Physical Plant Director
Mr. Philip Hunt – Registrar's Office

South Dakota State University
Mr. Dean Kattelmann – V.P. of Facilities & Services
Mr. Aaron Aure – Registrar's Office

University of South Dakota
Ms. Roberta Ambur – V.P. of Administration and ITS
Ms. Jennifer Thompson – Registrar's Office

University Center – Sioux Falls
Mr. Jim Barkema – Physical Plant Manager
Mr. Aaron Anthony – Student Success Coordinator

Types of Data Collected

The study is divided into two sections which attempt to look at various elements of instructional space and overall space assignment and availability. The first section looks at overall instructional space, provides gross space measures per FTE students and breaks down the space into its assigned components. The second section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity in classrooms and class laboratories.

This study is designed to provide only a "snapshot" of institutional facilities at a particular point in time. Facilities data reflect all buildings which were completed as of October 30, 2017 and only the courses which were scheduled as of October 30, 2017,

which is the system extract file date used for reporting information to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The data does not take into account any additional instructional activity scheduled off campus.

It should also be noted that different types of institutions will often have very different space needs. As a result, two institutions with facilities which are equally well-utilized may have significantly different utilization data. Thus, it is generally unwise to attempt to make comparisons between two institutions which are dissimilar in terms of their levels or the instructional programs which they offer. In our environment, comparisons are best made between our comprehensive institutions (BHSU, DSU, NSU) and our research / specialty institutions (USD, SDSU, SDSM&T). Peer comparisons or standards provide the most reliable means of assessment.

Procedures Used in Collecting Data

The South Dakota Board of Regents maintains an annually updated computer-based facilities inventory of each institution included in the study. A facilities inventory is comprised of a Building Characteristic Report and a Room Characteristic Report. The Building Characteristic Report lists and provides detailed information about each building on an institution's campus. The Room Characteristic Report lists every room in each building and provides information about its size and capacity. Each room is also coded to reflect its use and the institutional programs which it supports.

The institutions maintain their own inventory on the online facilities inventory system. Each fall the institutions are given a deadline whereby they must have their inventory up to date. RIS extracts the inventory file as of the deadline date. That information is merged with live facility use data and then becomes the file used for utilization purposes.

Space utilization data are based on the fall term courses and student data entered in the Colleague student system by each institution. For each course, the institution provides information indicating when and where the class meets and the number of students enrolled. The Colleague student system data is extracted and run against the updated facilities inventory to generate the Instructional Space Utilization Report. This report indicates how effectively an institution uses its facilities and measures its needs for classroom and laboratory space in relation to comparable institutions.

Both the facilities inventory updates and the utilization data from each school are reviewed by a Board of Regents staff member and the institutions. After each report is run, the institutions are provided with their report so the data can be verified. Extensive computer edits are also used as a means of ensuring accuracy and consistency. When problems are discovered, the institutions are contacted for additional information or corrections. The data integrity and accuracy is ultimately the responsibility of the universities.

Limitations and Special Situations

This study contains reliable and useful information concerning the facilities of universities in South Dakota and their utilization for instructional purposes. It is important, however, to note two limitations in the data provided.

Although campus facilities would generally be viewed as including such assets as parking lots, tennis courts, and radio towers, this study is limited to data relating to buildings. For purposes of the study, a building is defined as any roofed structure.

The data elements collected, formats maintained, and statistics generated by the South Dakota Board of Regents adhere very strongly to nationally developed standards and procedures for facilities inventory and utilization surveying. The standard procedures occasionally will not allow state or individual campus idiosyncrasies to be treated as uniquely as some users would like. For example, classes held in telecommunications studios are not included in classroom utilization data as the rooms are considered special use facilities and not regular classrooms.

It should be noted that the Agricultural Experiment Station farm facilities and research facilities have been excluded from the analysis. Agricultural Experiment related courses are included in the study.

Analysis of the University Centers in Sioux Falls and Rapid City will be limited to Sections 2 & 3. Since they do not have the makeup of a traditional college campus, Section 1 would not give a comparable picture.

Black Hills State University – Rapid City





Beacom School of Business at the University of South Dakota

Section 1: Overall Space Analysis

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Assignable Area by Use Codes

A system of codes has been developed which includes virtually all types of rooms, in terms of specific use, which can be found at a college or university. The Room Use Code definitions are summarized in the Appendix.

The table below provides the assignable square feet distribution by room use codes. The included space is located only on the main campus sites. Off-site and leased space is excluded. Agricultural Experiment Station farm and research facilities are also excluded.

The table breaks down the space (in square feet) into the eleven major room use code divisions.

Fall 2017	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU**	**USD**
Non-Assignable	187,723	100,280	208,629	179,364	992,230	611,027
Unclassified	0	0	355	15,023	4,905	31,524
Classroom	50,966	27,280	63,131	44,603	108,944	99,441
Laboratory	46,268	20,840	24,979	115,670	370,585	208,507
Office	95,852	52,978	82,947	102,099	366,268	278,842
Study	34,148	20,266	10,360	41,831	119,431	88,672
Special-Use	108,260	38,484	130,058	35,105	485,166	322,540
General-Use	50,097	59,079	74,866	64,295	313,395	183,770
Support	23,070	10,992	41,049	23,492	197,248	49,514
Health Care	1,431	152	329	318	23,232	3,280
Residential	104,292	68,891	111,913	67,857	523,186	347,045
Total Sq. Ft.	**702,107**	**399,242**	**748,616**	**689,657**	**3,504,590**	**2,224,162**
Fall 2016	**702,107**	**387,545**	**729,384**	**688,908**	**3,495,375**	**2,260,977**
Lab Breakdown						
Instruction	34,480	20,840	22,636	67,526	184,553	126,862
Research	11,788	0	2,343	48,144	186,032	81,645
Total Sq. Ft.	**46,268**	**20,840**	**24,979**	**115,670**	**370,585**	**208,507**
Fall 2016	**49,793**	**20,840**	**28,191**	**114,276**	**369,852**	**204,862**

Percent Distribution of Assignable Area by Room Use

This table provides percentage distributions among the ten major room use code divisions using the information from the previous page. The non-assignable division, which includes custodial, circulation, mechanical, and restroom facilities, has been excluded as the space is dedicated service area unavailable for alternative purposes.

The data from the 1974 HEGIS Facility survey, conducted by the National Center for Education Statistics, serve as the basis for the norms. While this study is dated, there have been no updates or more comprehensive studies completed.

Fall 2017	BHSU	DSU	NSU	SDSM&T	SDSU	USD	HEGIS Norm
Unclassified	0.00%	0.00%	0.07%	2.94%	0.20%	1.95%	2.20%
Classroom	9.91%	9.12%	11.69%	8.74%	4.34%	6.16%	8.00%
Laboratory	8.99%	6.97%	4.63%	22.67%	14.75%	12.93%	14.50%
Office	18.63%	17.72%	15.36%	20.01%	14.58%	17.29%	13.00%
Study	6.64%	6.78%	1.92%	8.20%	4.75%	5.50%	6.80%
Special-Use	21.05%	12.87%	24.09%	6.88%	19.31%	19.99%	8.90%
General-Use	9.74%	19.76%	13.86%	12.60%	12.47%	11.39%	12.00%
Support	4.48%	3.68%	7.60%	4.60%	7.85%	3.07%	6.50%
Health Care	0.28%	0.05%	0.06%	0.06%	0.92%	0.20%	1.40%
Residential	20.28%	23.04%	20.73%	13.30%	20.82%	21.51%	26.70%

Lab Detail

Instruction	6.70%	6.97%	4.19%	13.23%	7.35%	7.86%
Research	2.29%	0.00%	0.43%	9.43%	7.40%	5.06%

Net-Assignable Square Feet per FTE Student

Another way to look at the total space available to an institution is to look at it based on the equivalent number of students being served. This approach has limitations since it does not take into account the level or complexity of the institution. It can, however, be very useful when peer institutions have been identified for comparison purposes.

FTE Enrollment

Full-time equivalent (FTE) enrollment was computed using the total credit hours generated by all on-campus courses and dividing the undergraduate hours by 15, the graduate level hours by 12, and medical school hours by 19, to determine full-time enrollment at a given level. The FTE totals for each campus represent the on-campus FTE's.

The table provides the assignable square feet (ASF) per student FTE. It needs to be emphasized that the table provides information based on the room use codes assigned by the campuses. Perceived excesses or shortages in one area could be due to the way the space has been assigned and may not mean that there is an overall excess or shortage of space.

Please note that residential facilities are not included below. Using total campus FTE per residential square footage doesn't give an accurate picture. The residential utilization is shown on page 10.

Assignable Sq. Ft. Per Student FTE

Fall 2017 FTE*	BHSU	DSU	NSU	SDSM&T	SDSU	USD	System
Fall 2017 FTE*	1,568	1,089	1,231	2,233	8,035	5,084	19,240
Non-Assignable	119.7	96.9	162.1	77.8	122.6	118.8	117.0
Unclassified	0.0	0.0	0.3	6.5	0.6	6.1	2.7
Classroom	31.3	26.4	49.1	19.4	13.5	19.3	20.2
Office	58.9	51.2	64.4	44.3	45.3	54.2	50.2
Study	21.0	19.6	8.0	18.1	14.8	17.2	16.2
Special-Use	66.6	37.2	101.1	15.2	60.0	62.7	57.5
General-Use	30.8	57.1	58.2	27.9	38.7	35.7	38.3
Support	14.2	10.6	31.9	10.2	24.4	9.6	17.7
Health Care	0.9	0.1	0.3	0.1	2.9	0.6	1.5
Total	**343.5**	**299.0**	**475.3**	**219.6**	**322.7**	**324.4**	**321.2**
Lab Breakdown							
Lab - Instruction	21.2	20.1	17.6	29.3	22.8	24.7	23.4
Lab - Research	7.2	0.0	1.8	20.9	23.0	15.9	16.9
Lab Total	**28.5**	**20.1**	**19.4**	**50.2**	**45.8**	**40.5**	**40.4**
Total	**371.9**	**319.2**	**494.7**	**269.8**	**368.5**	**365.0**	**361.6**
Fall 2016	**367.7**	**309.2**	**493.3**	**269.4**	**367.4**	**371.7**	**362.2**
Net Change	**4.2**	**10.0**	**1.4**	**0.4**	**1.1**	**-6.7**	**-0.6**

* These are on campus FTE's only

Square Feet of Academic Facilities per Student

The ratio of an institution's square footage of academic facilities to its full-time equivalent enrollment represents an important index of the instructional utilization of campus facilities.

Academic Facilities

Academic facilities refers to an institution's total assignable area less the square footage of all rooms bearing program codes for Museums and Galleries, Social and Cultural Development, Public Relations/Development, Auxiliary Enterprises, Independent Operations, and Operations.

In addition, space with the following specific codes is also excluded from academic facilities: Non-Assignable Facilities, Unclassified Facilities, Athletic Facilities Spectator Seating, Food Facilities, Food Facilities Service, Merchandising Facilities, Merchandising Facilities Service, all Medical Care, and all Residential Facilities.

Square Feet of Academic Facilities Per FTE Student =	Square Feet of Academic Facilities / FTE Enrollment					
	BHSU	DSU	NSU	SDSM&T	SDSU	USD
Assignable Area						
Fall 2017	379,709	180,025	377,871	417,101	1,799,948	1,127,461
Fall 2016	379,709	181,309	376,033	408,564	1,744,522	1,131,378
FTE Enrollment						
Fall 2017	1,568	1,089	1,231	2,233	8,035	5,084
Fall 2016	1,626	1,035	1,287	2,305	8,090	5,143
Square Feet Per FTE						
Fall 2017	242.16	165.31	306.96	186.79	224.01	221.77
Fall 2016	233.52	175.18	292.18	177.25	215.64	219.98

Residence Hall Utilization

The Table on page 8 considered net-assignable square feet per FTE by dividing assigned space by the FTE total. Although a residence hall is assigned space and the same formula is often used to calculate the net-assignable square feet per FTE, this calculation is not indicative of how residence hall space is utilized. FTE totals and utilization rates of residence halls are independent variables. A range of circumstances, such as location, type of institution, and others, more accurately dictate the need for residence hall space. For our purposes, we choose to track how well our current facilities are utilized, which may give some input on the need for additional facilities.

The table below indicates residence hall facility utilization.

Campus Housing Utilization

Institution	Designed Capacity*	Current Occupancy	Fall 2017 Percent Occupied of Designed Capacity	Fall 2016 Percent Occupied of Designed Capacity	Fall 2015 Percent Occupied of Designed Capacity
BHSU	778	728	93.57%	87.56%	84.08%
DSU	762	718	94.23%	101.53%	93.59%
NSU	907	650	71.66%	73.37%	76.94%
SDSM&T	1078	994	92.21%	88.23%	99.55%
SDSU	4,459	4,126	92.53%	95.27%	92.29%
USD	2,224	2,151	96.72%	94.65%	98.43%
Total	10,208	9,367	91.76%	92.36%	92.48%

*Designed Capacity is defined as current structural designed capacity and permanent changes including changing rooms to alternate uses and offering doubles as singles.



Chemical and Biological Engineering and Chemistry Building at SD School of Mines and Technology

Section 2: Classroom Utilization

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Average Class Size 2

Average Weekly Room Hours of Instruction in Classrooms

The average weekly room hours of instruction is calculated by dividing the total room hours of instruction by the total number of classrooms. In more general terms, it is the average number of hours that an institution's classrooms are used for instructional purposes each week.

The total room hours of instruction is the number of hours each week that each classroom is used for regularly scheduled classes. Thus, a classroom which is used Mondays, Wednesdays, and Fridays from 9:00 a.m. until 10:00 a.m. and on Tuesdays and Thursdays from 8:30 a.m. until 10:45 a.m. would generate 5.5 room hours (1 hour/day x 3 days/week + 1.25 hour/day x 2 days/week).

$$\textbf{Average Weekly Room Hours of Instruction} = \frac{\textbf{Total Room Hours of Instruction}}{\textbf{Total Number of Rooms}}$$

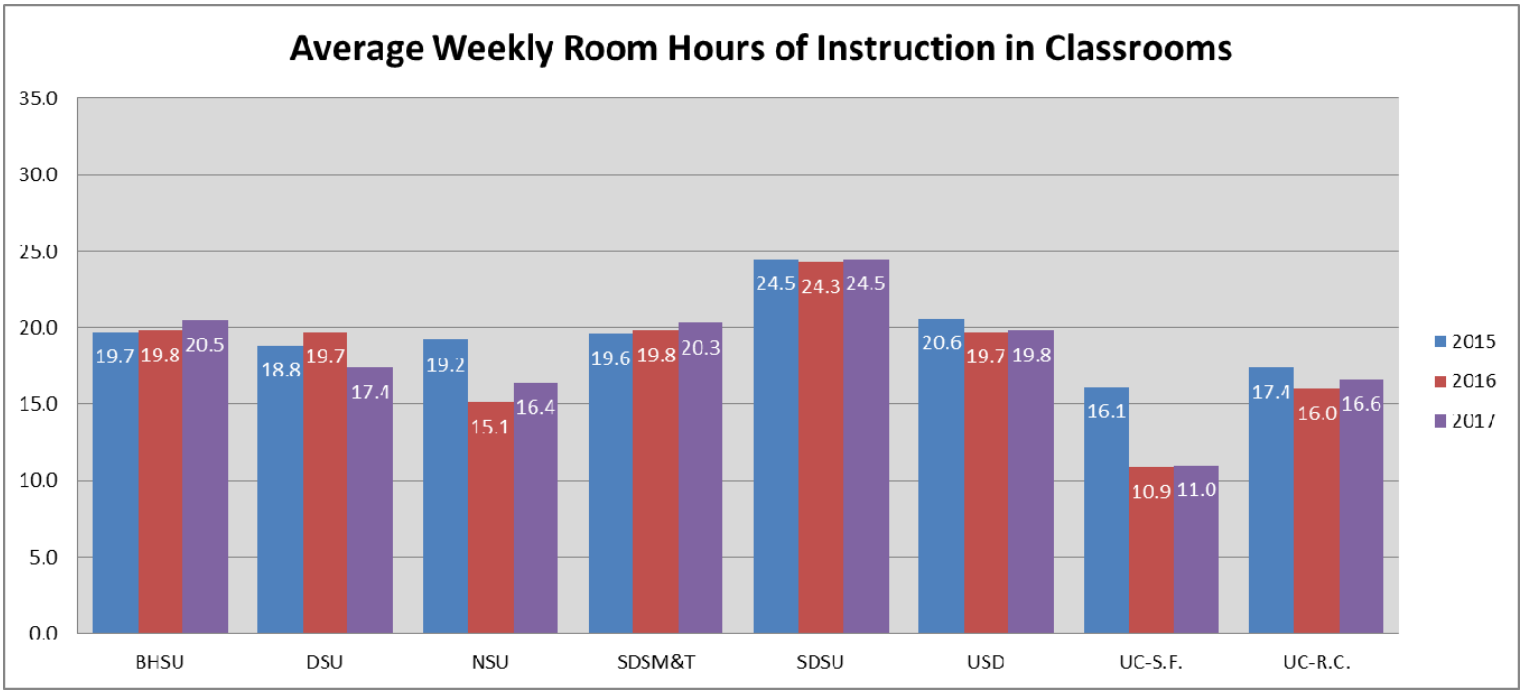
The column “Percentage of Available Hours Used” assumes that every classroom is available for use 40 hours per week. This percentage is calculated by taking the total room hours and dividing it by the product of the number of classrooms multiplied by 40.

Classrooms

For purposes of this study, a classroom is defined as a room used to conduct class that doesn’t require special-purpose equipment for student use. Thus, a classroom is, by definition, a general use facility which could be used for teaching the lecture portion of any course. If a room is used for regularly scheduled classes but has special equipment which ties it to a particular subject matter, the room is a class laboratory and its use would not be taken into account in this calculation.

The average weekly room hours of classroom instruction can serve as an indicator of the adequacy of the number of classrooms at an institution. An average of 35 hours of classroom instruction per week is the goal sought after. All of the South Dakota institutions fall well below the 35 hours of use per week, indicating ample classroom availability.

Average Weekly Room Hours of Instruction in Classrooms					
Institution	**Total Room Hours**	**Total Classrooms**	**Avg. Weekly Room Hours**	**Percentage of Available Hours Used**	**Variance from Hourly Goal (35)**
BHSU	800.5	39	20.5	51.3%	14.5
DSU	574.3	33	17.4	43.5%	17.6
NSU	753.0	46	16.4	41.0%	18.6
SDSM&T	1,035.8	51	20.3	50.8%	14.7
SDSU	2,451.3	100	24.5	61.3%	10.5
USD	1,897.8	96	19.8	49.5%	15.2
UC-S.F.	340.5	31	11.0	27.5%	24.0
UC-R.C.	366.0	22	16.6	41.5%	18.4



Average Weekly Use of Student Stations in Classrooms

Average weekly use of student stations in classrooms is calculated by dividing the total number of student clock hours generated in classrooms by the total number of student stations in classrooms. More generally, it can be thought of as the average number of hours each week that each classroom student station is used.

$$\textbf{Average Weekly Use of Student Stations} = \frac{\textbf{Total Student Contact Hours}}{\textbf{Total Student Stations}}$$

The average weekly use of student stations can serve as an indicator of the adequacy of the number of student stations in classrooms. If overall room use is low, it will impact the average weekly use of student stations.

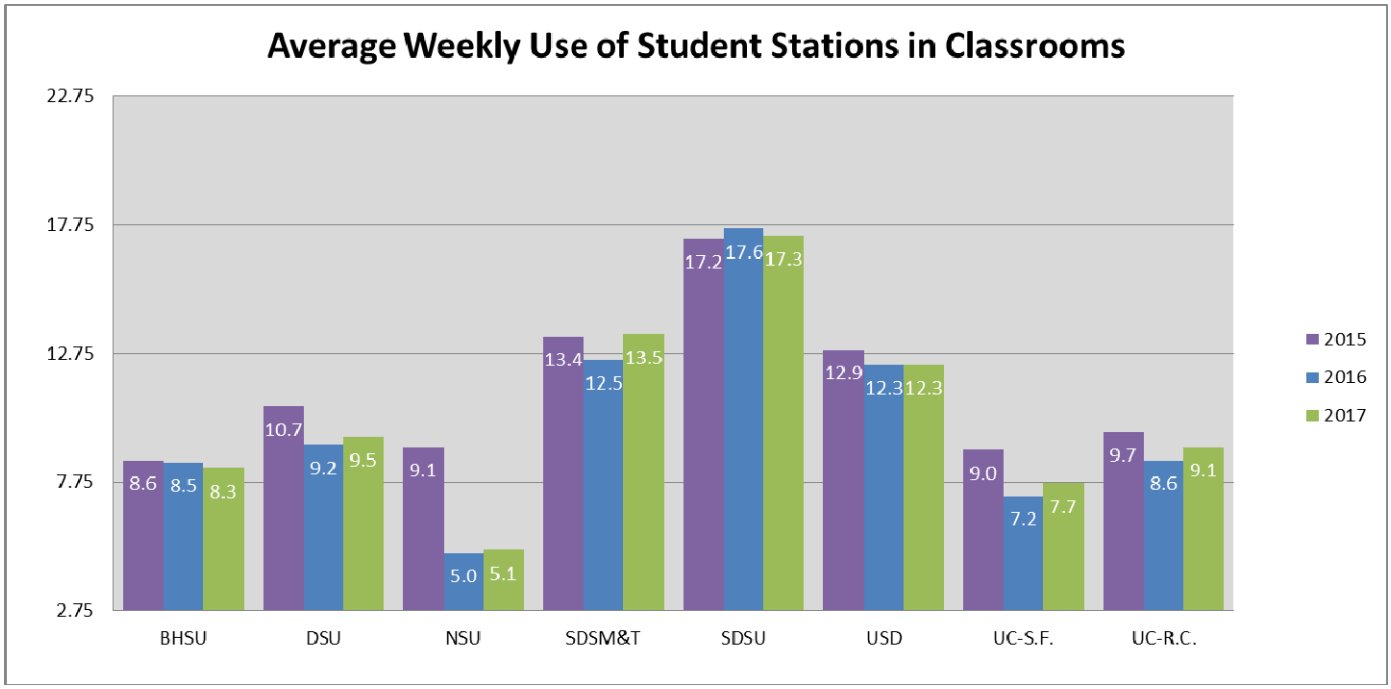
Student Contact Hours

A student contact hour (SCH) equals an hour of time a student spends in a class or laboratory in a typical week of a semester. Student contact hours are computed by multiplying for each course the number of hours that the course meets each week by the number of students enrolled. (To compute the number of hours that the course meets each week, the class length is rounded to the nearest quarter of an hour and multiplied by the number of times the class meets weekly.)

Classrooms

A goal which has been frequently cited is 22.75 hours per week. This figure is based on the assumption that the average weekly use of classrooms is 35 hours and that there is 65% utilization of student stations when classrooms are in use. South Dakota colleges and universities fall below this level. Scheduling classes has a big influence on the average weekly use of student stations; since there are a finite number of classrooms and class sizes vary from semester to semester, scheduling classes to get the maximum number of stations filled during the student preferred hours is a major challenge.

Average Weekly Use of Student Stations in Classrooms				
Institution	**Contact Hours**	**Student Stations**	**Avg. Hours Weekly Use**	**Variance from Hourly Goal (22.75)**
BHSU	18,305.0	2,207.0	8.3	14.5
DSU	11,469.3	1,211.0	9.5	13.3
NSU	15,323.0	3,005.0	5.1	17.7
SDSM&T	30,535.5	2,266.0	13.5	9.3
SDSU	92,450.0	5,347.0	17.3	5.5
USD	59,047.8	4,795.0	12.3	10.5
UC-S.F.	8,690.5	1,127.0	7.7	15.1
UC-R.C.	7,743.3	851.0	9.1	13.7



Percent Student Station Utilization in Classrooms

Percent student station utilization indicates the average percentage of student stations that are occupied when classroom are in use. It is calculated by dividing the student clock hours generated in classrooms by the potential student clock hours for classrooms or class labs and multiplying by 100 to convert to a percentage. Potential student clock hours are computed on a room-by-room basis by multiplying the number of student stations in each room by the room hours of instruction generated by the room. It indicates the number of student clock hours which would be generated if every room were filled to capacity (i.e., if the number of students equaled the number of stations) each time a course met in the room.

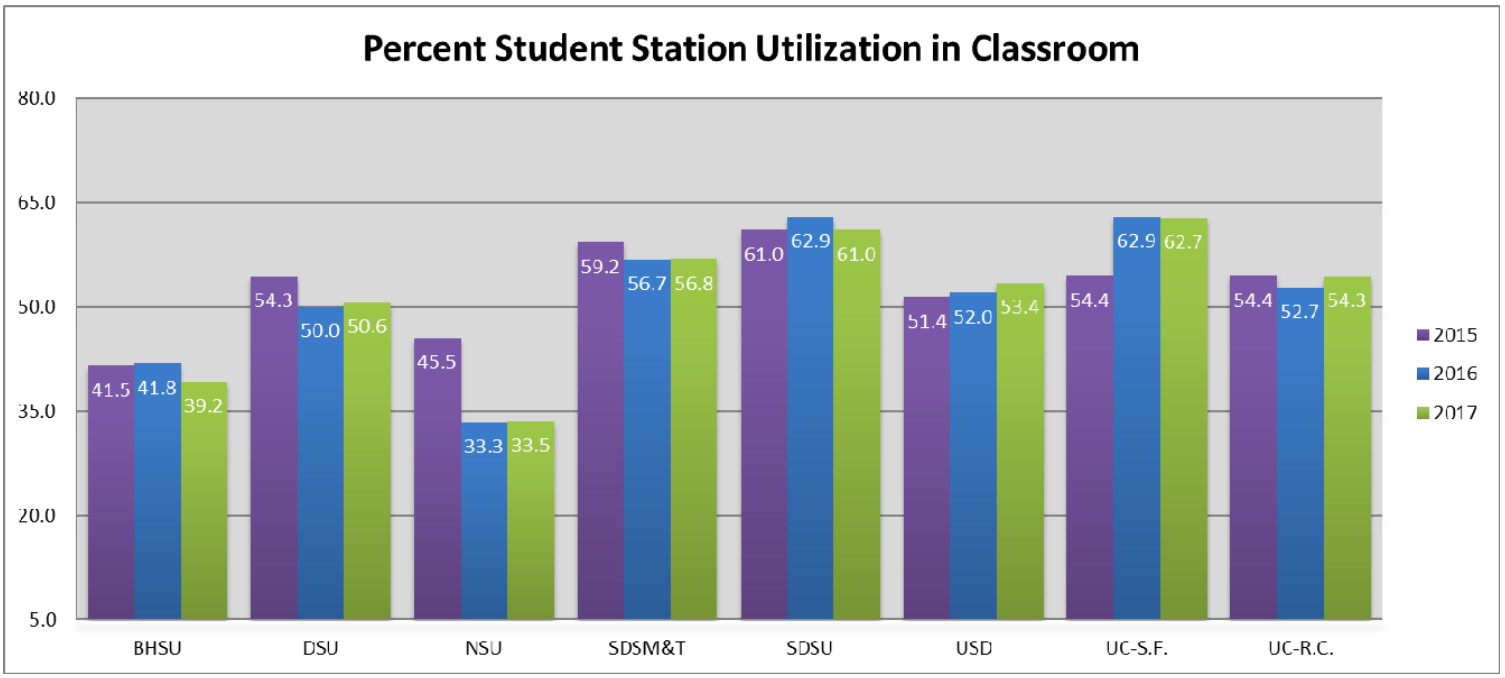
It needs to be emphasized that the percent student station utilization assesses the utilization of rooms only when they are in use. This figure is therefore a helpful indicator of how close to capacity an institution's courses are to the rooms in which they are scheduled. It does not, however, indicate the overall efficiency of utilization since it does not take into account how frequently a room is used.

$$\textbf{Percent Student Station Utilization} = \frac{\textbf{Student Contact Hours}}{\textbf{Potential Student Contact Hours}}$$

Classrooms

A frequently cited goal for percent student station utilization is 65% for classrooms.

Percent Student Station Utilization in Classrooms				
Institution	**Total Student Contact Hours**	**Potential Student Contact Hours**	**% Student Station Utilized**	**Variance from Percentage Goal (65.0)**
BHSU	18,305.0	46,640.5	39.2	25.8
DSU	11,469.3	22,669.3	50.6	14.4
NSU	15,323.0	45,765.5	33.5	31.5
SDSM&T	30,535.5	53,806.0	56.8	8.2
SDSU	92,450.0	151,532.0	61.0	4.0
USD	59,047.8	110,504.5	53.4	11.6
UC-S.F.	8,690.5	13,854.5	62.7	2.3
UC-R.C.	7,743.3	14,261.0	54.3	10.7



Assignable Square Feet per Student Station in Classrooms

The number of students that a classroom can accommodate is an important factor in determining how efficiently classroom space is used. This can be measured in terms of assignable square feet (ASF) per student station and the average number of stations per classroom. The assignable square feet per student station in a classroom is largely determined by the number and type of stations in the room. Generally, rooms with relatively large numbers of stations require less space per station. As for types of stations, tables and chairs require more space per station than standard student desks, which require more space than theater seating.

$$\textbf{Assignable Sq. Ft. Per Student Station} = \frac{\textbf{Total Assignable Square Feet}}{\textbf{Total Student Stations}}$$

Classrooms

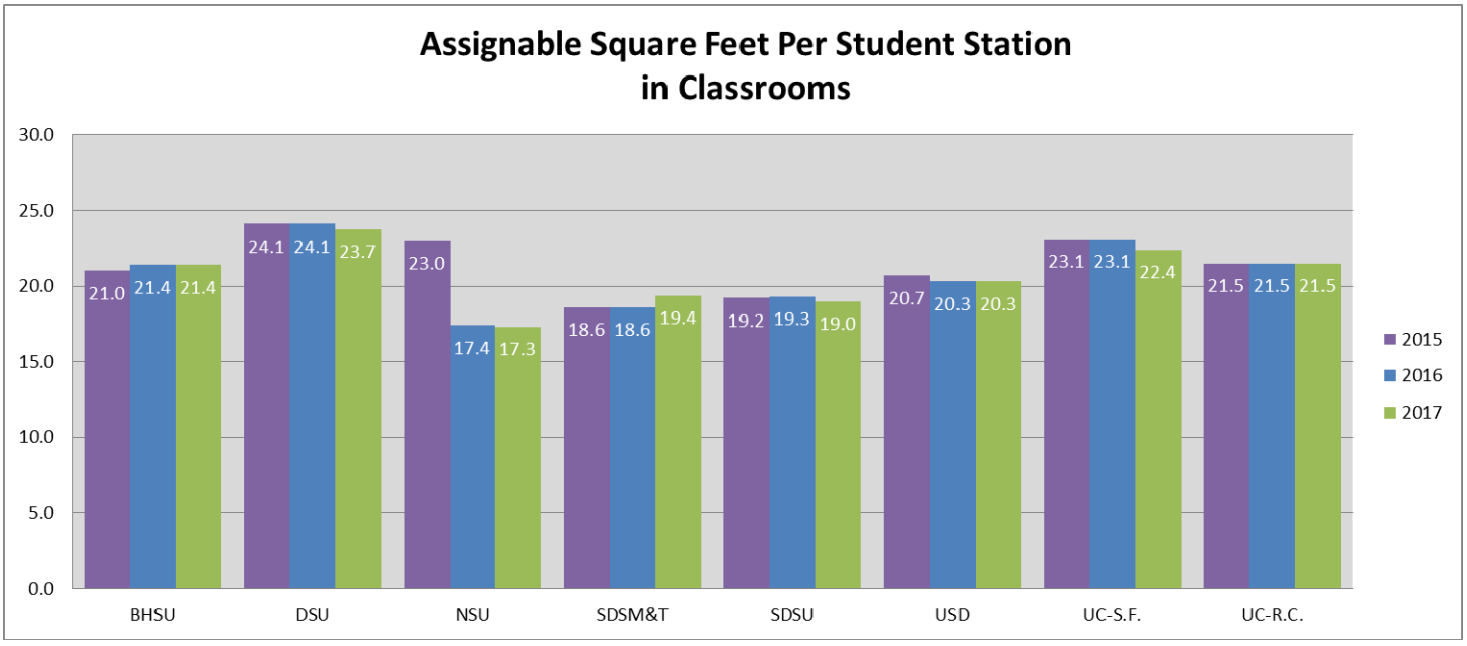
The Higher Education Facilities Planning and Management Manuals list norms which are based on the number stations per room and type of station:

Assignable Square Feet per Station Criteria

Number of Stations	ASF for Tables and Chairs	ASF for Armchair Desks Small	ASF for Armchair Desks Large
10 - 19	20 - 30	18	22
20 - 29	20 - 30	16	20
30 - 39	20 - 25	15	18
40 - 59	18 - 22	14	16
60 - 99	18 - 22	13	15
100 - 149	16 - 20	11	14
150 - 299	16 - 20	10	14
300 +	16 - 18	9	12

The average number of stations per classroom tends to vary according to the size and instructional philosophy of the institution. Graduate institutions and institutions which rely heavily on large lecture courses will generally have a higher number of lecture halls which will lower the average ASF per station. Campuses should try to be in the range of 16 to 19 ASF with the smaller campuses trending to the top of the range and larger campuses towards the bottom.

Assignable Square Feet Per Student Station in Classrooms			
Institution	**Total Class Area**	**Total Student Stations**	**ASF Per SS**
BHSU	47,221	2,207	21.4
DSU	28,747	1,211	23.7
NSU	51,980	3,005	17.3
SDSM&T	43,910	2,266	19.4
SDSU	101,457	5,347	19.0
USD	97,316	4,795	20.3
UC-S.F.	25,222	1,127	22.4
UC-R.C.	18,276	851	21.5



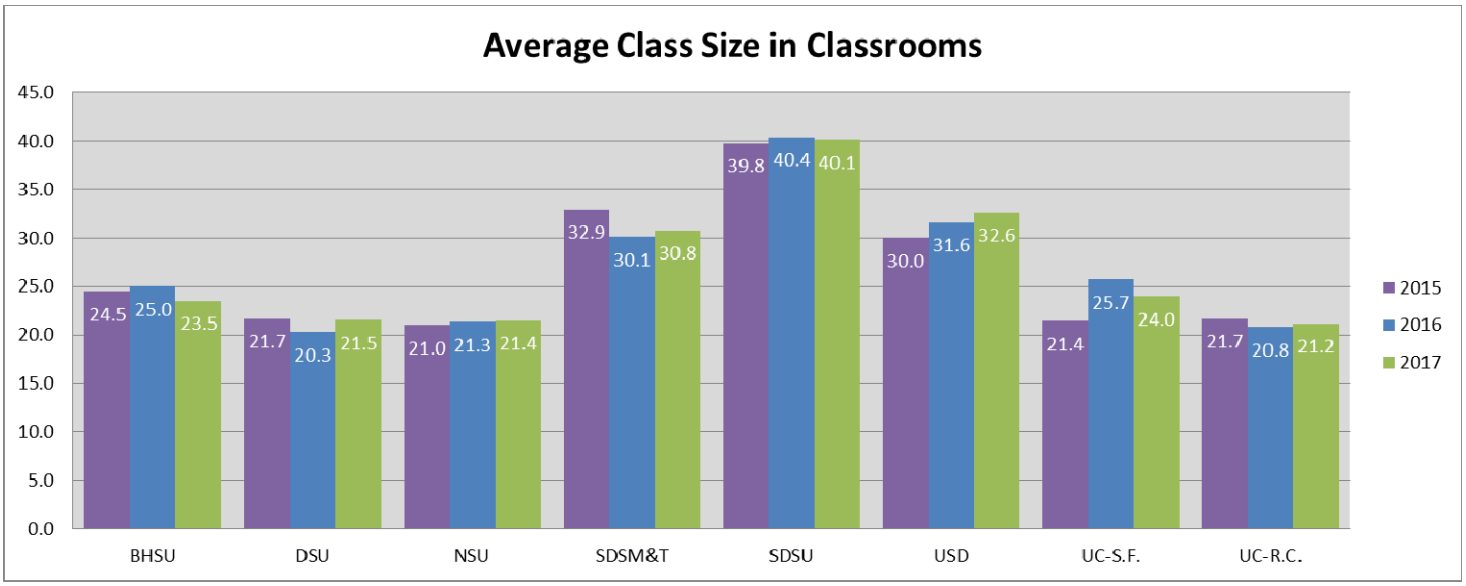
Average Class Size in Classrooms

The average class size in classrooms is usually reflective of the size and degree complexity of an institution. One might assume that a graduate level institution might have smaller class sizes. In reality, what is most often found is that the larger institutions, which are more often graduate level institutions, rely on larger lecture classes and also have a greater potential to schedule large classes because they have more students and larger facilities.

This table can be used with other classroom utilization tables to help identify possible reasons for low or high classroom utilization. If an institution has small classrooms, scheduling small classes is not a choice and will not lower utilization performance; however, scheduling small classes in large classrooms will negatively affect utilization.

$$\textbf{Average Class Size} = \frac{\textbf{Accumulated Students for All Periods}}{\textbf{Accumulated Class Periods}}$$

Average Class Size in Classrooms			
Institution	**Accumulated Students**	**Accumulated Class Periods**	**Average Class Size**
BHSU	16,240.5	690	23.5
DSU	10,659.0	495	21.5
NSU	13,550.0	632	21.4
SDSM&T	28,295.0	920	30.8
SDSU	82,352.3	2,052	40.1
USD	50,179.0	1,538	32.6
UC-S.F.	4,601.0	192	24.0
UC-R.C.	2,984.0	141	21.2


Average Class Size in Classrooms
45.0
40.0
35.0
30.0
25.0
20.0
15.0
10.0
5.0
0.0
24.5
25.0
23.5
21.7
20.3
21.5
21.0
21.3
21.4
32.9
30.1
30.8
39.8
40.4
40.1
30.0
31.6
32.6
21.4
25.7
24.0
21.7
20.8
21.2
BHSU
DSU
NSU
SDSM&T
SDSU
USD
UC-S.F.
UC-R.C.
2015
2016
2017



Avera Health Science Center at South Dakota State University

Section 2: Class Laboratory Utilization

Average Weekly Room Hours of Instruction 23

Average Weekly Use of Student Stations 25

Percent Student Station Utilization 27

Assignable Square Feet per Student Station 29

Average Class Size 31

Average Weekly Room Hours of Instruction in Class Labs

The average weekly room hours of instruction is calculated by dividing the total room hours of instruction by the total number of class labs. In more general terms, it is the average number of hours that an institution's class labs are used for instructional purposes each week.

The total room hours of instruction is the number of hours each week that each class lab is used for regularly scheduled classes. Thus, a class lab which is used Mondays, Wednesdays, and Fridays from 9:00 a.m. until 10:00 a.m. and on Tuesdays and Thursdays from 8:30 a.m. until 10:45 a.m. would generate 5.5 room hours (1 hour/day x 3 days/week + 1.25 hour/day x 2 days/week).

$$\textbf{Average Weekly Room Hours of Instruction} = \frac{\textbf{Total Room Hours of Instruction}}{\textbf{Total Number of Rooms}}$$

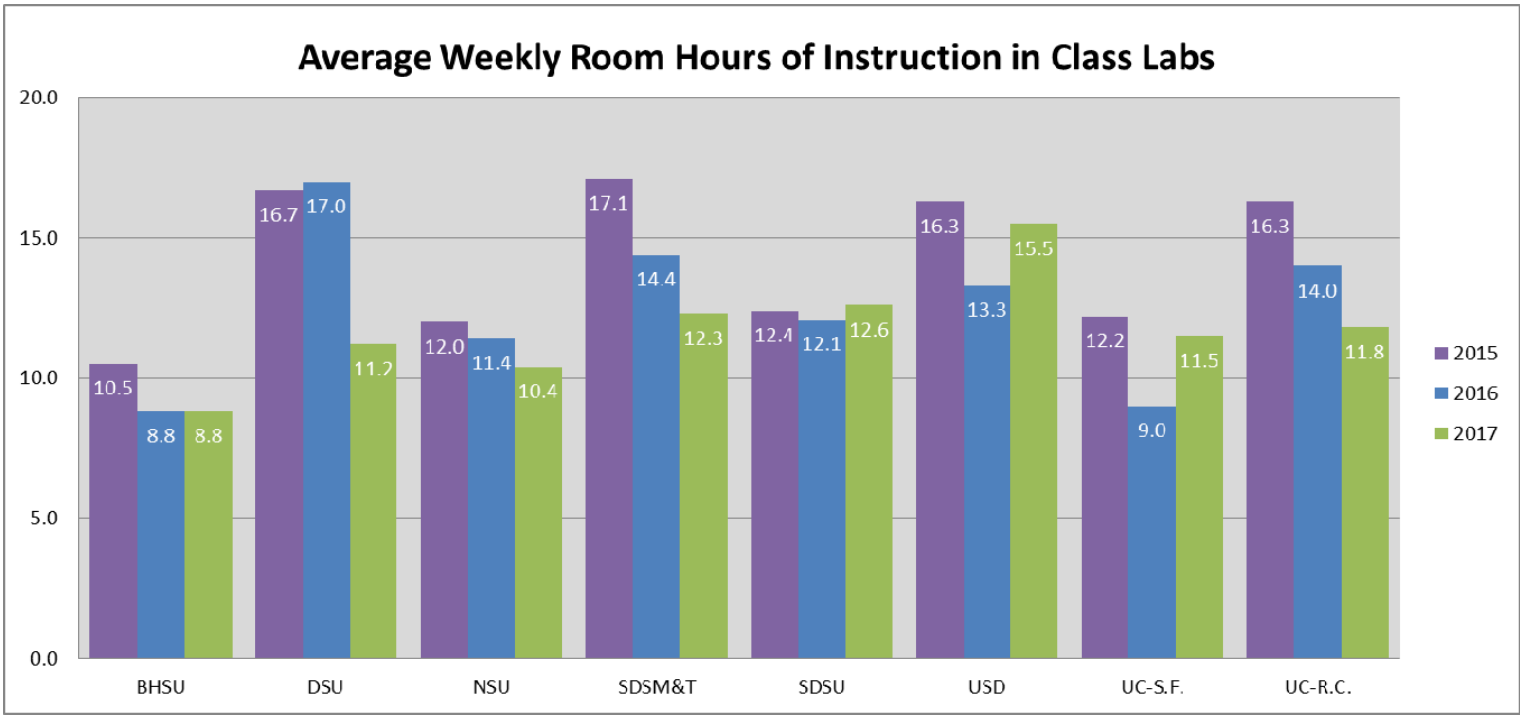
The column "Percentage of Available Hours Used" assumes that every class lab is available for use 40 hours per week. This percentage is calculated by taking the total room hours and dividing it by the product of the number of classrooms multiplied by 40.

Class Laboratories

For purposes of this study, a class laboratory is defined as a room used primarily for regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study. This definition excludes room use for regularly scheduled classes (i.e., classrooms) which have no special-purpose equipment and also excludes rooms with special-purpose equipment which are not used for regularly scheduled classes (i.e., other kinds of laboratories).

Because each class laboratory is designed for use in a particular field of study, most of them are not used as frequently as classrooms. A commonly cited goal for the average use of class laboratories is 20 hours per week.

Average Weekly Room Hours of Instruction in Class Laboratories					
Institution	**Total Room Hours**	**Total Class Laboratories**	**Avg. Weekly Room Hours**	**Percentage of Available Hours Used**	**Variance from Hourly Goal (20)**
BHSU	203.5	23	8.8	22.0%	11.2
DSU	258.5	23	11.2	28.0%	8.8
NSU	135.0	13	10.4	26.0%	9.6
SDSM&T	220.5	18	12.3	30.8%	7.7
SDSU	1,655.3	131	12.6	31.5%	7.4
USD	712.5	46	15.5	38.8%	4.5
UC-S.F.	92.5	8	11.5	28.8%	8.5
UC-R.C.	47.0	4	11.8	29.5%	8.2



Note: In the fall of 2016, SDSMT brought the newly remodeled chemistry building back online.

Average Weekly Use of Student Stations in Class Labs

Average weekly use of student stations in class laboratories is calculated by dividing the total number of student clock hours generated in class laboratories by the total number of student stations in class laboratories. More generally, it can be thought of as the average number of hours each week that each class laboratory student station is used.

$$\textbf{Average Weekly Use of Student Stations} = \frac{\textbf{Total Student Contact Hours}}{\textbf{Total Student Stations}}$$

The average weekly use of student stations can serve as an indicator of the adequacy of the number of student stations in class laboratories.

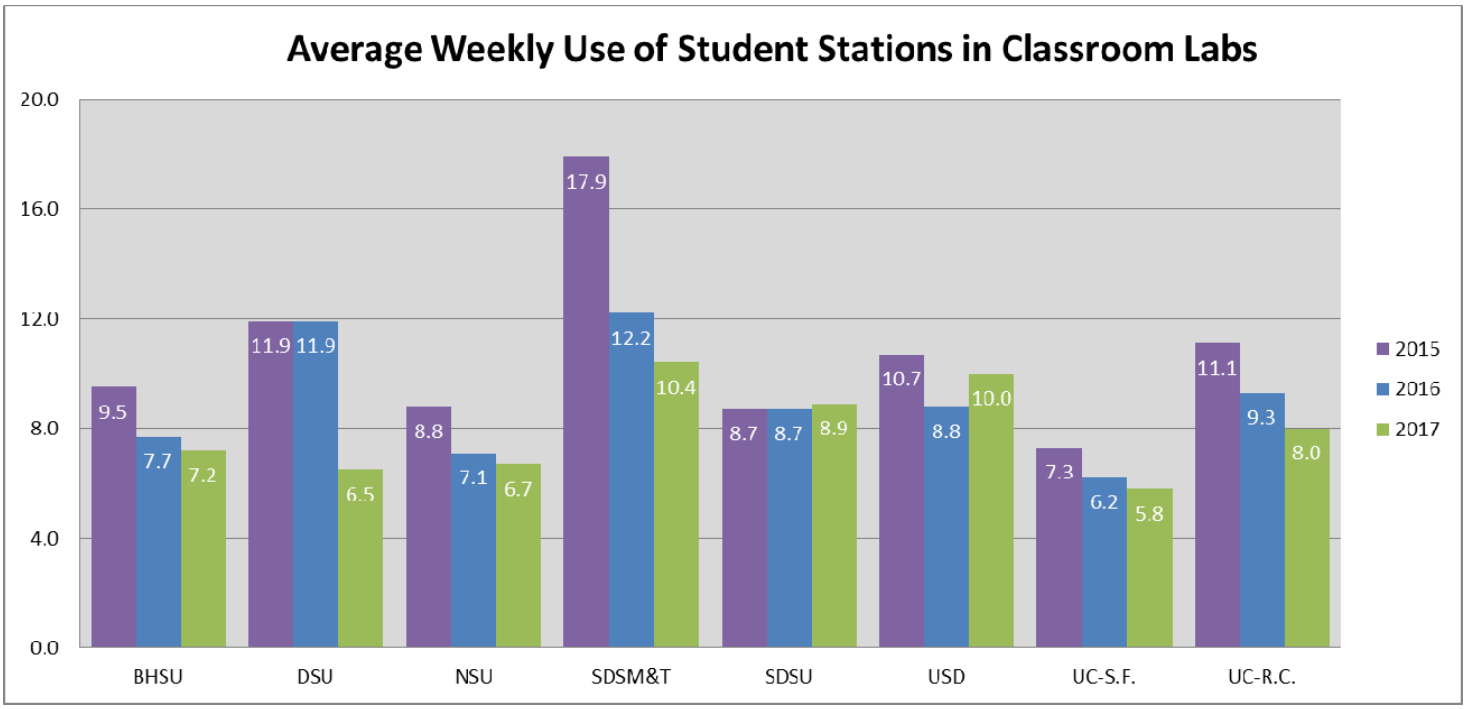
Student Contact Hours

A student contact hour (SCH) equals an hour of time a student spends in a class or laboratory in a typical week of a semester. Student contact hours are computed by multiplying for each course the number of hours that the course meets each week by the number of students enrolled. (To compute the number of hours that the course meets each week, the class length is rounded to the nearest quarter of an hour and multiplied by the number of times the class meets weekly.)

Class Laboratories

A goal which has been frequently cited is 16 hours per week. This figure is based on the assumption that the average weekly use of class laboratories is 20 hours and that there is 80% utilization of student stations when class laboratories are in use. All South Dakota universities fall below this goal. This fact suggests a surplus of class laboratory student stations but gives no indication whether this surplus exists for all types of class laboratories or is limited to the laboratories of certain academic disciplines.

Average Weekly Use of Student Stations in Classroom Laboratories				
Institution	**Contact Hours**	**Student Stations**	**Avg. Hours Weekly Use**	**Variance from Hourly Goal (16.0)**
BHSU	3,542.8	493	7.2	8.8
DSU	4,406.3	678	6.5	9.5
NSU	2,312.5	346	6.7	9.3
SDSM&T	4,403.5	422	10.4	5.6
SDSU	33,911.3	3,804	8.9	7.1
USD	13,607.5	1,367	10.0	6.0
UC-S.F.	1,117.8	193	5.8	10.2
UC-R.C.	882.0	110	8.0	8.0



Note: In the fall of 2016, SDSMT brought the newly remodeled chemistry building back online.

Percent Student Station Utilization

Percent student station utilization indicates the average percentage of student stations that are occupied when class laboratories are in use. It is calculated by dividing the student clock hours generated in class labs by the potential student clock hours for class labs and multiplying by 100 to convert to a percentage. Potential student clock hours are computed on a room-by-room basis by multiplying the number of student stations in each room by the room hours of instruction generated by the room. It indicates the number of student clock hours which would be generated if every room were filled to capacity (i.e., if the number of students equaled the number of stations) each time a course met in the room.

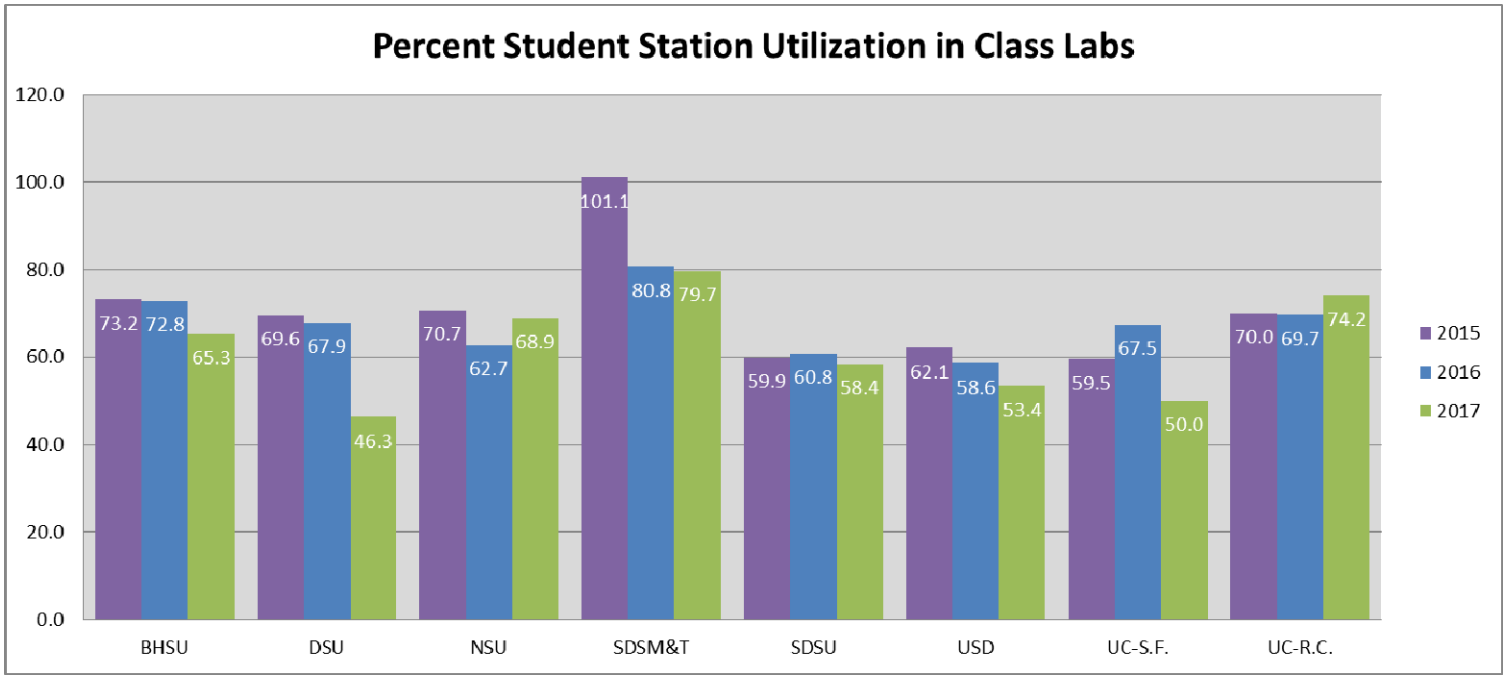
It needs to be emphasized that the percent student station utilization assesses the utilization of rooms only when they are in use. This figure is therefore a helpful indicator of how close to capacity an institution's courses are to the rooms in which they are scheduled. It does not, however, indicate the overall efficiency of utilization since it does not take into account how frequently a room is used.

$$\textbf{Percent Student Station Utilization} = \frac{\textbf{Student Contact Hours}}{\textbf{Potential Student Contact Hours}}$$

Class Laboratories

A frequently cited goal for percent student station utilization is 80% for class laboratories. The higher percentage for class labs versus classrooms reflects the assumption that these rooms, although used less frequently than classrooms because of their specialized equipment, are usually closer to being filled to capacity when they are in use.

Percent Student Station Utilization in Classroom Laboratories				
Institution	**Total Student Contact Hours**	**Potential Student Contact Hours**	**% Student Station Utilized**	**Variance from Percentage Goal (80.0)**
BHSU	3,542.8	5,427.0	65.3	14.7
DSU	4,406.3	9,512.5	46.3	33.7
NSU	2,312.5	3,355.0	68.9	11.1
SDSM&T	4,403.5	5,524.5	79.7	0.3
SDSU	33,911.3	58,062.0	58.4	21.6
USD	13,607.5	23,425.0	58.1	21.9
UC-S.F.	1,117.8	2,236.5	50.0	30.0
UC-R.C.	1,188.0	882.0	74.2	5.8



Note: In the fall of 2016, SDSMT brought the newly remodeled chemistry building back online.

Assignable Square Feet per Student Station

The number of students that a classroom can accommodate is an important factor in determining how efficiently classroom space is used. This can be measured in terms of assignable square feet per student station and the average number of stations per classroom. The assignable square feet per student station in a classroom is largely determined by the number and type of stations in the room. Generally, rooms with relatively large numbers of stations require less space per station. As for types of stations, tables and chairs require more space per station than standard student desks, which require more space than theater seating.

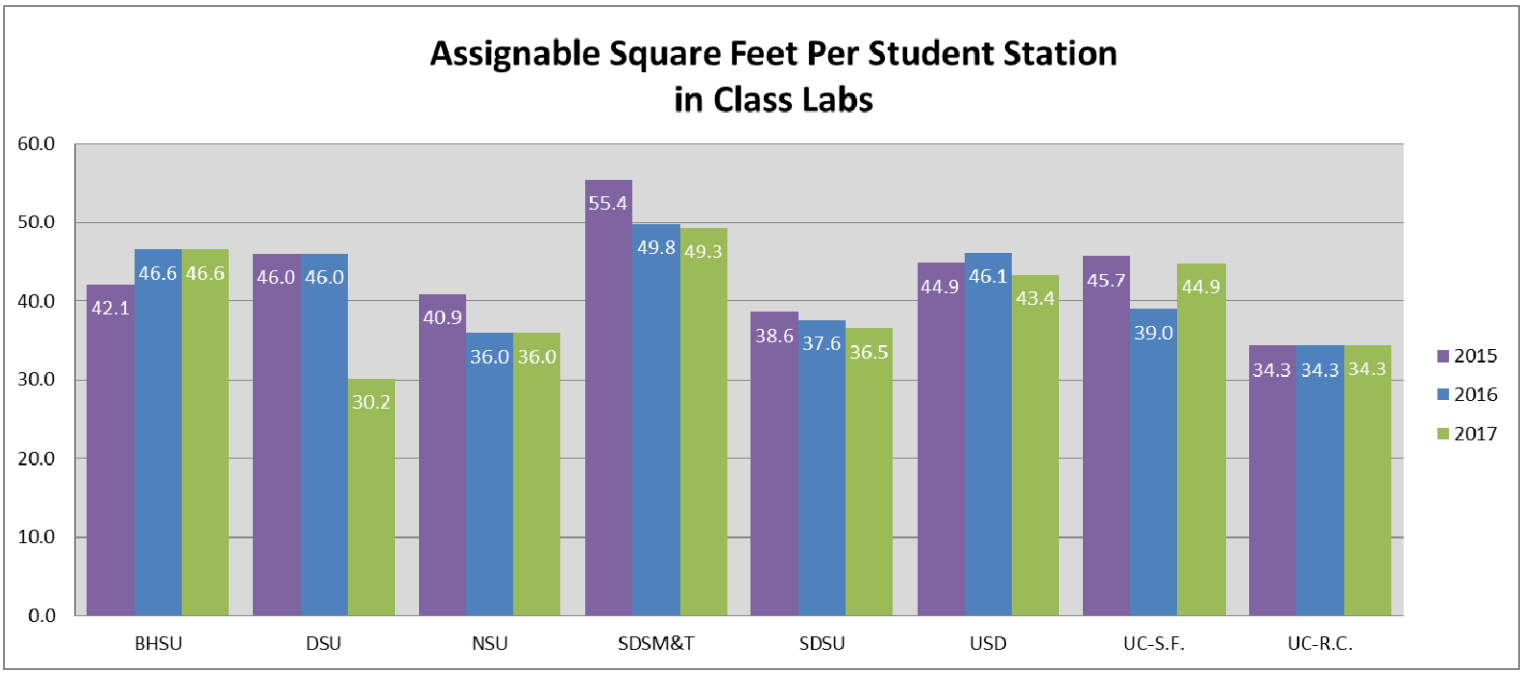
$$\textbf{Assignable Sq. Ft. per Student Station} = \frac{\textbf{Total Assignable Square Feet}}{\textbf{Total Student Stations}}$$

Class Laboratories

The square footage per student station (SS) in class laboratories varies to a greater extent than in classrooms because of the widely differing space requirements of the various kinds of laboratories. An automotive lab, for example, usually requires much more space per station than a chemistry lab. In general, institutions which offer academic programs in such areas as agriculture, engineering, or medicine require more class lab space per station than do institutions which focus on liberal arts, business, and education. Moreover, graduate level laboratories usually require more space per station than undergraduate labs. Based on ranges provided by the Higher Education Facilities Planning and Management Manuals, South Dakota laboratories could range from 30 ASF for a biology lab to 70 ASF for an engineering lab.

Given the various types of laboratories and the wide range of standards it is difficult to analyze class laboratories without giving some consideration to the level of the institution and the disciplines offered.

Assignable Square Feet Per Student Station in Class Labs			
Institution	**Total Class Area**	**Total Student Stations**	**ASF Per SS**
BHSU	22,967	493	46.6
DSU	20,458	678	30.2
NSU	12,463	346	36.0
SDSM&T	20,804	422	49.3
SDSU	138,996	3,804	36.5
USD	59,306	1,367	43.4
UC-S.F.	8,657	193	44.9
UC-R.C.	3,777	110	34.3



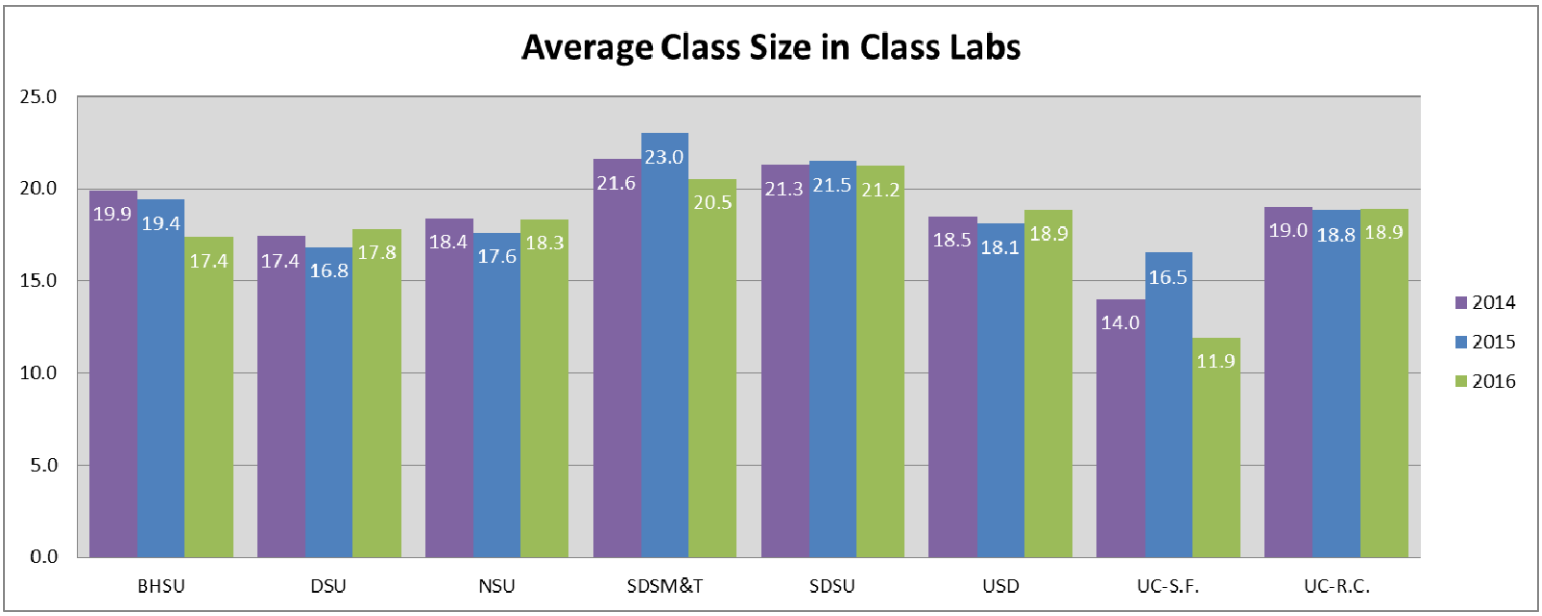
Average Class Size

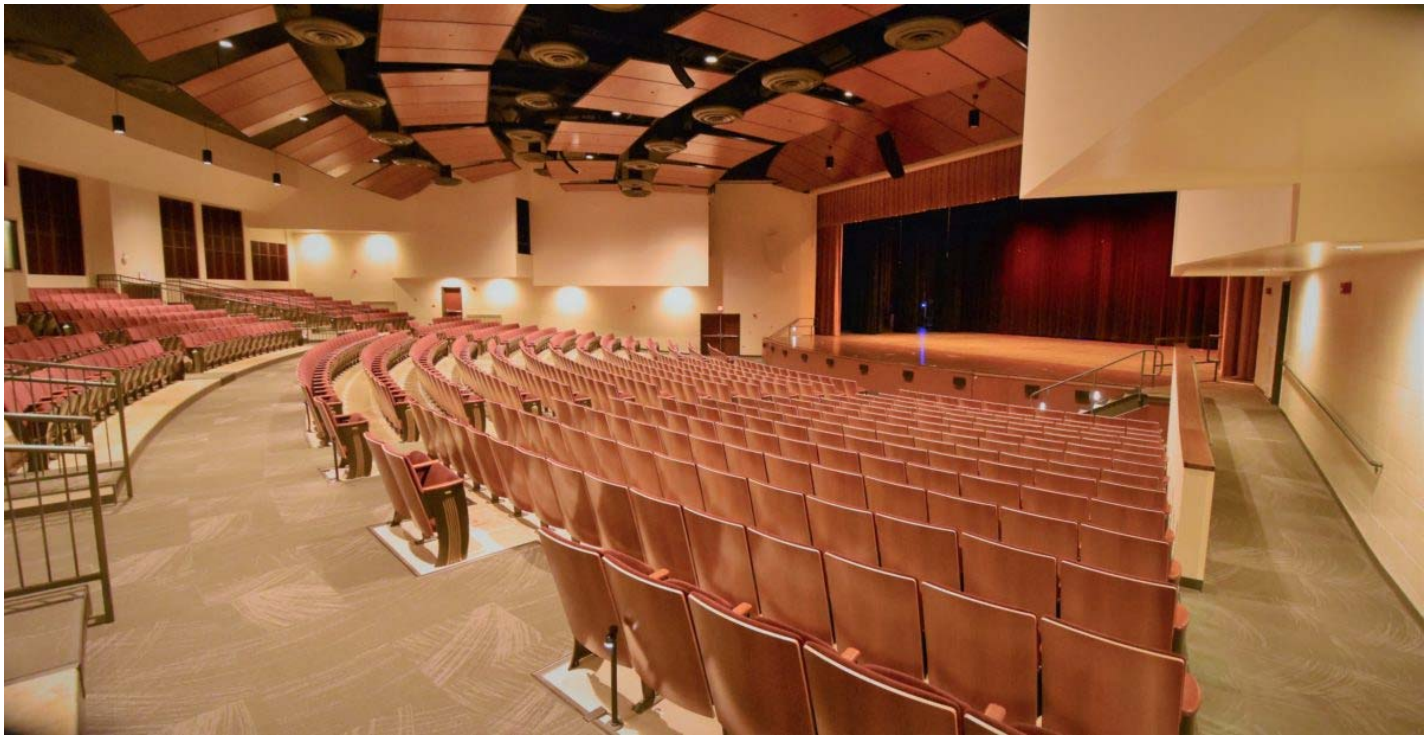
The average class size in class labs is usually reflective of the size and degree complexity of an institution. One might assume that a graduate level institution might have smaller class sizes. In reality, what is most often found is that the larger institutions, which are more often graduate level institutions, rely on larger lecture classes and also have a greater potential to schedule large classes because they have more students and larger facilities.

This table can be used with other class lab utilization tables to help identify possible reasons for low or high class lab utilization. If an institution has small class labs, scheduling small classes is not a choice and will not lower utilization performance; however, scheduling small classes in large classrooms will negatively affect utilization.

$$\textbf{Average Class Size} = \frac{\textbf{Accumulated Students for All Periods}}{\textbf{Accumulated Class Periods}}$$

Average Class Size in Class Labs			
Institution	**Accumulated Students**	**Accumulated Class Periods**	**Average Class Size**
BHSU	2,138.0	123	17.4
DSU	2,781.0	156	17.8
NSU	1,339.0	73	18.3
SDSM&T	1,869.0	91	20.5
SDSU	17,121.8	806	21.2
USD	6,901.3	366	18.9
UC-S.F.	441.0	37	11.9
UC-R.C.	359.0	19	18.9


Average Class Size in Class Labs
25.0
20.0
15.0
10.0
5.0
0.0
19.9
19.4
17.4
17.4
16.8
17.8
18.4
17.6
18.3
21.6
23.0
20.5
21.3
21.5
21.2
18.5
18.1
18.9
14.0
16.5
11.9
19.0
18.8
18.9
BHSU
DSU
NSU
SDSM&T
SDSU
USD
UC-S.F.
UC-R.C.
2014
2015
2016



Johnson Fine Arts Center at Northern State University

Appendix

Room Use Code Definitions.....A-1

Room Use Code Definitions

Non-Assignable Facilities – The sum of all areas on all floors of a building not available for assignment to an occupant or for specific use, but necessary for the general operation of a building. Included should be space subdivisions of the three non-assignable space use categories – building service, circulation, and mechanical – that are used to support the building's general operation.

Unclassified Facilities – Inactive, remodeling and unfinished are the three areas that make up this classification. These rooms are temporarily unavailable for assignment.

Classroom Facilities – Classroom facilities are potentially an institution wide resource. Even though these areas may fall under different levels of organizational control, the need for this type of space should be evaluated for the entire campus. The term "classroom" includes not only general purpose classrooms, but also lecture halls, recitations rooms, seminar rooms, and other room used primarily for scheduled non-laboratory instruction. Classroom facilities include any support rooms that serve the classroom activity. A classroom may contain various types of instructional aides or equipment which do not tie the room to instruction in a specific subject or discipline.

Laboratory Facilities – a laboratory is a facility characterized by special purpose equipment or a specific room configuration which ties instructional or research activities to a particular discipline or a closely related group of disciplines. These activities may be individual or group in nature, with or without supervision. Laboratories may be found in all fields of study including letters, humanities, natural sciences, social sciences, vocational and technical disciplines, etc. Laboratory facilities can be subdivided into three categories: class, open, and research laboratory. A class laboratory is used for scheduled instruction. An open laboratory supports instruction but is not formally scheduled. A research laboratory is used for research, experimentation, observation, research training, or structured creative activity which supports extension of a field of knowledge.

Office Facilities – Office facilities are individual, multi-person, or workstation space specifically assigned to academic, administrative, and service functions of a college or university. While some institutions may wish to classify all office space as Office, others may wish to differentiate through additional codes for academic administrative, staff, secretarial, clerical, or student assistant offices, etc.

Study Facilities – Study space is classifies into five categories: study room, stack, open-stack study room, processing room, and study service. Offices used for library activities are coded as office facilities. A study room may contain equipment or materials which aid the study or learning process and which do not restrict the room to a particular academic discipline or discipline group. Whereas a study room may appear in almost any type of building on campus, stacks, open-stack study rooms, and processing rooms are typically located in, but not limited to, central, branch, or departmental libraries.

Special-Use Facilities – This category includes several room use types that are sufficiently specialized in their primary activity, function, or design to merit a unique room code. Areas and rooms for military training, athletic activity, media production, clinical activities, demonstration, agricultural field activities, and animal and plant shelters are included here. Although many of these special use facilities provide service to other areas, their special use, design, or configuration dictates that these areas not be coded as service rooms.

General-Use Facilities – General use facilities are characterized by a broader availability to faculty, students, staff, or the public than are special use facilities, which are limited to a small group or special population. Together, general use facilities comprise a campus' general service or functional support system for the institutional and participant community populations.

Supporting Facilities – Support facilities, which provide centralized space for various auxiliary support systems and services of a campus, help keep all institutional programs and activities operational. While not as directly accessible to institutional and community members as general use facilities, these areas provide a continuous, indirect support system to faculty, staff, students, and the public. Support facilities are centralized in that they typically serve an area ranging from an entire building or organizational unit to the entire campus. Included are centralized areas for computer-based data processing and telecommunications, shop services general storage and supply, vehicle storage, central services, and hazardous materials areas.

Health Care Facilities – This series provides room use classification for patient care rooms that are located in separately organized health care facilities: student infirmaries, teaching hospitals and clinics, and veterinary and medical schools.

Residential Facilities – Residential facilities include housing for students, faculty, staff and visitors to the institution. Hotel or motel and other guest facilities are included in this series if they are owned or controlled by the institution and used for purposes associated with defined institutional missions.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – B
DATE: June 26-28, 2018

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SUBJECT

FY18 Preliminary Center Financials

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

We have been tracking Center finances for the last five (5) years. A Board member requested that the information be provided at the June meeting rather than waiting until August or October.

The information is still preliminary given that final costs and revenues are not known for June. The data can be updated as of June 30 at a later date, but should be close given the early June collection of the data being reported.

The information is reported annually to the Government Audit and Operations Committee.

The University Center - Sioux Falls (UCSF) instructional expenses reported follow the operating model agreed upon by the partner universities. The reimbursement available for teaching a class depends on the number of students in a class and the revenue generated: *The direct instructional cost maximum reimbursement for a 100/200 level course may not exceed 40% of the tuition generated for that course; the direct instructional cost maximum reimbursement for a 300/400 level course may not exceed 50%. The purpose of the maximum reimbursement is to discourage the use of high cost instructors so as to keep instructional costs and the cost per credit hour low.*

The instructional costs reported for BHSU – Rapid City (BHRC) are determined based on the proportionate costs of the salary and teaching load of the faculty member or the direct costs for an adjunct or overload costs.

The operating statement does not include the higher education facilities fund revenues collected or the expense related to the annual capital debt. This is consistent with the HEFF revenues and debt for the universities which are not reported as part of the standalone financials for the universities. The debt and related revenues are "owned" by the Board.

(Continued)

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INFORMATIONAL ITEM

IMPACT AND RECOMMENDATIONS

The credit hours at UCSF had a slight increase of around 2.4% for FY18 related to the growth in the associates degree program, but revenue declined because the credits are being discounted by $64.65 per credit.

The credit hours at BHRC declined for the fifth year in a row. The decline for FY18 is estimated to be 8.6%.

The statement for CUC now excludes the Foundation support. A number of the operating costs were assumed by the Foundation starting in January 2018. Staffing costs paid by the universities will be reduced in FY19. The CUC operation is being taken over by the Foundation and USD will continue to offer nursing at the location. The site is really no longer a Center operated by the institutions, and instead is a rented facility where the campuses will offer courses.

ATTACHMENTS

Attachment I – UCSF Operating Statement
Attachment II – BHSU Operating Statement
Attachment III – CUC Operating Statement

University Center - Sioux Falls
Operating Statement for Fiscal Year Ended June 30

Enrollment Data	FY13	FY14	FY15	FY16	FY17	Est. May 2018 FY18
Student Headcount Served	2,802	2,557	2,106	1,791	1,571	1,526
Full-Time Equivalent Students	980.7	916.8	751.9	612.0	524.9	536.4
Credit Hours Generated	29,144	27,330	22,436	18,256	15,659	16,045
Revenues						
Tuition Revenue (after HEFF)	$6,372,514	$6,113,654	$6,187,677	$5,342,418	$4,539,365	$4,382,975
Rentals	$272,529	$254,975	$273,702	$263,505	$229,155	$202,821
Testing Services	$7,621	$6,411	$5,328	$85,559	$47,858	$49,223
Auxiliary Operations	$177,955	$147,721	$74,629	$45,275	$136,993	$123,023
Total Revenues	$6,830,619	$6,522,761	$6,541,336	$5,736,757	$4,953,371	$4,758,042
Per Credit	$234	$239	$292	$314	$316	$297
Expenses						
Instructional Costs	$3,008,780	$2,932,751	$2,593,047	$2,389,951	$1,592,406	$1,529,871
UCSF Operating Costs	$3,201,009	$2,834,679	$2,536,210	$2,494,619	$2,886,908	$2,892,816
Total Expenses	$6,209,789	$5,767,430	$5,129,256	$4,884,570	$4,479,314	$4,422,687
Per Credit	$213	$211	$229	$268	$286	$276
Contribution to Campus Support Costs	$620,830	$755,331	$1,412,080	$852,187	$474,057	$335,355
Per Credit	$21	$28	$63	$47	$30	$21
Total Expenses Plus Contribution	$6,830,619	$6,522,761	$6,541,336	$5,736,757	$4,953,371	$4,758,042
Per Credit	$234	$239	$292	$314	$316	$297

Footnotes:
1) Basis of Accounting: Cash
2) Explanation and Uses of Campus Support Costs: Costs associated with supporting UCSF, such as HR, ITS, Finance, etc.
3) Includes all self-suppor credit hours offered at the Center.
Source: Financial data provided by institutions. Enrollment data RIS: UCCoursesTaughtByUnivFY13-FY18

University Center - University of South Dakota
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Tuition Revenue (Net of HEFF)	$2,184,743	$1,912,128	$1,966,622	$1,773,417	$2,054,204	$2,351,615
Rentals	$0	$0	$0	$0	$0	$0
Testing Services	$0	$0	$0	$0	$0	$0
Auxiliary Operations	$0	$0	$0	$0	$0	$0
Total Revenues	$2,184,743	$1,912,128	$1,966,622	$1,773,417	$2,054,204	$2,351,615
Expenses						
Instructional Costs	$1,132,295	$1,089,262	$925,662	$777,456	$650,790	$760,099
UCSF Operating Costs	$1,070,961	$766,336	$553,799	$697,625	$977,697	$1,122,113
Total Expenses	$2,203,256	$1,855,598	$1,479,461	$1,475,081	$1,628,487	$1,882,212
Contribution to Campus Support Costs	($18,513)	$56,530	$487,161	$298,336	$425,717	$469,403
Total Expenses Plus Contribution	$2,184,743	$1,912,128	$1,966,622	$1,773,417	$2,054,204	$2,351,615

University Center - South Dakota State University
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Tuition Revenue (Net of HEFF)	$2,838,547	$2,894,828	$2,791,448	$2,358,538	$1,627,519	$1,414,674
Rentals	$0	$0	$0	$0	$0	$0
Testing Services	$0	$0	$0	$0	$0	$0
Auxiliary Operations	$0	$0	$0	$0	$0	$0
Total Revenues	$2,838,547	$2,894,828	$2,791,448	$2,358,538	$1,627,519	$1,414,674
Expenses						
Instructional Costs	$1,276,274	$1,314,656	$1,220,975	$1,176,371	$542,694	$497,554
UCSF Operating Costs	$1,346,472	$1,111,768	$946,506	$897,553	$977,697	$1,122,113
Total Expenses	$2,622,746	$2,426,424	$2,167,481	$2,073,924	$1,520,391	$1,619,667
Contribution to Campus Support Costs	$215,801	$468,404	$623,967	$284,614	$107,128	($204,993)
Total Expenses Plus Contribution	$2,838,547	$2,894,828	$2,791,448	$2,358,538	$1,627,519	$1,414,674

University Center - Dakota State University
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Tuition Revenue (Net of HEFF)	$1,318,768	$1,300,294	$1,316,594	$1,143,250	$674,520	$565,441
Rentals	$0	$0	$0	$0	$0	$0
Testing Services	$0	$0	$0	$0	$0	$0
Auxiliary Operations	$0	$0	$0	$0	$0	$0
Total Revenues	$1,318,768	$1,300,294	$1,316,594	$1,143,250	$674,520	$565,441
Expenses						
Instructional Costs	$568,418	$525,309	$443,535	$427,493	$398,922	$272,217
UCSF Operating Costs	$709,754	$553,719	$567,637	$572,103	$266,645	$306,031
Total Expenses	$1,278,172	$1,079,028	$1,011,172	$999,596	$665,567	$578,248
Contribution to Campus Support Costs	$40,596	$221,266	$305,422	$143,654	$8,953	($12,807)
Total Expenses Plus Contribution	$1,318,768	$1,300,294	$1,316,594	$1,143,250	$674,520	$565,441

University Center - Other Campuses
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Tuition Revenue (Net of HEFF)	$30,456	$6,404	$6,235	$10,428	$0	$0
Rentals	$0	$0	$0	$0	$0	$0
Testing Services	$0	$0	$0	$0	$0	$0
Auxiliary Operations	$0	$0	$0	$0	$0	$0
Total Revenues	$30,456	$6,404	$6,235	$10,428	$0	$0
Expenses						
Instructional Costs	$31,793	$3,524	$2,875	$8,631	$0	$0
UCSF Operating Costs	$0	$2,038	($2,360)	($3,109)	$0	$0
Total Expenses	$31,793	$5,562	$515	$5,522	$0	$0
Contribution to Campus Support Costs	($1,337)	$842	$5,720	$4,906	$0	$0
Total Expenses Plus Contribution	$30,456	$6,404	$6,235	$10,428	$0	$0

University Center - UC Specific
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Dedicated Revenue	$0	$0	$106,778	$56,785	$183,122	$51,245
Rentals	$272,529	$254,975	$273,702	$263,505	$229,155	$202,821
Testing Services	$7,621	$6,411	$5,328	$85,559	$47,858	$49,223
Auxiliary Operations	$177,955	$147,721	$74,629	$45,275	$136,993	$123,023
Total Revenues	$458,105	$409,107	$460,437	$451,124	$597,128	$426,312
Expenses						
Instructional Costs	$0	$0	$0	$0	$0	$0
UCSF Operating Costs	$73,822	$400,818	$470,627	$330,447	$664,869	$342,559
Total Expenses	$73,822	$400,818	$470,627	$330,447	$664,869	$342,559

Black Hills State University Center - Rapid City
Operating Statement for Fiscal Year Ended June 30

Enrollment Data	**Actual FY13**	**Actual FY14**	**Actual FY15**	**Actual FY16**	**Actual FY17**	**Est. May 2018 FY18**
Student Headcount Served	2,041	1,914	1,843	1,659	1,502	1,378
Full-Time Equivalent Students	735	713	668	626	566	517
Credit Hours Generated	21,582	20,890	19,610	18,409	16,709	15,280
Source: Regents Information Systems (end-of-term, self-support hours).						
Revenues						
Tuition Revenue (after HEFF)	$5,923,619	$6,297,014	$5,923,288	$5,180,387	$4,922,456	$4,568,412
Rentals	$0	$0	$9,788	$13,272	$24,707	$7,158
Testing Services	$8,571	$7,148	$10,769	$9,398	$8,209	$24,967
Auxiliary Operations	$0	$0	$965	$496	$1,214	$65,113
Total Revenues	$5,932,190	$6,304,162	$5,944,810	$5,203,553	$4,956,586	$4,665,650
Per Credit	$275	$302	$303	$283	$297	$305
Expenses						
Instructional Costs	$2,210,752	$2,279,735	$2,032,672	$1,778,011	$1,680,275	$1,681,200
Center Operating Costs	$1,099,530	$1,275,337	$1,415,771	$1,435,940	$1,468,257	$1,470,705
Total Expenses	$3,310,282	$3,555,072	$3,448,443	$3,213,951	$3,148,532	$3,151,905
Per Credit	$153	$170	$176	$175	$188	$206
Contribution to Campus Support Costs	$2,621,908	$2,749,090	$2,496,367	$1,989,601	$1,808,054	$1,513,745
Total Expenses Plus Contribution	$5,932,190	$6,304,162	$5,944,810	$5,203,553	$4,956,586	$4,665,650
Per Credit	$275	$302	$303	$283	$297	$305

Footnotes:

1) Basis of Accounting: Cash basis.

2) Explanation and Uses of Campus Support Costs:

The main campus provides additional support through a variety of instructional, supervisory, and accounting functions. The revenue generated above the noted direct expense is retained on campus to fund the additional support the center requires.

3) Includes all self-support credit hours generated at the Center.

Source: Financial data provided by institutions. Enrollment data RIS: UC CoursesTaughtByUnivFY13-FY18

BHSU - Rapid City
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Tuition Revenue (after HEFF)	$4,999,088	$5,516,017	$5,270,498	$4,687,662	$4,511,842	$4,175,458
Rentals	$0	$0	$9,788	$13,272	$24,707	$7,158
Testing Services	$0	$0	$4,815	$4,278	$4,244	$20,077
Auxiliary Operations	$0	$0	$0	$0	$426	$65,092
Total Revenues	$4,999,088	$5,516,017	$5,285,101	$4,705,212	$4,541,219	$4,267,785
Expenses						
Instructional Costs	$1,710,406	$1,834,484	$1,700,974	$1,507,625	$1,464,767	$1,395,893
Center Operating Costs	$848,626	$1,029,828	$1,214,920	$1,351,841	$1,369,456	$1,417,605
Total Expenses	$2,559,032	$2,864,312	$2,915,894	$2,859,466	$2,834,223	$2,813,498
Contribution to Campus Support Costs	$2,440,056	$2,651,705	$2,369,207	$1,845,746	$1,706,996	$1,454,287
Total Expenses Plus Contribution	$4,999,088	$5,516,017	$5,285,101	$4,705,212	$4,541,219	$4,267,785

SDSU - Rapid City
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Tuition Revenue (after HEFF)	$389,658	$436,657	$385,708	$336,435	$294,245	$299,355
Rentals	$0	$0	$0	$0	$0	$0
Testing Services	$8,571	$7,148	$5,954	$5,120	$3,965	$4,890
Auxiliary Operations	$0	$0	$965	$496	$788	$21
Total Revenues	$398,229	$443,805	$392,627	$342,051	$298,998	$304,266
Expenses						
Instructional Costs	$280,762	$295,306	$199,101	$193,660	$174,804	$251,164
Center Operating Costs	$147,384	$126,692	$124,586	$84,099	$98,801	$53,100
Total Expenses	$428,146	$421,998	$323,687	$277,759	$273,605	$304,264
Contribution to Campus Support Costs	($29,917)	$21,807	$68,940	$64,292	$25,393	$2
Total Expenses Plus Contribution	$398,229	$443,805	$392,627	$342,051	$298,998	$304,266

NSU - Rapid City
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Tuition Revenue (after HEFF)	$10,302	$9,967	$24,050	$5,355	$0	$0
Rentals	$0	$0	$0	$0	$0	$0
Testing Services	$0	$0	$0	$0	$0	$0
Auxiliary Operations	$0	$0	$0	$0	$0	$0
Total Revenues	$10,302	$9,967	$24,050	$5,355	$0	$0
Expenses						
Instructional Costs	$7,004	$21,890	$37,015	$11,424	$0	$0
Center Operating Costs	$3,238	$17,943	$2,678	$0	$0	$0
Total Expenses	$10,242	$39,833	$39,693	$11,424	$0	$0
Contribution to Campus Support Costs	$60	($29,866)	($15,643)	($6,069)	$0	$0
Total Expenses Plus Contribution	$10,302	$9,967	$24,050	$5,355	$0	$0

USD - Rapid City
Operating Statement for Fiscal Year Ended June 30

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est. May 2018 FY18
Revenues						
Tuition Revenue (after HEFF)	$524,571	$334,373	$243,032	$150,935	$116,369	$93,599
Rentals	$0	$0	$0	$0	$0	$0
Testing Services	$0	$0	$0	$0	$0	$0
Auxiliary Operations	$0	$0	$0	$0	$0	$0
Total Revenues	$524,571	$334,373	$243,032	$150,935	$116,369	$93,599
Expenses						
Instructional Costs	$212,580	$128,055	$95,582	$65,302	$40,704	$34,143
Center Operating Costs	$100,282	$100,874	$73,587	$0	$0	$0
Total Expenses	$312,862	$228,929	$169,169	$65,302	$40,704	$34,143
Contribution to Campus Support Costs	$211,709	$105,444	$73,863	$85,633	$75,665	$59,456
Total Expenses Plus Contribution	$524,571	$334,373	$243,032	$150,935	$116,369	$93,599

Capital University Center - Pierre
Operating Statement for Fiscal Year Ended June 30

Enrollment Data	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est May 2018 FY18
Student Headcount Served	170	167	157	138	120	70
Full-Time Equivalent Students	66	62	49	49	35	22
Credit Hours Generated	1,957	1,845	1,446	1,456	1,050	655
Revenues						
Tuition Revenue (after HEFF)	$504,574	$530,296	$439,699	$509,135	$287,441	$205,503
General Fund Rent Support	$34,768	$34,768	$34,768	$34,768	$34,768	$34,768
HEFF Revenue***	$58,026	$60,984	$50,565	$58,550	$33,055	$23,632
Testing Revenue	$1,018	$1,157	$1,752	$3,673	$6,847	$6,105
Nursing Support from General Funds	$109,010	$102,659	$102,659	$83,836	$69,486	$58,519
Auxiliary Operations (Bookstore)	$56,326	$51,433	$34,226	$32,062	$18,827	$19,410
Total Revenues	$763,722	$781,297	$663,669	$722,024	$450,424	$347,938
Expenses						
Instructional Costs	$491,272	$513,142	$520,861	$559,502	$397,341	$389,375
Center Operating Costs	$357,551	$338,877	$265,789	$272,185	$237,390	$200,405
Rent	$84,768	$84,768	$84,768	$84,768	$84,768	$84,768
Total Expenses	$933,591	$936,787	$871,418	$916,455	$719,499	$674,548
Net Income (Loss) from Operations	($169,869)	($155,490)	($207,749)	($194,431)	($269,075)	($326,611)
Net Income / (Loss) by Campus						
USD Gain/(Loss) - Self Support & Nursi	($45,549)	($57,829)	($116,364)	($109,429)	($209,178)	($174,036)
SDSU Gain/(Loss) - Self Support & Adm	($132,346)	($108,644)	($113,191)	($93,552)	($144,586)	($126,207)
HEFF Gain or Loss	$8,026	$10,984	$565	$8,550	($16,945)	($26,368)
	($169,869)	($155,489)	($228,990)	($194,431)	($370,709)	($326,611)
BOR Contribution to SDSU	$0	$0	$113,191	$93,552	$143,980	$0
CUC Adjusted Net Income (Loss)	($169,869)	($155,489)	($115,799)	($100,879)	($226,729)	($326,611)

Footnotes:
The HEFF revenue is estimated based on tuition collected. Hours include on-campus and off-campus so the average HEFF rate used was 11.5%.
Basis of Accounting: Cash Basis
The Foundation Support has been removed from the statement as the operation is now managed by the Foundation.
Source: Financial information provided by the campuses. Enrollment data for off-campus from RIS: UCCoursesTaughtByUnivFY13-FY18; on-campus credits provided by USD Nursing and headcount and FTE backed into.

SDSU - Capital University Center
Operating Revenue and Expenditures

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est May 2018 FY18
Revenues						
Tuition Revenue (after HEFF)	$261,244	$244,648	$187,478	$226,093	$135,450	$87,110
Testing Revenue	$1,018	$1,157	$1,752	$3,673	$6,847	$6,105
Other**	$0	$25,735	$34,962	$0	$0	$0
Auxiliary Operations (Bookstore)	$56,326	$51,433	$34,226	$32,062	$18,827	$19,410
Total Revenues	$318,588	$322,973	$258,418	$261,828	$161,124	$112,626
Expenses						
Instructional Costs	$123,980	$99,838	$102,122	$122,112	$85,874	$48,809
Center Operating Costs	$357,551	$364,612	$300,751	$272,184	$237,390	$200,405
Total Expenses	$481,531	$464,450	$402,873	$394,296	$323,264	$249,214
Net Income (Loss) from Operations	($162,943)	($141,477)	($144,455)	($132,468)	($162,140)	($136,589)
Other Revenue Transfers						
Transfers from USD	$30,597	$32,833	$31,264	$38,916	$17,554	$10,382
Transfers from BOR	$0	$0	$113,191	$93,552	$143,980	$0
SDSU Annual Income/(Loss)	($132,346)	($108,644)	$0	$0	($606)	($126,207)

USD - Capital University Center
Operating Revenue and Expenditures

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est May 2018 FY18
Revenues						
Tuition Revenue (after HEFF)	$243,330	$285,648	$252,221	$283,042	$151,991	$118,393
Nursing Support	$109,010	$102,659	$81,417	$83,836	$69,486	$58,519
Total Revenues	$352,340	$388,307	$333,638	$366,878	$221,477	$176,912
Expenses						
Instructional Costs	$367,292	$413,304	$418,739	$437,391	$413,101	$340,566
Center Operating Costs	$0	$0	$0	$0	$0	$0
Total Expenses	$367,292	$413,304	$418,739	$437,391	$413,101	$340,566
Net Income (Loss) from Operations	($14,952)	($24,997)	($85,101)	($70,513)	($191,624)	($163,654)
Revenue Support Transfers						
USD Self-Support Transferred to SDSU	($20,607)	($23,683)	($23,719)	($31,686)	($12,589)	($5,837)
USD Nursing Revenue Transferred to S	($9,990)	($9,150)	($7,545)	($7,230)	($4,965)	($4,545)
USD Annual Income/(Loss)	($45,549)	($57,830)	($116,365)	($109,429)	($209,178)	($174,036)

Board of Regents
Operating Revenue and Expenditures

	Actual FY13	Actual FY14	Actual FY15	Actual FY16	Actual FY17	Est May 2018 FY18
Expenses						
Transfer to Support CUC	$0	$0	$113,191	$93,552	$143,980	$0
Total Expenses	$0	$0	$113,191	$93,552	$143,980	$0

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – C (1)
DATE: June 26-28, 2018

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SUBJECT

BOR Policy 1:7 – System-wide Committees and Councils Revisions (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:7 – System-wide Committees and Councils

BACKGROUND / DISCUSSION

In an attempt to transition the BOR policies into the new format, BOR Policy 1:7 has been updated to include the purpose of the policy, definitions and put in the new format. The updated policy was reviewed by the Council of Presidents and Superintendents as well as the Technology Affairs Council in April 2018, and by the Business Affairs Council and legal counsel in May 2018. Attachment I shows the proposed changes.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will continue to be updated to the current format.

ATTACHMENTS

Attachment I – BOR Policy 1:7 – System-wide Committees and Councils

****

DRAFT MOTION 20180626_9-C(1):

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 1:7 – System-wide Committees and Councils with the revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System-wide Committees and Councils

NUMBER: 1:7

A. PURPOSE

To identify the formal committees and councils established by the Board of Regents.

B. DEFINITIONS

None

C. POLICY

~~**1. Committees and Councils**~~

~~The~~ Board of Regents may authorize or appoint committees consisting of members other than Regents, including, but not limited to: (1) Council of Presidents and Superintendents~~,~~; (2) Academic Affairs Council; (3) Business Affairs Council; (4) Research Affairs Council; (5) Student Affairs Council; (6) Technology Affairs Council; (7) University Relations Council; (8) Regental Civil Service Advisory Council; (9) Discipline Councils; (10) Athletic Committee; (11) Audit Committee. ~~; (5) Student Affairs Council and (6) Information System Council.~~

FORMS / APPENDICES:

None

SOURCE:

BOR 1978; April 1990; October 1991; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – C (2)
DATE: June 26-28, 2018

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SUBJECT

BOR Policy 1:7:6 – Technology and Telecommunications Council Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:7:6 – Technology and Telecommunications Council

BACKGROUND / DISCUSSION

In an attempt to transition the BOR policies into the new format, BOR Policy 1:7:6 has been updated to include the purpose of the policy, definitions and put in the new format. The policy changes were reviewed by the Technology Affairs Council and the Council of Presidents and Superintendent in April 2018; the Business Affairs Council reviewed the changes in May 2018. Attachment I shows the proposed changes.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will continue to be updated to the current format.

ATTACHMENTS

Attachment I – BOR Policy 1:7:6 – Technology and Telecommunications Council

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DRAFT MOTION 20180626_9-C(2):

I move to approve the first reading of BOR Policy 1:7:6 – Technology and Telecommunications Council with the revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Technology Affairs ~~and Telecommunications~~ Council

NUMBER: 1:7:6

A. PURPOSE

To define the participants and role of the Technology Affairs Council.

B. DEFINITIONS

None

C. POLICY

~~The Technology Affairs Council Business Affairs Council is created to provide a vehicle for conducting system and institutional dialogue, developing and overseeing compliance with board policy, and establishing procedures and best practices relative to the fiscal affairs of the institutions and the Regental system.~~

The Technology Affairs Council is created to provide a vehicle for conducting system and institutional dialogue on the plans and applications of technologies in the system; developing and overseeing compliance with board policy; and establishing procedures and best practices relative to technologies utilized by the institutions and the Regental system. ~~The Technology and Telecommunications Council is created to provide a vehicle for conducting system and institutional dialogue on the plans and applications of technologies in the system. The Council shall be responsible for providing advice to other councils on matters that involve the applications of various telecommunications technologies. The Council shall be the primary means for interfacing individual institutional technology plans and applications with other institutions in the system. A major responsibility of the council shall be to insure the technology applications within the system are compatible and appropriate for internal functional applications, give oversight to inter-institutional applications, and confirm the interconnectivity of South Dakota higher education with appropriate external agencies and entities in the state, regionally and nationally.~~

1. Membership

The Technology Affairs ~~and Telecommunications~~ Council shall consist of the ~~president's~~ Chief Information Officers ~~designated appointees~~ at each of ~~representing each of t~~the institutions ~~of higher education~~ under the Board's control. ~~The designees shall be senior level staff members who can serve as the campus spokesperson on matters related to technology in support of academic, administrative, distance education, and research needs.~~

The Council shall be chaired by the System Vice President of Finance and Administration or the Director of Regents Information Systems as a non-voting member. ~~The superintendents may elect to assign a person to participate in the Council.~~The institutions and Board office may have others participate in council activity as they deem appropriate and necessary, but each institution will only have one vote.

2. Duties and Responsibilities~~Role~~

The Technology Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, review existing or proposed uses of technology and policies, and make recommendations to the Board through the Council of Presidents and Superintendents.

The Council shall be responsible for providing advice to other councils on matters that involve the applications of various telecommunications technologies.

The Council shall develop and oversee policies that guide the purchase and use of technologies used by the institutions and the Regental system. The Council shall be the primary means for interfacing individual institutional technology plans and applications with other institutions in the system. A major responsibility of the Council shall be to insure the technology applications within the system are compatible and appropriate for internal functional applications, give oversight to inter-institutional applications, and confirm the interconnectivity of South Dakota higher education with appropriate external agencies and entities in the state, regionally and nationally. ~~The Technology and Telecommunications Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, review existing or proposed uses of technology and policies, and make recommendations to the Board through the Council of Presidents and Superintendents.~~

The Technology Affairs ~~and Telecommunications~~ Council shall create, maintain and update a statewide plan for the uses of technology including the cooperative sharing of campus instructional technology, off-campus educational delivery systems, communication networks, information systems, and linkages to regional and national information systems. The Council shall provide leadership in maintaining the system's investment in technology infrastructure, equipment, personnel and curriculum assets.

FORMS / APPENDICES:

None

SOURCE:

BOR~~,~~ October~~.~~ 1991; ~~BOR,~~ January 1996; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – D
DATE: June 26-28, 2018

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SUBJECT

BHSU Central Chiller Plant Upgrade Preliminary Facility Statement

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 5-14-1	Classification of Capital Improvements
SDCL 5-14-2	Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds
SDCL 5-14-3	Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution
BOR Policy 6:4	Capital Improvements
BOR Policy 6:6	Maintenance and Repair

BACKGROUND / DISCUSSION

BHSU is submitting its Preliminary Facility Statement for the Upgrade of the Central Chiller Plant on campus. Black Hills State University is requesting approval to upgrade and expand the central chiller plant. The central chilled water system currently serves Woodburn Hall, E.Y. Berry Library, Bordeaux Hall, Jonas Academic, Jonas Science, Meier Hall, and David B. Miller Student Union. The Young Center currently has a stand-alone chiller that is beyond its life expectancy. The current central chiller system has a total cooling capacity of 825 tons with approximately 125 tons of future cooling capacity. The peak demand cooling load for new and existing air conditioning in the Young Center is 300 tons leaving the current system 175 tons short of serving the Young Center.

The project will accomplish the following:

- Expand the current central chiller plant with a 200 ton chilled water system coupled with a thermal storage system, which will provide up to an additional 50 tons of chilling capacity. The thermal storage will reduce the peak electrical demand for the BHSU campus due to load shifting of the chiller operating times.

(Continued)

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DRAFT MOTION 20180626_9-D:

I move to approve BHSU's Preliminary Facility Statement for the Upgrade of the Central Chiller Plant and further move that this M&R project be exempted from the capital improvement process requirements.

- Provide air conditioning to unconditioned space in the Donald E. Young Center including the first and second floor common areas, the Gymnasium, and the Fitness Center.
- Connect the existing chilled water piping system that serves the Young Center to the central plant with direct buried piping. This will include the Young Center in BHSU's automated building controls system allowing for better energy efficiency across the campus. It will also allow the campus to manage the central chiller system across a broader base, reducing peak demand loads and energy usage.
- Provide future chilled water connection locations and enough for a Wellness Center addition.

The total project cost is estimated at $1,700,000. Funding for this project will come from HEFF and General funded M&R projects including $466,625 of general fund M&R approved at the May 2018 Board of Regents meeting. Reallocation of previously approved HEFF M&R projects will fund $1.2 million. The only project that will be delayed due to the reallocation of funding is replacement of Young Center doors and windows.

IMPACT AND RECOMMENDATIONS

Due to the maintenance and repair aspect of this project, BHSU is requesting exemption from the remaining Capital Improvement Process. If approved, the Facility Program Plan and Facility Design Plan as defined in Board of Regents policy 6:4 are not required, nor is a State building committee. The Office of the State Engineer and TSP Architecture have been involved in the initial planning of this project.

ATTACHMENTS

Attachment I – BHSU Central Chiller Plant Upgrade Preliminary Facility Statement

Black Hills State University
Central Chiller Plant Upgrade

Preliminary Facility Statement

A. General Programmatic Needs to be Addressed

Black Hills State University is requesting approval to upgrade and expand the central chiller plant. The central chilled water system currently serves Woodburn Hall, E.Y. Berry Library, Bordeaux Hall, Jonas Academic, Jonas Science, Meier Hall, and David B. Miller Student Union. The Young Center currently has a stand-alone chiller that is beyond its life expectancy. The current central chiller system has a total cooling capacity of 825 tons with approximately 125 tons of future cooling capacity. The peak demand cooling load for new and existing air conditioning in the Young Center is 300 tons leaving the current system 175 tons short of serving the Young Center.

The project will accomplish the following:

- Expand the current central chiller plant with a 200 ton chilled water system coupled with a thermal storage system, which will provide up to an additional 50 tons of chilling capacity. The thermal storage will reduce the peak electrical demand for the BHSU campus due to load shifting of the chiller operating times.
- Provide air conditioning to unconditioned space in the Donald E. Young Center including:
    - First and second floor common/circulation areas
    - Gymnasium
    - Fitness Center
- Connect the existing chilled water piping system that serves the Young Center to the central plant with direct buried piping. This will include the Young Center in BHSU's automated building controls system allowing for better energy efficiency across the campus. It will also allow the campus to manage the central chiller system across a broader base, reducing peak demand loads and energy usage.
- Provide future chilled water connection locations and for a Wellness Center addition.

The total project cost is estimated at $1,700,000. Due to the maintenance and repair aspect of this project, BHSU is requesting exemption from the remaining capital improvement process. If approved, the Facility Program Plan and Facility Design Plan as defined in Board of Regents policy 6:4 are not required, nor is a State building committee. The Office of the State Engineer and TSP Architecture have been involved in the initial planning of this project.

B. Analysis of the Student Body or Constituents to Be Served

All BHSU faculty, staff, and students will benefit from this project with added air conditioning in the Young Center and a more efficient chiller system resulting in improved energy management for the university.

C. Additional Services to Be Offered

Air conditioning will be added to the gym, common areas, and fitness center in the Donald E. Young Center.

D. Compliance with Master Plan

NA

E. Analysis of Needs Assessment Based on the Facilities Utilization Report

NA

F. Location

The new chiller and thermal storage system will be located behind the facilities services building with the current central chiller plant.

G. Reallocation of Old Space, if any

NA

H. Proposed Funding Source/Sources

Funding for this project will come from HEFF and General funded M&R projects including $466,625 of general fund M&R approved at the May 2018 Board of Regents meeting. Reallocation of previously approved HEFF M&R projects will fund $1.2 million. The only project that delayed due to the reallocation of funding is replacement of Young Center doors and windows.

I. Budget for Development of a Facility Program Plan

NA

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – E
DATE: June 26-28, 2018

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SUBJECT

SDSM&T McLaury Building Renovation Preliminary Facility Statement

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 5-14-1	Classification of Capital Improvements
SDCL 5-14-2	Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds
SDCL 5-14-3	Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution
BOR Policy 6:4	Capital Improvements
BOR Policy 6:6	Maintenance and Repair

BACKGROUND / DISCUSSION

SDSM&T is submitting its Preliminary Facility Statement related to renovation of the McLaury building on campus. The South Dakota School of Mines & Technology (SD Mines) completed a study in 2015 to improve the facility condition of the McLaury building, built in 1922. The McLaury building houses the Math and Computer Science department and is a main classroom building for the SD Mines campus. From the records found, the last major updates to the building were completed between 1976 and 1979.

A solicitation of interest for an architect was completed in 2015 to develop a maintenance and repair plan for the building. The intention was to complete projects as funds were available. Two projects have been or are in process of being completed. The first project, which was finalized during the summer of 2017, replaced windows, renovated the bathrooms to make them ADA accessible, added an elevator for ADA compliance, and addressed exterior maintenance and repair needs. An additional project is being completed during the summer of 2018 to renovate the basement of the building, which includes HVAC and general architecture upgrades. The last final work to be completed on the building was determined to be impractical to complete without a larger project to ensure consistency of the HVAC systems and architectural finishes. The final project will renovate the second

(Continued)

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DRAFT MOTION 20180626_9-E:

I move to approve SDSM&T's Preliminary Facility Statement for the renovation of the McLaury building. Further, I move that this M&R project be exempted from the capital improvement process requirements.

and third floors of the building, with an estimated cost of $2,600,000. SDSM&T will fund this renovation with future HEFF allocations. The project will be bid out in June of 2019, with a projected start date of December 2019. The project would be completed in August of 2020. Given those dates the necessary funding would come from three years of maintenance and repair funding.

FY20 (July 2019) - ~$1,000,000 (HEFF)
FY21 (July 2020) - ~$1,000,000 (HEFF)
FY22 (July 2021) - ~$600,000 (HEFF/M&R Fee)

The funds needed for FY22 could become an internal loan if necessary and repaid with the FY22 maintenance and repair funds.

Additional details of the Preliminary Facility Statement can be reviewed in Attachment I.

IMPACT AND RECOMMENDATIONS

SDSM&T requests exemption from the capital improvement process due to the nature of the project being maintenance and repairs necessary for the continued support of academic programs.

ATTACHMENTS

Attachment I – SDSM&T – McLaury Preliminary Facility Statement

South Dakota School of Mines & Technology
Preliminary Facility Statement
McLaury Building Renovation

1. General programmatic needs to be addressed

The South Dakota School of Mines & Technology (SD Mines) completed a study in 2015 to improve the facility condition of the McLaury building, built in 1922. The McLaury building houses the Math and Computer Science department and is a main classroom building for the SD Mines campus. From the records found, the last major updates to the building were completed between 1976 and 1979.

A solicitation of interest for an architect was completed in 2015 to develop a maintenance and repair plan for the building. The intention was to complete projects as funds were available. Two projects have been or are in process of being completed. The first project, which was finalized during the summer of 2017, replaced windows, renovated the bathrooms to make them ADA accessible, added an elevator for ADA compliance, and addressed exterior maintenance and repair needs. An additional project is being completed during the summer of 2018 to renovate the basement of the building, which includes HVAC and general architecture upgrades. The last final work to be completed on the building was determined to be impractical to complete without a larger project to ensure consistency of the HVAC systems and architectural finishes. The final project will renovate the second and third floors of the building, with an estimated cost of $2,600,000. SD Mines will need to use maintenance and repair funds from multiple years to complete this project, starting in December of 2019.

SD Mines is requesting to continue with the current architect, Chamberlin Architects, and be exempted from the Building Committee process due to the strictly maintenance and repair scope of this undertaking. When this project was started, the General fund allocation was unknown, so it was difficult to determine a phased approach for this project. Additionally, the cost estimates for the projects were much lower in 2015.

2. Analysis of the Student Body or Constituents Served

The McLaury building serves all students at SD Mines, since every student is required to take math classes.

3. Additional Services to be Offered

The renovated facility will have improved HVAC and lighting. The facility will still be used as a primarily teaching facility for campus.

4. Compliance with Master Plan

This project fully complies with the campus master plan as this building is planned to be used for the next 30-50 years.

5. Analysis of Needs Assessment Based on the Facilities Utilization Report

This project will keep the same number of classrooms, but will improve the building circulation and organization to accommodate future needs.

6. Location

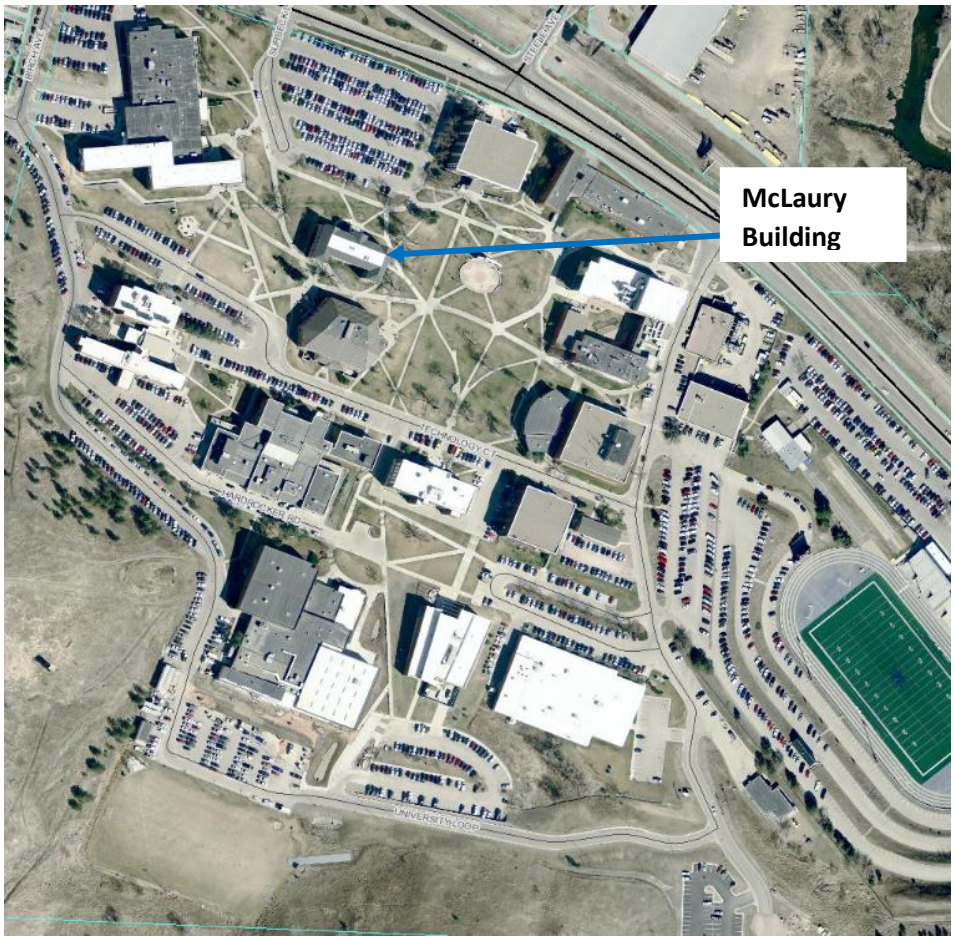

Figure 1. *Location of McLaury Building*

7. Reallocation or Demolition of Old Space

Not applicable.

8. Proposed Funding Source/Sources

The project is estimated to cost $2,600,000. FY20/21/22 HEFF, General, and Fee funds will be reserved to complete this project. SD Mines would like to bid this project during the

summer of 2019 with a start date in December of 2019. The University will cover costs until the M&R funds become available in FY21/22.

9. Budget for Development of a Facility Program Plan

Not applicable.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – F
DATE: June 26-28, 2018

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SUBJECT

SDSU American Indian Student Center Facility Design Plan

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 5-14-1	Classification of Capital Improvements
SDCL 5-14-2	Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds
SDCL 5-14-3	Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution
BOR Policy 6:4	Capital Improvements
BOR Policy 6:6	Maintenance and Repair
SB 50 (2018)	Construction of the SDSU American Indian Student Center

BACKGROUND / DISCUSSION

SDSU is submitting its Facility Design Plan for the creation of an American Indian Student Center (AISC) to be located on the SDSU main campus in Brookings. The Facility Program Plan was approved by the Board of Regents at the December 2017 meeting, after which a building committee was appointed and the design team of TSP Architects was selected. The State Legislature passed and the Governor signed Senate Bill 50 on March 7th, 2018, authorizing the Board of Regents to contract for the construction of the American Indian Student Center at South Dakota State University at a cost of $4,500,000, funded with private dollars and $500,000 of School and Public Land funds. The Building Committee, chaired by Regent Sutton, approved the Facility Design Plan during its May 23, 2018, meeting.

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 location 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.

(Continued)

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DRAFT MOTION 20180626_9-F:

I move to approve SDSU's Facility Design Plan with a total budget of approximately $4.5M for design and construction of the American Indian Student Center using $4,000,000 of private donations and $500,000 of School and Public Land funds.

The proposed 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.

Additional details of this Facility Design Plan can be reviewed in Attachment I.

IMPACT AND RECOMMENDATIONS

SDSU requests approval of the Facility Design Plan and a total budget of approximately $4.5M for design and construction of the American Indian Student Center. Private donations of $4,000,000 and $500,000 of School and Public Land funds will be used to fund this project.

ATTACHMENTS

Attachment I – SDSU American Indian Student Center FDP

FACILITY DESIGN PLAN FOR AMERICAN INDIAN STUDENT CENTER SOUTH DAKOTA STATE UNIVERSITY

DATE: May 18, 2018

SDSU requests approval of this Facility Design Plan for the creation of an American Indian Student Center to be located on the SDSU main campus in Brookings, SD.

The State Legislature passed and the Governor signed Senate Bill 50 on March 7th, 2018. The bill authorized the construction of an American Indian Student Center on the campus of South Dakota State University for an estimated cost of $4,500,000. The Facility Design Plan was approved by the Building Committee on May 23, 2018. The Facility Program Plan was approved by the Board of Regents at the December 2017 meeting. A building committee was appointed and the design team of TSP Architects was selected on Monday, October 30th, 2017.

1.A. ARCHITECTURAL, MECHANICAL AND ELECTRICAL SCHEMATIC DESIGN

The spaces are consistent with the program requirements and facility described in the Facility Program Plan. It was determined in schematic design that the administrative offices for the Wokini Director will not be accommodated in the American Indian Student Center. The square footage has been removed from the overall plan of the facility. The following drawings are attached that illustrate the design:

Drawing Title	Page No.
Site Plan	11
Lower Level Floor Plan	12
First Floor Plan	13
Second Floor Plan	14
Exterior Elevations	15
Exterior Elevations	16
Architectural Renderings SW and SE Elevations	17

Architectural and Structural Schematic:

As noted in the Facility Program Plan, SDSU plans to create an American Indian Student Center (AISC) that would enhance the academic services provided to American Indian students and provide contemporary multi-purpose academic general classroom 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.

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. In addition, the building would reinforce the University's goals of greater diversity, equity and inclusion by providing more opportunities to underrepresented populations.

Through the schematic design phase the AISC is approximately 12,310 gross square feet. The footprint of the building would be approximately 105 feet north-south and 116 feet east-west. The basement level would contain steam, chilled water, electrical equipment, elevator equipment, and general storage. The lower level is 1,700 gsf. The first floor would be 8,483 gsf and contain administrative offices, student suite, multi-purpose room, general classroom, conference room, and service spaces. The second floor would be approximately 2,127 gsf and contain mechanical space, storage, small meeting room and student study space.

American Indian Student Center Space Program

Program Function	Space Use Code*	Gross Square Footage (GSF)	Notes
General Classroom	110	1,778	Large University and AISC Scheduled Classes, Meetings & Seminars
Office Suite	310	1,118	Director AISC, Program Coordinator, Native Student Recruiter, Retention Specialists (2), Administrative Assistant, Graduate Assistant(s), & Student Employees (3)
Office Service	315	256	Waiting Area, File, Copy, and Resource Room
Meeting Rooms	350	794	Conference Rooms, Workroom, and Collaboration.
Study Space	410	1,479	General Open Student Study Space, Technology Labs, and Quiet Study
Storage	780	714	General Building, Department, and Student Organization Storage.
Building Service	XXX	3,315	Restrooms, Custodial, Vending, IT, Electrical, Mechanical, Walls, and Chases
Circulation Space	WWW	2,856	General Building Circulation and Entrance Lobby
	Total GSF	**12,310**	

**Space use codes as defined by the National Center for Education Statistics Facilities Inventory and Classification Manual (FICM)*

The majority of the building structure is planned as a conventional concrete foundation or slab-on-grade. The primary above grade structure would consist of metal joists with concrete composite floor construction. The floor framing would be supported by a combination of steel posts and beams along with masonry bearing walls. Exterior wall construction would be metal stud framing with masonry or metal cladding. Interior partition walls will be metal stud framing with gypsum wall board. Interior finishes wall finishes will be coordinated with the design concept and space function to produce a durable and aesthetically pleasing spaces.

Vertical circulation will be by two stairs and an elevator. The north stair and elevator will serve all three floors. The south stair will create an open air connection between the main floor and second floor of the building. All floors will be accessible and meet or exceed the American's with Disabilities Act design guidelines. Interior construction will consist of masonry and metal stud framing. Finishes will be selected for durability, ease of maintenance, and aesthetic continuity.

Maintenance & Repair:

Existing site utilities in the area will be modified or upgraded as required to adequately serve the building.

Mechanical Schematic:

The design of the building HVAC system shall provide for the safe operation of the building as well as the health and comfort of the occupants. Code requirements and LEED V4 silver rating shall be the standard for the design of the HVAC systems of this facility.

The building will be supplied with steam for heating from the Central Heating Plant and chilled water from the Central Chiller Plant. The building will access these lines from the shallow trench located on the north edge of the construction site. The new building will not require additional capacity at the Central Plants.

Heating
Primary heating for the facility would be provided by a single heating water loop to serve all heating loads including air handler heating coils, reheat coils and perimeter radiation. Perimeter heating systems would include a combination of fin-tube radiation and radiant ceiling panels at exterior walls. Fin tube radiation is preferred and would be utilized at large glass areas. Cabinet, ceiling, and inline unit heaters would protect entry vestibules and stairwells.

Cooling
Chilled water service would be connected to the 8" campus service mains located in close proximity to the new building. The existing mains would be rerouted to avoid the new building foundations. A plate and frame heat exchanger would be utilized to separate the plant loop from the building loop. The chilled water system would be a variable-primary system with 2-way control valves. A building loop automatic bypass valve would allow for minimum pump flow.

Ventilation
A single air-handling unit would be utilized for building supply air systems. This air-handling unit would consist of supply and return air fans, outside air economizer section, MERV 8 pre-filter and MERV 13 filter banks, heating coil section, access section between coils, and cooling coil section. Supply and return fans would be direct drive plenum type, complete with variable frequency drives for capacity control, and piezo-ring type airflow measuring stations. The supply fans would modulate to maintain the supply duct static pressure set point. Supply air would be distributed throughout the building via medium pressure ductwork to single duct variable air volume terminal units with hydronic reheat coils. Perimeter zones in all areas would be integrated with the associated radiant heating systems.

The air distribution system would be constructed of galvanized sheet metal, rectangular, round or oval ductwork per SMACNA standards. Exposed medium pressure supply ductwork would utilize double-wall insulated construction. Exposed low pressure supply and return duct would be single-wall construction. Supply and return ductwork in concealed locations would be single-wall construction. Supply air ducts would be insulated with insulation wrap in accordance with the 2015 International

Energy Conservation Code. Internal duct liner would be utilized on return and transfer air ducts to address sound reduction / mitigation.

Separation of interior and exterior zones would be provided for optimum zone control. A maximum of two offices would be served on a single zone to comply with LEED Thermal Comfort credit. Multi-occupant spaces such as conference rooms and study rooms would each be served by a dedicated HVAC zone. An enthalpy-based outside air economizer would allow for free and reduced energy cooling when available. Systems would be designed to limit HVAC related background sound levels to NC 25-30 in office and meeting rooms; and NC 35 to 40 in multipurpose spaces and student gathering areas.

Controls
The building automation systems shall be designed as a direct extension of the existing campus system. The system shall contain all points and programming as required to allow for automated control and monitoring of the new heating, cooling and ventilation system.

Plumbing Schematic:

Domestic Water Service
A 3" water service would be extended to the new building from the existing 8" service line located south of the project site. A separate water meter would be provided to measure domestic hot water usage to meet LEED credit requirements.

Sanitary Sewer Service
A new 6" sanitary sewer line would be routed from the new building to the campus main. The building drain would be connected to the existing campus main located to the southeast of the project site. A lift station would be required to serve the lower level floor drains in the mechanical room.

Fire Protection Service
A new 6" fire service would be extended to the new building from the existing 8" service line located south of the project site. Hydrant flow testing indicates the service would have adequate flow and pressure to serve the fire sprinkler system without the need for a fire pump.

Plumbing Fixtures
Plumbing fixtures will meet ADA requirements and be low flow sensor operated, except water closets, per SDSU design standards.

Gas Service
Gas service would be required for miscellaneous loads. Appliances that would require a gas service include the hot water heater and fireplace. Primary heating and cooling will be provided by the Central Utility Plants.

Electrical Schematic
The campus electrical loop would be intercepted to the southeast of the project site near the existing transformer that serves Brown Hall. A new vault would be provided at that location. The new building service would be run through the new vault and duct bank to the new AISC building transformer that

would be located on the northeast side of the building. The new transformer secondary voltage would be 208Y/120 volts. Service conductors would be run from the transformer underground to the distribution panel in the lower level of the facility. Service size is anticipated to be 800 amps.

Site Lighting
Site lighting would be a continuation of existing site lighting established for the engineering quadrangle and residence halls. Site lighting would also be designed to meet LEED requirements.

Grounding
All grounded buses from switchboards and panel boards would be connected at a central ground system in the electrical room.

Security System
Card readers, latch bolt monitoring, and surveillance cameras would be installed at all exterior doors. Door hardware at main entrances shall be specified for key card access and latch bolt monitoring. Rough-ins would be provided for card readers and cameras at the office suite, student suite, custodial closet, workroom, and mechanical rooms.

Lighting Systems
LED lighting fixtures would be utilized where possible. Occupancy and/or vacancy detectors would be used to provide automatic on-off switching of lights in offices, storage rooms, bathrooms, and other selected rooms in accordance with LEED requirements. The use of task-oriented lighting would also be examined. Daylight harvesting strategies would be used to supplement electrical lighting where appropriate. Exterior lighting would be controlled by a photocell.

Emergency Egress Lighting
Interior light would have a central battery backup system for emergency egress lighting. Exit signs will be LED with battery backup.

Data & Communications
Hardwired data ports would be provided in all offices, conference rooms, mechanical rooms, custodial closets and classrooms. Wireless system access points would also be provided in the basement, first and second floors.

Fire Alarm System
An addressable fire alarm system would be designed into the project and consist of an main fire alarm control panel, smoke and heat detectors in accordance with NFPA 101 & 72 standards.

Fire Sprinkler System
The building would be fully sprinklered in accordance with NFPA 13 standards. All sprinkler heads and pipe serving vestibules or other semi-conditioned spaces shall be dry-type.

Energy Conservation

There are a number of strategies being implemented to reduce energy consumption within the building. The energy conservation strategies include: energy recovery units, variable frequency drives (VFDs), LED light fixtures, occupancy sensors, super insulated building envelope, insulated glazing, and optimizing daylight.

American Indian Student Center Building Systems

Building System	Description
Envelope	Enhanced performance, shall exceed ASHRAE 2010 baseline standards for envelope performance
Lighting	Lighting design shall emphasize the use of daylighting strategies. Electric lighting shall be energy efficient LED lamps, unless otherwise approved by the University
HVAC	Connections to the Central Heating & Chiller Plants will be used. Enhanced indoor air quality strategies will be implemented to meet ASHRAE and LEED V4 standards
Energy Recovery	Energy performance of the building will improve on the ASHRAE 2010 baseline standards; all utilities to the building will be independently metered to track building performance
Life Safety & Security	Facility will be equipped with fire alarm and sprinkler, main entrances will be equipped with key card access, video surveillance, latch monitoring and people counters
Accessibility	Meet current ADA Design Standards and University standards for accessibility, provide on-site parking for commuter students
Domestic Water	Reduce potable water usage beyond current building code requirements
Storm Water	Detain and filter storm water runoff onsite and reduce impervious surfaces within the project site to reduce contaminates and pressure on the existing storm water system
Utilities	Connect to existing gas, domestic water, sanitary sewer, power, communications, chilled water, and steam infrastructure; lines will be extended as required

Performance Standards:

- ASHRAE 90.1/2010
- LEED V4 New Construction & Major Renovations – Minimum Silver Rating
  - Goal of the project is to exceed the minimum State requirement of LEED Silver
- International Building Code 2018

1.B. CHANGES FROM THE FACILITY PROGRAM PLAN

Program and Scope Changes

Due to changes in institutional organization the Wokini Director's office suite will not be accommodated in the American Indian Student Center.

Area Changes

Due to program changes the overall square footage of the building has been reduced from 16,000 GSF represented in the Facility Program Plan to 12,310 GSF currently represented in the Facility Design Plan. The most significant reductions occurred in the general classroom (multi-purpose) and the administrative functions of the building (office suite). The general classroom has been sized to accommodate 66 with tables and 138 with row seating. The classroom would be a lecture mobile style setup that would allow for a number of different configurations. The room would also accommodate banquet style seating for AISC events; as well as, row seating for large presentations. In the office suite reductions have been made to individual offices and shared work/storage spaces, along with reductions to the overall office count associated with the Wokini Director.

1.C. IMPACT TO EXISTING BUILDING OR CAMPUS-WIDE HEATING/COOLING/ELECTRICAL SYSTEMS

The facility would not require an upgrade to existing campus utilities. The utilities serving the facility would be an extension of the existing utilities surrounding the building site. Descriptions of specific utilities are listed below.

Electrical Distribution
Electrical power would come from the existing campus distribution. A new transformer and vault pit would be provided.

Existing Tunnels (and associated utilities)
A shallow trench is located north of the construction site, which runs east-west across the Rotunda Green. The trench carries steam, which would be accessed to serve the building. A new vault would be constructed for the steam connections and shutoffs.

Chilled Water System
Direct buried piping from the Central Chiller Plant is located within the boundaries of the anticipated construction site. The pipe would be relocated and accessed to serve the building.

Network Service
All fiber optic and telephone connections would be routed from the building to the central hub in Morrill Hall through a new utility duct and existing tunnel system. The new lines will be trenched from the building site and follow the shallow trench to the west. The lines will be bored into the existing tunnel in the AME parking lot and run north to the server room located in Morrill Hall.

Storm Sewer
The existing storm water drainage pathways shall be modified to reduce the potential of water infiltration to the building from storm water runoff. Connection to the existing storm sewer system will be to the south and east of the building. On-site storm water detention will be located to the east of the building. On-site detention will reduce the project's impact on the existing storm water system.

Sanitary Sewer
Sanitary sewer for the building will be connected to an 8" service south of the building. Connection will be made at an existing manhole south of the building. The new sanitary sewer system will likely exit the building on the east side.

Water
A new water service; sized to handle the domestic water and fire protection requirements for the building will be extended from the existing water main located southeast of the building site. The existing fire hydrant located southeast of the building site will remain.

1.D. TOTAL CONSTRUCTION COST ESTIMATES

American Indian Student Center Probable Project Cost

Description	Cost ($)	
General Construction Costs		
General Construction Contract	$	2,602,000
Utility System Development		174,000
Site Improvements		386,000
Subtotal		**3,162,000**
Incidental Costs		
Exterior Signage		8,000
Voice/LAN Cabling		30,000
Construction Testing		13,000
Project Contingency		320,000
Subtotal		**371,000**
Soft Costs		
A/E Design Services		435,900
Geotechnical Services		5,000
Commissioning Agent (Enhanced)		93,640
Office of the State Engineer		19,000
SDSU Facilities & Services		57,000
SDSU Administrative Services		124,000
Printing (Facility Bid Documents)		1,000
Bid Advertisement		1,200
Miscellaneous Costs (keying, accessories, etc.)		35,000
Subtotal		**771,740**
Furniture, Fixtures, & Equipment (FFE)		
Classroom & Office Furniture		120,000
Technology		65,000
Interior Signage		10,000
Subtotal		**195,000**
PROBABLE PROJECT COST	**$**	**4,499,740**
Add Alternates		
Rammed Earth Wall @ Hearth		24,000
Increase Height of South Stairwell		16,000
Additional Exterior Glass Storefront		16,000
Increase Metal Cladding @ Multi-Purpose		9,000
Exterior Canopy @ Entrances		11,000
Terrazzo Flooring @ Lobby & Main Hallway		30,000
Subtotal		**106,000**
PROBABLE PROJECT COST w/ ALTERNATES	**$**	**4,605,740**

American Indian Student Center Funding Sources

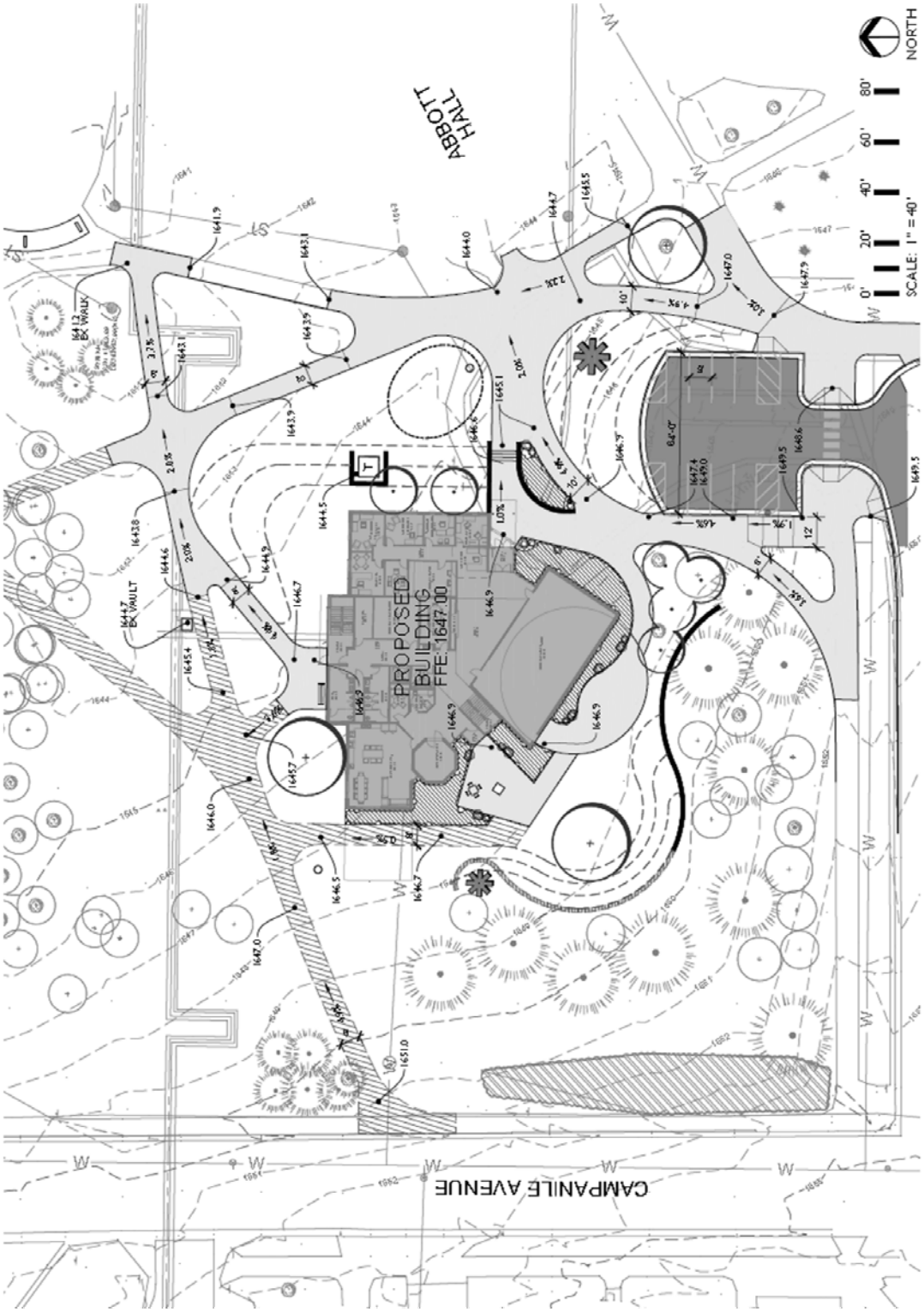
Construction		
Private Donor Funds	$	4,000,000
School and Public Lands		500,000
Total		**4,500,000**
Annual OM & MR Expenses		
Utilities	$	13,000
Operational Costs		37,000
Maintenance & Repair		60,000
Total		**110,000**

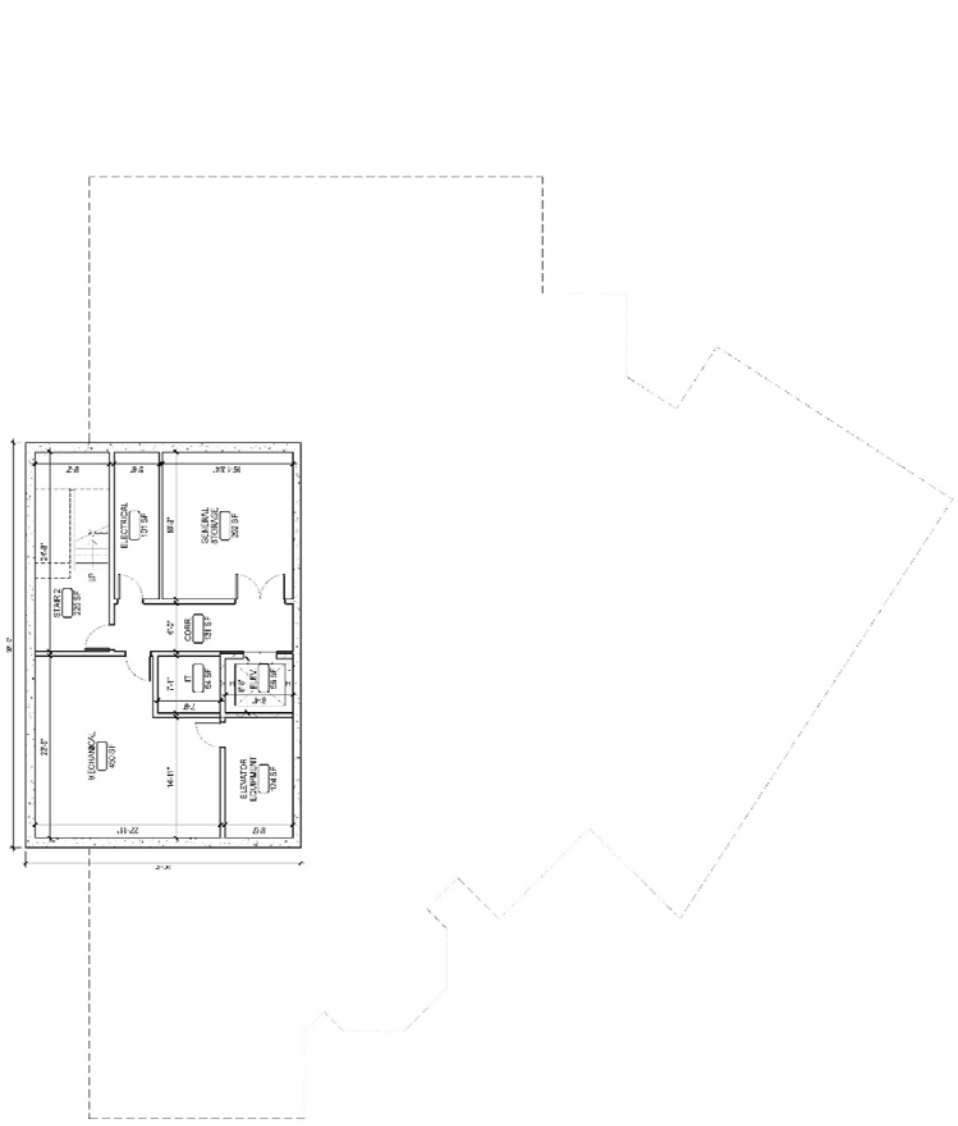
1.E. CHANGES FROM COST ESTIMATES FOR OPERATIONAL OR M&R EXPENSES

The impact to anticipated M&R, custodial, routine maintenance, utilities, and operational cost has been increased from the estimated amounts in the FPP. The increase reflects updates to anticipated utility and custodial costs for the new facility.

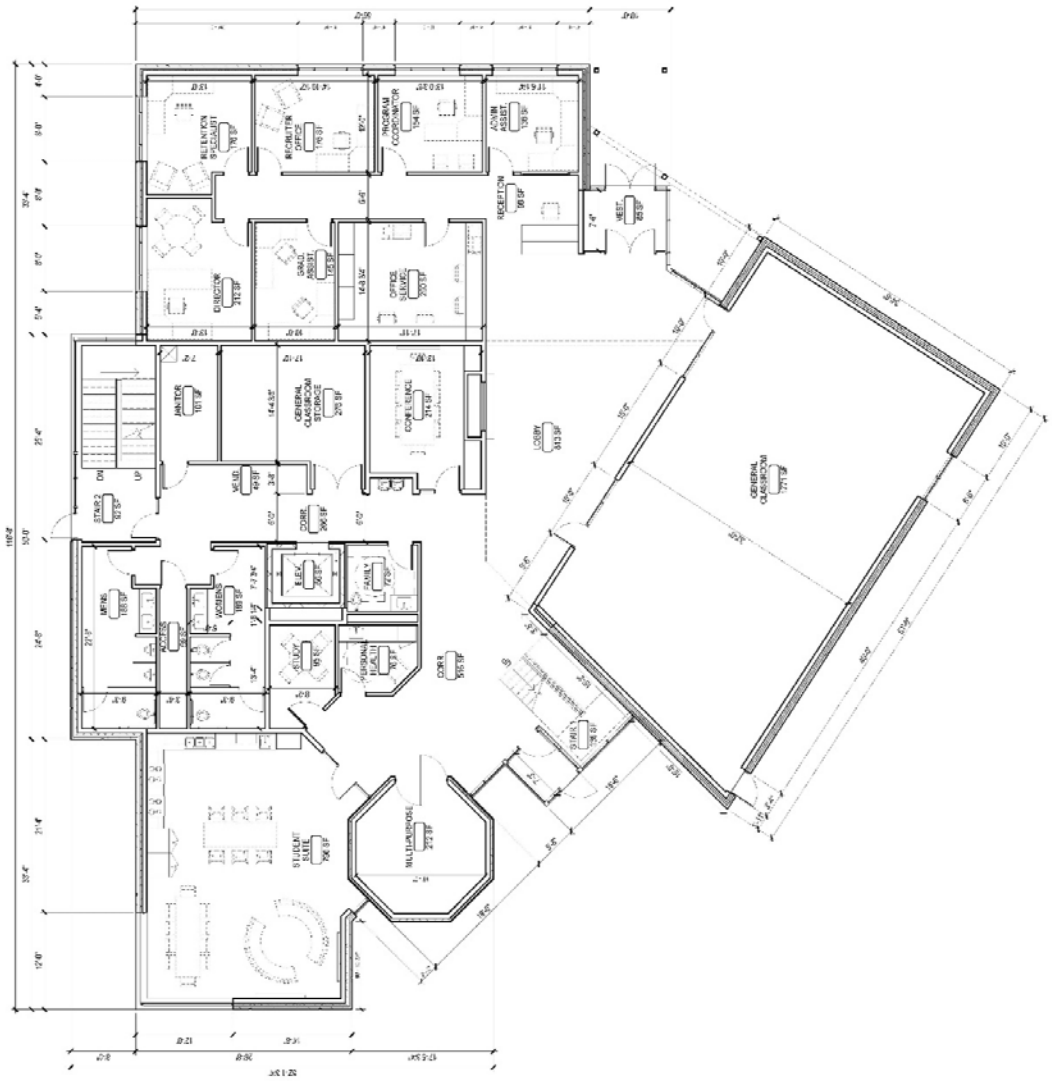
End of Report

Attachments: Site Plan, Floor Plans, Elevations, & Three Dimensional Renderings

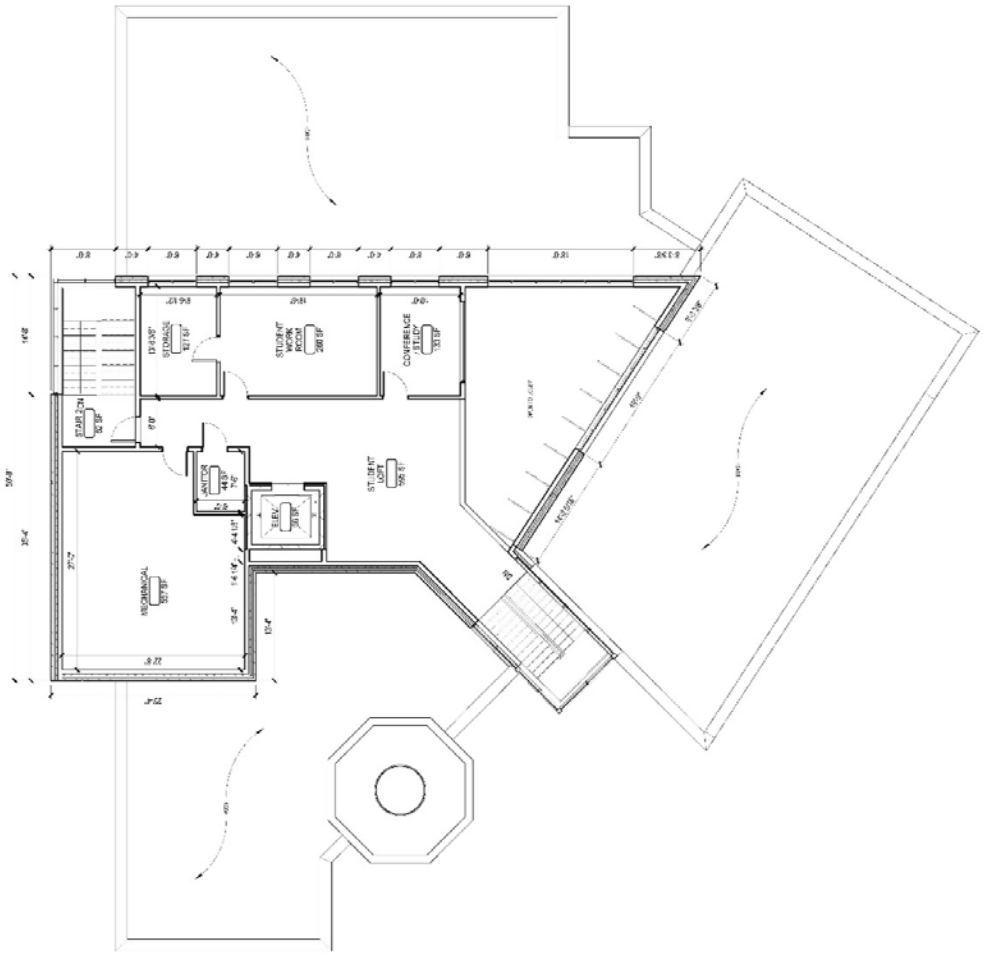

NORTH
SCALE: 1" = 40'
0'
20'
40'
60'
80'
ABBOTT HALL
CAMPANILE AVENUE
PROPOSED BUILDING
FFE: 1647.00
EX VAULT
EX WALK



1 LOWER LEVEL FLOOR PLAN



1 FIRST LEVEL FLOOR PLAN
SCALE: 1/8" = 1'-0"



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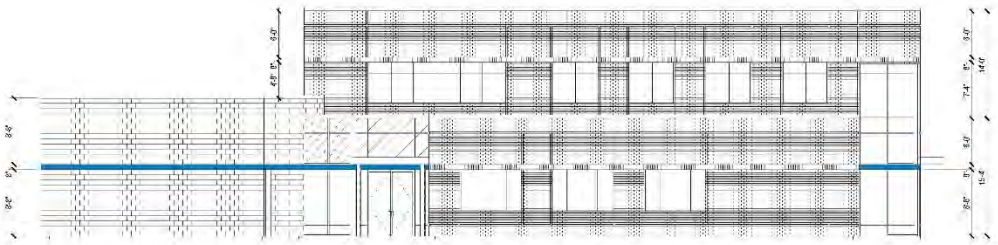
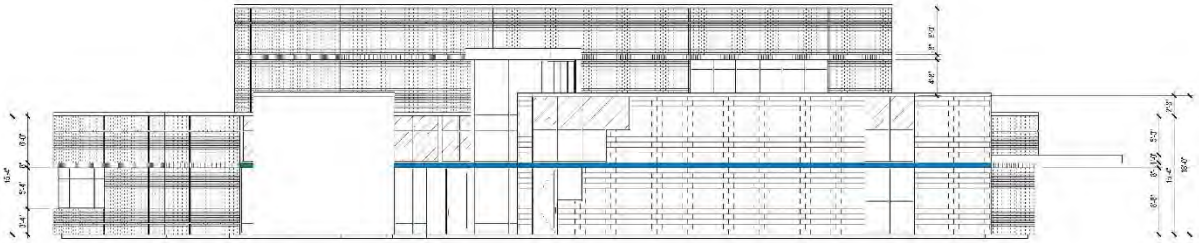


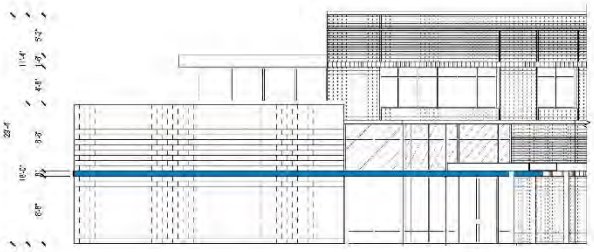
C1 EXTERIOR ELEVATION - EAST
SCALE: 1/8" = 1'-0"



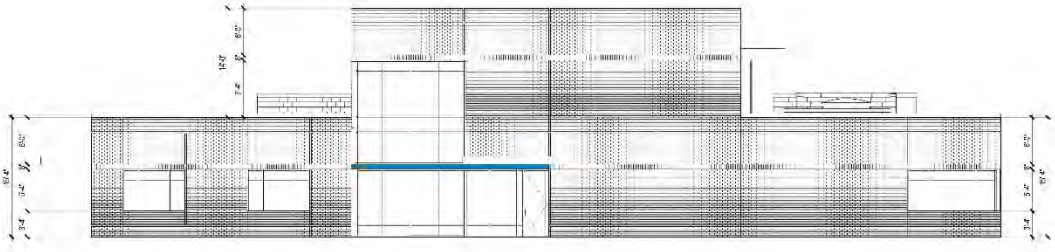
B1 EXTERIOR ELEVATION - SOUTH
SCALE: 1/8" = 1'-0"



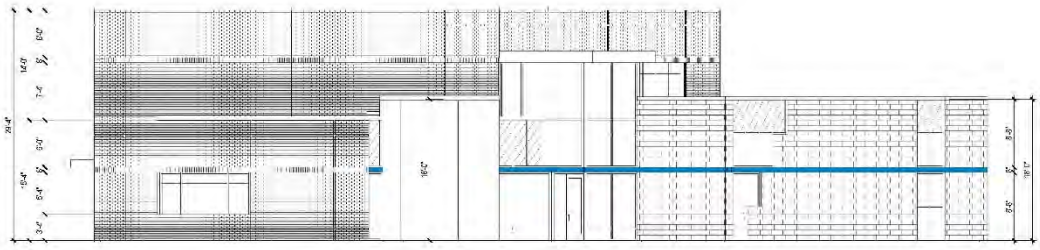
A1 EXTERIOR ELEVATION - SOUTHWEST
SCALE: 1/8" = 1'-0"



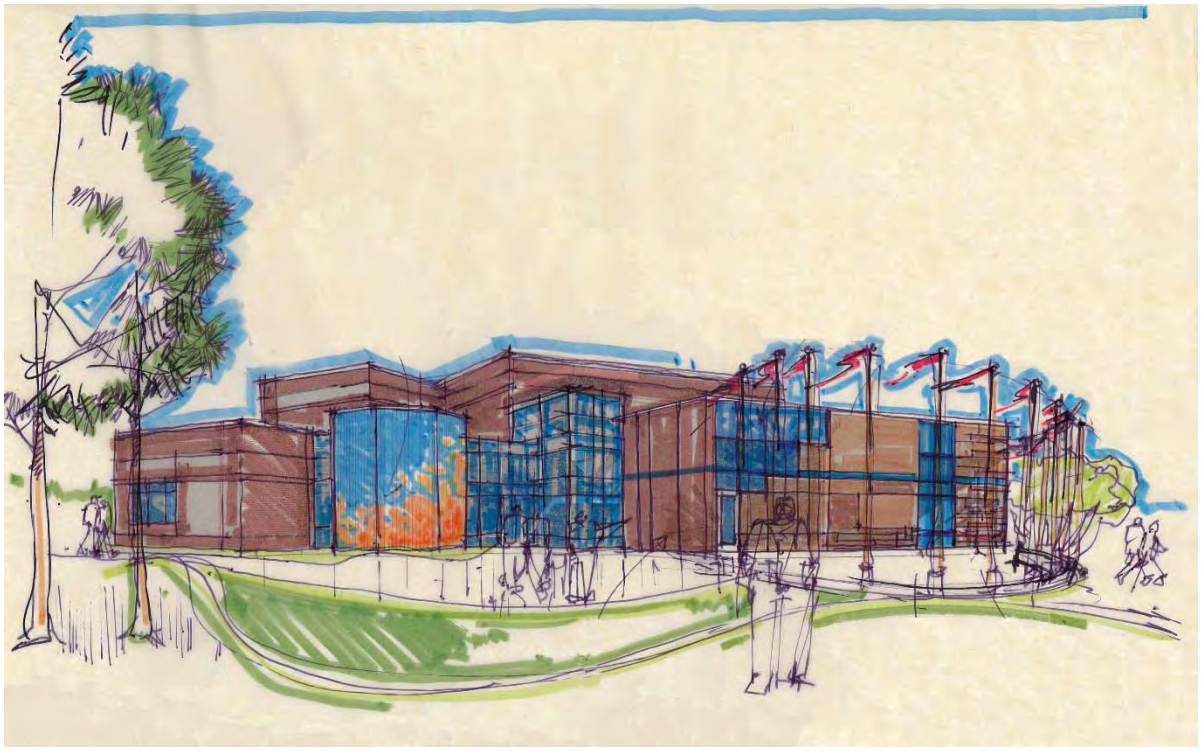
C1 EXTERIOR ELEVATION - SOUTHEAST
SCALE: 1/8" = 1'-0"



B1 EXTERIOR ELEVATION - NORTH
SCALE: 1/8" = 1'-0"



A1 EXTERIOR ELEVATION - WEST
SCALE: 1/8" = 1'-0"





SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – G
DATE: June 26-28, 2018

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SUBJECT

SDSU Lease-Purchase Agreement for Pennington County Property

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 13-49-15	Purchasing and Contracting For Institutions
SDCL 13-49-16	Contracts Let in Accordance with Public Agency Procurement Law
BOR Policy 5:3	Agreements and Contracts
SB53 (2018)	Sell Existing Property in Pennington County and Acquire Real Property in Pennington County

BACKGROUND / DISCUSSION

South Dakota State University requests Board of Regents' authorization to enter into a lease-purchase agreement with the SDSU Foundation for improved property in Pennington County for the use and benefit of the SDSU West River Agriculture Center. The lease-purchase of the property was approved by the 2018 Legislature in SB53. The approval stipulated that the lease term may not exceed three million five hundred thousand dollars ($3,500,000) plus accrued interest. The real property is described as follows:

> Lot A of Menard Subdivision, located in Section 32, Township 2 North, Range 8 East of the Black Hills Meridian, Rapid City, Pennington County, South Dakota.

The property is currently owned by First Interstate Bank. The SDSU Foundation is working toward the finalization of the purchase of the property from First Interstate Bank with a projected closing date of August 17, 2018.

Commencing on the closing date of the sale to SDSU Foundation, First Interstate Bank will lease back the property from the SDSU Foundation until January 30, 2019. First Interstate Bank will have the option to extend the lease for (2) separate one (1) month extensions.

(Continued)

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DRAFT MOTION 20180626_9-G:

I move to authorize the Lease-Purchase Agreement between the Board of Regents and SDSU Foundation for the improved property described as Lot A of Menard Subdivision, located in Section 32, Township 2 North, Range 8 East of the Black Hills Meridian, Rapid City, Pennington County, South Dakota.

IMPACT AND RECOMMENDATIONS

The Board of Regents on behalf of South Dakota State University will enter into a Lease-Purchase Agreement with the SDSU Foundation for lease of the property from July 1, 2018 through July 1, 2038. Total principal payments under the lease-purchase agreement will be $3,337,500. Upon satisfaction of all lease-purchase payments, the Board of Regents automatically exercises an option to purchase the property for the aggregate lease payments previously made and other good and valuable consideration. The Board of Regents may purchase the property at any time prior to the end of the lease-purchase agreement upon payment of remaining principal and accrued interest. A draft of the Lease-Purchase Agreement between the Board of Regents and SDSU Foundation is attached. The lease interest rate is 4.75%.

ATTACHMENTS

Attachment I – Lease-Purchase Agreement for Property in Pennington County

LEASE-PURCHASE AGREEMENT

THIS LEASE-PURCHASE AGREEMENT made this _____ day of _____ 2018, by and between the SOUTH DAKOTA STATE UNIVERSITY FOUNDATION, INC., of Brookings, South Dakota ("Lessor") and SOUTH DAKOTA BOARD OF REGENTS on behalf of South Dakota State University for its EXTENSION division (collectively "Lessee").

NOW, THEREFORE, in consideration of the mutual benefits to be enjoyed by the parties hereto, the Lessee and the Lessor hereby agree as follows:

That the Lessor, for and in consideration of the Lease-Purchase payments agreed to be paid by Lessee as hereinafter specified and the covenants herein contained, leases to the Lessee, the real Property herein described, being situated in Pennington County, South Dakota, to-wit:

> Lot A of the Menard Subdivision, located in Section 32, Township 2 North, Range 8 East of the Black Hills Meridian, Rapid City, Pennington County South Dakota.

Together with all improvements located thereon ("Appendix A") and all rights, privileges and appurtenances to the same as hereinafter provided and subject only to those conditions hereinafter set forth.

1. Term. Lessee shall have and hold the above-described premises from July 1, 2018 and continue through July 1, 2038, subject to the conditions hereinafter set forth.

2. Lease-Purchase.

    a. Total Purchase Price - Principle of $3,337,500: Lessee agrees to pay Lessor, and Lessor agrees to sell the above described real property to Lessee, a total purchase price of $3,370,500 principal with accrued interest at the rate of 4.75%. This Total Purchase Price is inclusive of Short Term and Long Term obligations set forth herein in Sections 2.c and 2.d.

    b. Lessor and Lessee hereby agree that the Office Space Lease originally executed by and between Lessee and its representatives and First Interstate Bank on October 1, 2015, which transferred to Landlord by purchase of the Building on _____, 2018, and all terms and conditions contained therein are hereby terminated by the Parties to this Lease Purchase Agreement as of the Effective Date of this Agreement.

        i. The Lessor and Lessee expressly agree that Lessor has an Office Space Lease with Tenant, First Interstate Bank, for specified portions of the real property until January 30, 2019, subject to First Interstate Bank's option to extend the Lease for two (2) separate, one (1) month extensions. Sixty (60) days prior notice to Lessor to exercise extension option is required. Terms of Office Space Lease are set forth in the Lease between Lessor and First Interstate Bank set forth in "Appendix C" and incorporated herein by this reference.

        ii. First Interstate Bank's rent during the term of their lease is all costs of gas, water, electricity, landscape maintenance, and snow removal. These costs shall

not be the responsibility of Lessee during the term of First Interstate Bank's occupancy and lease. Regardless of any obligation set forth herein, Lessee shall not be responsible for any costs, terms, or responsibilities of First Interstate Bank as set forth in Appendix C.

c. Short Term - $667,500 Principal: Lessee agrees to pay Lessor as semi-annual installments the sum of $30,038 per year, with each semi-annual installment being paid in the amount of $15,019 on or before July 1st and January 1st of each year. The first installment is due on or before July 1, 2018. Lessee may pay the remaining principal of the $667,500 and the 4.75% accrued interest to date at any time without penalty.

d. Long Term $2,670,000 Principal: Lessee agrees to pay Lessor in semi-annual installments the sum of $203,868 per year, with each semi-annual installment being paid in the amount of $101,934 on or before July 1st and January 1st of each year. The first installment is due on or before July 1, 2018. Lessee may pay the remaining principal of the $2,670,000 and the 4.75% accrued interest to date at any time without penalty.

e. Upon Satisfaction of all Lease-Purchase payments set forth above, the Lessee automatically exercises an option to purchase the hereinbefore described real property for the aggregate lease payments previously made and other good and valuable consideration. Lessee may purchase the above described real property prior to January 1, 2038 if the Lessee can pay sufficient funds to Lessor the above amounts in full with accrued interest only to date of principal payoff.

3. Alterations and Trade Fixtures. During the term of this lease, Lessee may make improvements without obtaining prior consent of Lessor. Any improvements shall become a part of the real estate itself and Lessee shall not be entitled to reimbursement from Lessor for said improvements. This shall include any improvements made by Lessee prior to the date of this agreement.

4. Taxes, Special Assessments, and Insurance. Lessee shall pay all real property taxes, if any, and assessments. Lessee shall provide property and liability insurance in an amount equal to the replacement value attributable to the premises described above.

5. Utilities, Debris Removal, Etc. Lessee shall pay all utilities, including water, gas, electric, propane and telephone. Lessee shall be responsible for all operating costs, including, but not limited to, garbage and debris removal, weed control, fencing and snow removal.

6. Repairs and Modifications. Lessee shall keep the property including all components and systems comprising its infrastructure, buildings, structures and grounds, in good repair and in clean, sanitary and safe condition, ordinary wear and tear excepted, and if necessary, or if required by proper governmental authority, shall make modifications or replacements thereof, and Lessee shall repair, modify, replace or renovate such improvements to restore or to maintain their good condition except as otherwise the responsibility of Tenant in accordance with Appendix C.

a. A component equal to one percent (1%) of the Fair Market Value of the Facility, which sum Lessee agrees to fund and maintain, and Lessor agrees to hold, as a capital

expenditure sinking fund ("Sinking Fund"). For purpose of this agreement, "Fair Market Value" shall mean the original purchase price of the Facility as adjusted for inflation under the Building Cost Index reported by the Engineering News Record. The following guidelines shall apply to the Sinking Fund:

i. The roof, walls, electrical, plumbing, heating, air conditioning and the structural portion of the Facility shall be maintained in a good state of repair by the Lessee.

ii. If it becomes necessary to undertake capital repairs, replacement or improvements of the Facility, Lessee will contract for such work to be paid from the Sinking Fund, or, with consent of the Lessor, to be paid for through a temporary adjustment to the lease payment, sufficient to cover the actual costs to finance and to construct such repairs, replacements or improvements.

iii. Upon termination of this agreement, Lessor shall disburse or transfer any unused portion of the Sinking Fund as directed by the Lessee.

7. Inspection. Lessee agrees to permit Lessor or Lessor's agents to inspect or examine the leased premises at any reasonable time and to permit Lessor to make such repairs to the leased building which Lessor may deem desirable or necessary for its safety or preservation and which Lessee has not covenanted herein to do or has failed so to do.

8. Lessee's Liability. Lessee agrees to be responsible for and to relieve Lessor from all liability by reason of any damage or injury to any person or property which may arise from or be due to the use of misuse of any part of the rented premises or failure to properly maintain the same.

9. Lessee's Liability Insurance. Lessee, at its expense, shall provide and keep in force for the benefit of Lessor, to the extent allowed by South Dakota law comprehensive general liability coverage, insuring the interest of Lessor and Lessee with minimum limits of liability in respect of bodily injury or death of $1,000,000.00 for each person and $1,000,000.00 for each occurrence, and respect of property damage of $500,000.00 for each occurrence. Lessor shall be included as a named insured on said insurance policy.

10. Assignment. Neither this lease nor leased premises may be sublet or assigned by Lessee without the written consent of Lessor, which consent shall not be unreasonably withheld.

11. Default. If said rent or any of the covenants and agreements herein contained on the part of Lessee shall at any time be in arrears, unpaid or unfulfilled and shall remain in such status sixty (60) days after the giving of notice in writing thereof by Lessor to Lessee, Lessee may exercise Option to purchase set forth in Section 16 herein. Failure to exercise said option will result in termination of this Agreement. Upon termination, Lessor may enter in and upon said premises and again have, possess and enjoy the same, subject to Lessee's right to remove property.

12. Quiet Environment. Lessor agrees that upon compliance with the terms and conditions of this lease Lessee shall and may peacefully and quietly have, hold, and enjoy the leased premises for the term of this lease and any renewal of said term.

13. Waiver of Subrogation. Lessor and Lessee hereby agree that neither shall be liable to the other for loss arising out of damage to or destruction of the demised premises or the contents thereof when such loss is caused by any of the perils included within the standard form of fire and extended coverage insurance. This agreement shall be binding whether or not such damage or destruction shall be caused by the negligence of either Lessor or Lessee or their agents, servants, or employees, and further, any and all right of subrogation by any insurance carrier is hereby waived. The parties hereto will sign any and all documents necessary to implement his provision.

14. Lessor's Interest Not Subject to Mechanic's Liens. Lessee agrees not to permit any mechanic's liens to be legally placed of record against said real estate or any buildings or structures located thereon; and if any such liens shall be filed, Lessee agrees to have them removed. No person who furnishes work, labor, services or materials at the request or order of Lessee shall have a lien on said real estate or any buildings or structures located thereon which is paramount to the rights of Lessor under this lease so long as this lease is in existence. Lessee shall have no authority to create or permit to be created any lien for labor or material which shall have the effect of placing a cloud on the title of Lessor in and to said real estate and any buildings or structures located thereon. All such material men and laborers and mechanics shall have the right to demand payment for their materials or labor from Lessee only. The filing of a mechanic's lien shall not, of itself, constitute a default by Lessee, provided that Lessee shall within ninety (90) days after notice of the filing of such lien, extinguish, cancel or release such lien or post bond with Lessor to guarantee her against loss by reason thereof, and provided Lessee shall have the right to dispute the amount of validity of such lien by diligently taking proper legal steps to remove said lien.

    If any mechanic's lien shall be placed on record by reason of any order or contract of Lessor, then the provisions of this lease applicable to the duties of Lessee with respect to mechanic's liens shall be incumbent upon Lessor to perform. At Lessor's sole discretion, Lessee may procure a mechanic's lien waiver satisfactory to Lessor pertaining to any improvements.

15. Zoning and Ordinances and Covenants. Lessee agrees to comply with all zoning requirements, restrictive covenants and conditions, and city, county and state laws, statutes and ordinances.

16. Option to Purchase. Upon payment of all monies set forth in Section 2 of this Agreement, the Lessee automatically exercises an option to purchase the hereinbefore described property for $1.00. If the Lessee intends to exercise Option to Purchase, prior to January 1, 2038, Lessee will give sixty (60) days' notice in writing to the Lessor, which notice may be given to the President & CEO of the South Dakota State University Foundation, or his Successor. Lessor shall convey the demised premises by Warranty Deed, free and clear of all liens and encumbrances, except those that Lessee may have created or suffered, and excepting any taxes, assessments, rates, duties, imposts, or charges that may have become a lien against the premises since the date of this Lease Agreement.

    Upon exercise of the Option, the Lessor agrees to furnish at the expense of Lessee a policy of title insurance issued by a title insurance company authorized to do business in the State of South Dakota containing only the printed exceptions usually and customarily found in such policies.

17. The Lessor agrees that the continued rental of the hereinbefore described property for the terms hereinbefore specified is dependent upon receipt of both funds and expenditure authority from the Legislature. In the event that the Legislature does not provide said funds or expenditure authority for any fiscal year, then and in such event, this Agreement is null and void and said Agreement shall expire at the end of the fiscal year in which the last funding or expenditure authority shall be made available for the Lessee. The Lessor agrees that a termination because of lack of funds or expenditure authority will not result in a claim against the University, the South Dakota Board of Regents, the State of South Dakota, or any officer or employee of the State.

18. This Agreement contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

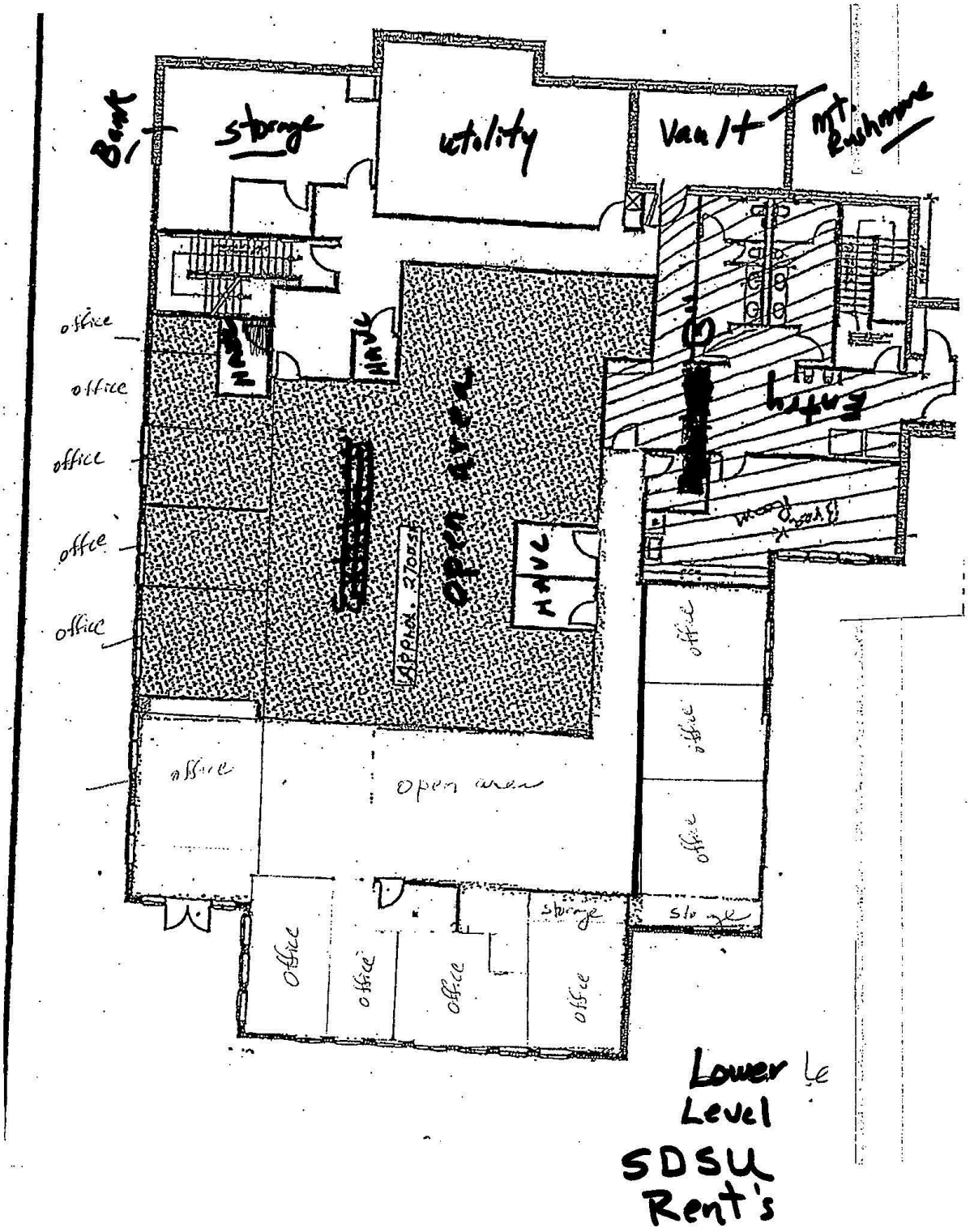
19. The parties will comply with all federal, state, and local laws, regulations, ordinances, guidelines, permits, and requirements applicable to providing services pursuant to the Agreement and will be solely responsible for obtaining current information on such requirements.

20. The Lessor agrees to hold harmless and indemnify the State of South Dakota, the South Dakota Board of Regents, South Dakota State University, their officers, agents or employees, from and against any and all actions, suits, damages, liability or other proceedings that may arise as a result of its performance of this contract. Nothing herein requires the Lessor to be responsible for any action, suit, damage, liability or other proceeding that may arise as a result of the negligence, misconduct, error or omission of the State of South Dakota, the South Dakota Board of Regents, South Dakota State University, their officers, agents or employees.

IN WITNESS WHEREOF, the duly authorized representatives of the parties hereto have hereunto set their hands and official seals the day and year first above written.

LESSEE:	LESSOR:
South Dakota State University	South Dakota State University Foundation, Inc.:
_____	_____
By: Date	By: Steve Erpenbach
Its:	Its: President & CEO

Appendix A


Bank
storage
utility
Vault
Mt. Rushmore
office
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storage
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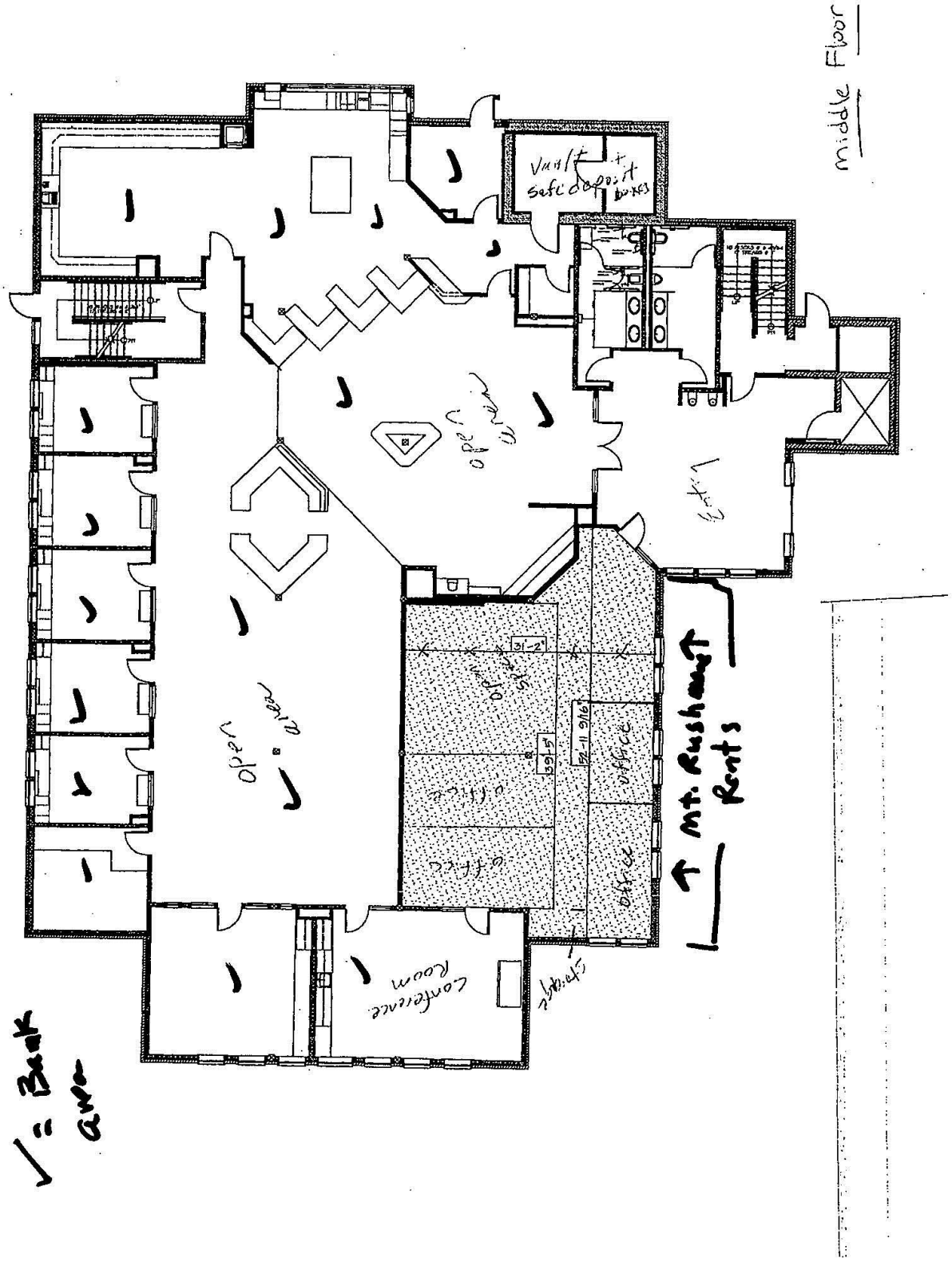
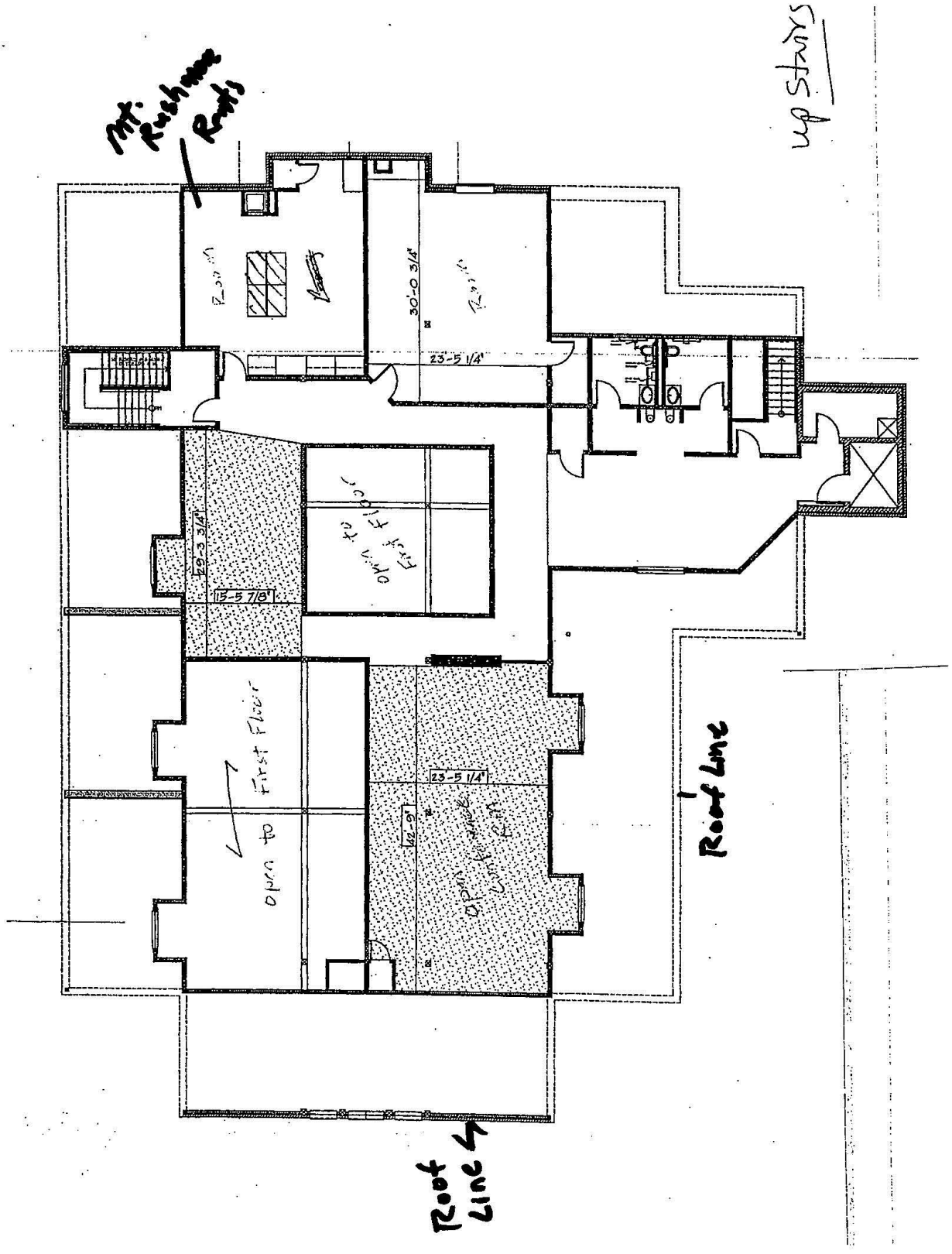
Lower Level
SDSU Rent's


middle Floor
Vault + safe deposit boxes
open area
open area
open area
Entry
office
office
office
office
Mt. Rushmore Rents
Conference Room
Storage
= Bank area


Mt. Rushmore Road
up stairs
30'-0 3/4"
23-5 1/4"
19-3 3/4"
15-5 7/8"
Open to First Floor
Open to First Floor
23-5 1/4"
12-9"
Open to First Floor
Roof Line
Roof Line

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – H
DATE: June 26-28, 2018

****

SUBJECT

SDSU Agricultural Real Property Purchase

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:2 Acquisition and Disposal of Real Property
SB 48 (2018) Purchase Agricultural Real Property in Meade County

BACKGROUND / DISCUSSION

South Dakota State University requests Board of Regents' authorization to purchase agricultural real property in Meade County.

At the December 2017 Board of Regents meeting, the Board approved the introduction of legislation that became Senate Bill 48 which authorized the Board of Regents to purchase on behalf of SDSU the following real property:

> A site comprising 111.658 acres, more or less, of improved agricultural real property, which is described as:
>
> The South Half of the Northwest Quarter and the Southwest Quarter of the Northeast Quarter, less right-of-way, of Section 3, Township 5 North, Range 6 East of the Black Hills Meridian, Meade County, South Dakota.

The Meade County property will be purchased from the SDSU Foundation and will include construction of a support facility by the SDSU Foundation on the property. The land ($502,461) will be purchased from research park payout proceeds received in FY2017. The support facility cost ($400,000) will be purchased from Agricultural Experiment Station fees for services funds. A construction contract has been awarded.

IMPACT AND RECOMMENDATIONS

The 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:

(Continued)

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DRAFT MOTION 20180626_9-H:

I move to authorize SDSU to purchase agricultural real property described as 111.658 acres, more or less, in the South Half of the Northwest Quarter and the Southwest Quarter of the Northeast Quarter, less right-of-way, of Section 3, Township 5 North, Range 6 East of the Black Hills Meridian, Meade County, South Dakota, and the improvements thereon for a total cost of $902,461.

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 transactions and is of the opinion that it conforms to the legal limitations on the Board's authority. SB48 was approved by the 2018 Legislature and signed by the Governor on February 8, 2018, authorizing the purchase of the Mead County property.

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 these property supports the objective of replacing the research property used for the development of the SDSU Growth Partnership, as originally set forth in the Replacement Land Accord Agreement dated March 3, 2009.

C. A report from an independent appraiser stating a fair market price for the property;

An independent appraisal was completed for the property which is available from SDSU upon request.

D. An environmental audit report, including any action plan required to abate identified environmental hazards; and

Since the property has been in use for production agriculture, no environmental hazards have been identified.

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 of the Meade county land is $502,461. Proceeds from the research park payout will be used for the acquisition cost of the land.
(2) The estimated cost for miscellaneous expenses are title insurance costs and filing fees.
(3) The property will include a support facility to be constructed by the SDSU Foundation at a cost of $400,000. A construction contract has been awarded. The cost of the support facility will be funded from Agricultural Experiment Station fees for services.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – I
DATE: June 26-28, 2018

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SUBJECT

SDSU Property Acquisitions

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:2 Acquisition and Disposal of Real Property

BACKGROUND / DISCUSSION

South Dakota State University requests Board of Regents' authorization to acquire three (3) properties from the SDSU Foundation from housing and auxiliaries facilities system ("Revenue System") funds. The properties are as follows:

Garden Square Property

This property is located in a development know as Garden Square and is identified as:

Address: 1811 8th Street
Unit 1811-A
Brookings, SD.
Purchase Price: $142,900.

At the June 2016 Board of Regents meeting, authorization was granted to acquire nine (9) properties located in the Garden Square development. At the June 2017 Board of Regents meeting, authorization was granted to acquire three (3) additional 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. The previously acquired Garden Square properties have been placed into the revenue system.

Southeast Neighborhood Housing Development Property

The following two properties are located on 7th Street and will become part of the area on which the Southeast Neighborhood Housing Development construction will take place:

Address: 1451 7th Street
Brookings, SD
Purchase Price: $165,000.

(Continued)

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DRAFT MOTION 20180626_9-I:

I move to authorize SDSU to acquire three properties from the SDSU Foundation using housing and auxiliary revenue funds: (1) 1811 8th Street, Unit 1811-A, which is part of the Garden Square development, and (2) 1451 7th Street, and (3) 1443 7th Street, both of which are located on 7th street where the Southeast Neighborhood Housing project will be constructed.

Address: 1443 7th Street
Brookings, SD
Purchase Price: $191,000.

At the June 2017 Board of Regents meeting, authorization was granted to acquire the 13 improved residential properties authorized in section 3 of HB1008 from the 2017 Legislative session for a total of $2,134,000. Eleven of the properties have been purchased and the dollar limit has been reached. To acquire the last two, which are part of the Auxiliary Revenue System, they will be purchased with revenue system funds and placed in the Auxiliary System. The Board has full authority to buy properties that are part of the Auxiliary System. These properties are part of the SE Neighborhood Redevelopment project.

IMPACT AND RECOMMENDATIONS

The 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 6:3(1) and identifying any additional actions or expenditures that shall be needed to make use of the property;

The acquisition of the Garden Square property 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.

The acquisition of the Southeast Neighborhood Housing Development properties 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 become part of the location for the Southeast Neighborhood Housing Development.

C. A report from an independent appraiser stating a fair market price for the property;

Independent appraisals were completed for the properties. The reports are 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 reports are 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 of the Garden Square property is $142,900. The cost of the Southeast Neighborhood Housing Development properties is $356,000.
(2) The estimated cost for miscellaneous expenses are:
    a. 50% of title insurance costs
    b. Buyer agent realtor's fees of 2% of the purchase price
(3) No improvements are necessary for the Garden Square property. The house on the property located at 1451 7th Street will be removed at an estimated cost of $8,000. The house on the property located at 1443 7th Street will be demolished at an estimated cost of $11,500.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – J
DATE: June 26-28, 2018

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SUBJECT

USD Dakota Dome Renovation Phase I – Outdoor Football Practice Field Facility Design Plan

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 5-14-1	Classification of Capital Improvements
SDCL 5-14-2	Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds
SDCL 5-14-3	Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution
BOR Policy 6:4	Capital Improvements
BOR Policy 6:6	Maintenance and Repair
HB 1060 (2018)	Renovate Dakota Dome at USD

BACKGROUND / DISCUSSION

USD's Preliminary Facility Statement for the Dakota Dome Renovation was approved by the Board at the October 2017 Board meeting. Regent Schieffer was appointed to the building committee. During the December 2017 Board meeting, USD's Facility Program Plan was approved by the Board. USD is now submitting its Facility Design Plan for the Dakota Dome renovation. Since the approval of the Facility Program Plan, USD is requesting to add an outdoor football practice field as the first phase of this project. The second phase will be the interior renovations of the Dakota Dome as listed in the Facility Program Plan. The phased plan provides an artificial turf playing surface so teams can practice while the interior is being renovated as well as to facilitate the transition to Phase 2, which otherwise could not start until after the upcoming football season. During the May 21, 2018, building committee meeting, the committee approved the Facility Design Plan for the outdoor practice field as part of the Dakota Dome renovations and approved the phased approach to this project. The Guaranteed Maximum Price for the outdoor practice field of $2,115,000 was approved by the building committee.

(Continued)

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DRAFT MOTION 20180626_9-J:

I move to approve the Facility Design Plan for Phase 1 – Outdoor Football Practice Field of USD's two-phase Facility Design Plan for the renovation and redevelopment of the Dakota Dome at the Vermilion campus. The total cost is not to exceed $26.32M and will be funded using private donations ($14,500,000), USD local Other funds ($6,419,602), and HEFF M&R proceeds ($5,400,398). Phase 1 is now estimated at $2,115,000.

Phase 1: Outdoor practice football field will provide an updated synthetic practice field and additional turf area for football practice. It will provide additional area for both athletics and intramural sports to practice while other events are occurring within the Dakota Dome.

Phase 2: Interior renovations will provide upgrades to plumbing, mechanical, and electrical systems. It will also improve ADA, restroom facilities, locker rooms, meeting rooms, coaches' offices, seating, concourse, concessions, etc. These renovations will update the facility to meet current international building and fire code requirements.

The overall Dakota Dome renovation project cost is $26,320,000. Phase 1: Outdoor Football Practice Field project cost is $2,115,000. The following shows the breakdown of the cost estimate for Phase 1.

Total Estimate Of Probable Construction Costs	$1,814,000
CMR Fee	$75,000
A & E Fee	$187,500
Owner's Contingency:	$38,500
PROJECT TOTAL	**$2,115,000**

Proposed funding sources for costs of (i) construction, (ii) ongoing operations, and (iii) maintenance and repair are:

(i) Source of funding for the Dakota Dome renovation is outlined below. The $14,500,000 in private donations will be bonded through the South Dakota Building Authority with the principal and interest cost guaranteed by the USD Foundation. The $6,419,602 is USD local other funds and the $5,400,398 is HEFF M&R.

(ii) There is no impact to operating costs, or utility costs. The utilities are paid with the state-funded utility allocation; operating costs are paid from facility and athletic revenues.

(iii) There is no impact to future maintenance and repair needs which is covered with HEFF.

FUNDING FOR THE PROJECT	**Facility Design Plan March 2018**
Private donations	$14,500,000
USD local other funds	$6,419,602
HEFF M&R Proceeds	$5,400,398
Total	**$26,320,000**

Additional details of this Facility Design Plan can be reviewed in Attachment I.

IMPACT AND RECOMMENDATIONS

USD requests approval of Phase 1 of the Facility Design Plan for the outdoor football practice field project not to exceed $2,115,000. The total renovation and redevelopment of the USD Dakota Dome is not to exceed $26,320,000.

ATTACHMENTS

Attachment I – USD Dakota Dome Renovation Phase 1 FDP

FACILITY DESIGN PLAN

Dakota Dome Renovation – Phase 1: Outdoor Football Practice Field

THE UNIVERSITY OF SOUTH DAKOTA

Introduction:

The Facility Program Plan for the Dakota Dome Renovation was approved by the board in December 2017.

The Dakota Dome Renovation will be split into two phases. The first phase will include the Outdoor Football Practice Field and the second phase will be the Interior Renovations within the Dakota Dome. The phased plan provides an artificial turf playing surface so teams can practice during the interior renovations as well as to facilitate the transition to phase II which otherwise could not start until after the upcoming football season.

Phase 1: Outdoor practice football field will provide an updated synthetic practice field and additional turf area for football to practice on. It will provide additional area for both Athletics and intramural sports to practice while other events are occurring within the Dakota Dome.

Phase 2: Interior Renovations will provide upgrades to plumbing, mechanical, and electrical systems. It will also improve ADA, restroom facilities, locker rooms, meeting rooms, coaches offices, seating, concourse, concessions, etc. These renovations will update the facility to meet current International Building and Fire Code requirements.

a. Architectural, mechanical, and electrical schematic design:

The new outdoor football practice field will be located on the Northwest corner of campus. (Directly north of the existing Dakota Dome) It consists of a new synthetic turf for a full size football field running north/south with an extra synthetic turf area on the southeast of the main field for individual drills, etc. The synthetic turf will include all earthwork, subgrade work, geotextile fabric, base and finish stone, drain tile, concrete curb, and treated nailer for complete synthetic field installation. The project will also include underground utilities for storm drainage, potable water, and electrical as needed for the new field. Finally, the field will include a retaining wall on the north end of the field, two (2) filming towers, and a six foot chain-link fence that will encompass the new synthetic field. There is an alternate to add masonry columns around the field that would tie into the chain-link fence.

Mechanical systems:

New underground utilities for storm drainage from field and potable water at field for drinking water.

Electrical systems:

New pad mount electrical switch, new electrical service with transformer, new fiber will be brought to the field. All electrical gear will be housed in waterproof cabinets which will be located within the fenced area. There is an alternate to add field lighting for the synthetic turf areas.

b. Changes from Facility Program Plan:

The only change is that it is a phased project, with the first phase of the project being the outdoor football practice field and the second phase being the indoor renovations to the Dakota Dome.

c. Impact to existing building or campus-wide heating/cooling/electrical systems:

The outdoor football practice field will not affect heating and/or cooling. However, there is the potential for some small increase in electrical usage if the alternate to install outdoor lighting to the practice field is accepted. However, this usage should be minimal due to the field primarily used during the day.

d. Total project cost estimate:

The overall Dakota Dome Renovation project cost is $26,320,000. Phase 1: Outdoor Football Practice Field project cost is $2,115,000. The following presents the breakdown of the cost estimate for Phase 1.

Total Estimate Of Probable Construction Costs	$1,814,000
CMR Fee	$75,000
A & E Fee	$187,500
Owner's Contingency:	$38,500
PROJECT TOTAL	**$2,115,000**

FUNDING FOR THE PROJECT	**Facility Design Plan March 2018**
Private donations	$14,500,000
USD local other funds	$6,419,602
HEFF M&R Proceeds	$5,400,398
Total	**$26,320,000**

e. Changes from cost estimate for operational or M&R expenses:

There are no changes from Facility Program Plan

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – K (1)
DATE: June 26-28, 2018

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SUBJECT

REED 100G Network Update

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The Board requested $3.0M of one-time funds as part of our FY19 budget request to upgrade the Research, Education and Economic Development Network (REED) upgrade to 100G from 10G. As you are well aware, no funds were identified during the legislative session to fund the project. The request would have completed the north-south path including connections to SDSU, USD, DSU, and UC-Sioux Falls. NSU can also be connected when they are ready. Phase III would complete the east-west path and will be requested at such time as the need is justified.

After reviewing funding priorities, USD, SDSU and DSU committed $500,000 to the project in mid-April. Nathan Lukkes also suggested that a collaborative grant proposal from the schools be submitted to the Regents Research and Development Innovation Grants pool for $500,000 to be funded over two years. That proposal is in the works and we should know by the end of July if it is funded. We are confident in that award given the other commitments to this important technology investment. Dr. Kramer requested $500,000 in funding from the Governor as well as from the Great Plains Education Foundation (GPEF) on May 30th. The Governor has already awarded the $500,000 and even though the GPEF board has not acted upon our request, we are confident they will approve the grant given the match by the State. At this point we are confident in reaching the $3.0M need!

Dr. Kramer has been in regular contact with appropriators and has received substantial support and encouragement from members to move forward if the funding can be secured.

The next steps are to meet with the Bureau of Information and Technology to discuss how we engage them and SDN, the private vendor that owns the fiber that constitutes REED.

(Continued)

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INFORMATIONAL ITEM

IMPACT AND RECOMMENDATIONS

The investment in REED provides substantial benefits to the state and the students attending our universities. Grant funding supported 667 full-time equivalent jobs in 2017. These jobs tend to be at the high-end of the pay scale for faculty and full-time researchers. The research also provides numerous assistantships and job opportunities for students. Grant expenditures totaled $94,605,834 in FY17. These expenditures have a substantial economic impact as they flow through the local and state economies. Finally, the Facilities and Administration overhead reimbursement earned off the grants is vital for making investments in research facilities and to recruit quality faculty and researchers to South Dakota.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – K (2)
DATE: June 26-28, 2018

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SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:5 – Building Committees

BACKGROUND / DISCUSSION

This is a review of the actions taken by the building committees since the last Board meeting.

On May 23, 2018, the building committee for the SDSU American Indian Student Center, represented by Regent Sutton, approved the Facility Design Plan for the project at a total estimated cost of $4,500,000.

On May 21, 2018, the building committee for USD Dakota Dome Renovation, represented by Regent Schieffer, approved the Facility Design Plan for the outdoor practice field as part of the Dakota Dome Renovation project at a Guarantee Maximum Price of $2,115,000.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

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INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – K (3)
DATE: June 26-28, 2018

****

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 5-14-1	Classification of capital improvements
SDCL 5-14-2	Supervision by Bureau of Administration of capital improvement projects – Payment of appropriated funds
SDCL 5-14-3	Preparation of plans and specifications for capital improvements – State building committees – Approval by board or commission in charge of institution
BOR Policy 6:4	Capital Improvements

BACKGROUND / DISCUSSION

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.

(Continued)

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INFORMATIONAL ITEM

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.

IMPACT AND RECOMMENDATIONS

No impact.

ATTACHMENTS

Attachment I – June 2018 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - June 2018

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								
Black Hills State University								
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	Awaiting Project Closeout Form	2017	Bastian
Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
Event Center					Dec-16 Facility Stmt	Planning		Schaefer
Madison Cyberlabs (MadLabs)		HB1057-2018	Private	$18,000,596	May-17 Design Plan	Construction GMP Approved	Sept-2019	Schaefer
Northern State University								
Athletic and Recreation Turf Field		HB1061-2018	Private HEFF M&R	$6,278,243 $303,314 $6,581,557	Dec-17 Design	Construction	2018	Thares
New Regional Science Education Center		HB1010-2017	Private	$25,175,000	Dec-17 Design	Construction	2019	Morgan
Regional Sports Complex			Private		Oct-17 Facility Stmt	A/E Selection	2021	Thares
South Dakota School for the Blind and Visually Impaired								
New School		HB1071-2018	Private	$13,558,993	Oct-17 Program Plan	Design	2020	Thares
South Dakota School of Mines and Technology								
Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R HEFF	$519,000 $6,040,000 $6,559,000	Apr-15 Design Plan	Final Inspection		Sutton
Mineral Industries Bulding			Private		Jun-14 Facility Stmt	A/E Selection		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
South Dakota Advanced Materials & Manufacturing Institute					Oct-16 Facility Stmt	Planning		Bastian
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Sutton
South Dakota State University								
American Indian Student Center		SB 50-2018	Private School & Public Lands	$4,000,000 $500,000 $4,500,000	Dec-17 Program Plan	Design	2019	Sutton
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency Bonded LDE/Animal Ready Fund	$1,575,000 $50,039,637 $2,600,000	Oct-16 Design Plan	Construction	2020	Morgan

South Dakota Board of Regents Capital Improvement Projects - June 2018

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.
			Local	$6,000,000				
			ADRDL Fees	$1,105,000				
				$61,319,637				
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF	$1,135,000	May-18	A/E Selection	2019	NA
			Rent Revenues	$1,400,000	Facility Stmt			Exempted
				$2,535,000				
Harding Hall - Renovation & Addition		SB10 - 2016	HEFF M&R	$3,300,000	May-17	Construction	2018	Morgan
			Tuition	$5,000,000	Design Plan			
				$8,300,000				
Lincoln Hall - Renovation			Private	$13,000,000	Aug-17	Design		Bastian
					Facility Stmt			
New Headhouse	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded)	$1,000,000	Oct-14	Final Inspection	2015	Morgan
New Greenhouse			Private/Local	$3,414,000	Oct-14	Final Inspection	2016	
				$4,414,000	Design Plan			
			Business and					
Outdoor Sports Support Facility		SB 51-2018	Athletic Income	$600,000	Dec-17	A/E Selection	2019	Not Assigned
					Program Plan			
			HEFF Bonds					
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012	(Committed)	$13,000,000	Dec-16	Construction	2018	Morgan
		HB1016-2016	Private	$29,349,807	(Revised			
			Local	$6,042,000	Funding)			
				$48,391,807				
Plant Science Research Support Facility		SB27-2015	Local	$2,400,000	Mar-16	Final Inspection	2017	Morgan
			Grant	$1,600,000	Design Plan			
			Private	$500,000				
				$4,500,000				
Precision Agricultural Classroom & Laboratory Building	FY12 10 Yr Plan	HB1264-2018	Local	$7,500,000	Dec-17	Planning	2021	Morgan
			General Funds	$2,000,000	Program Plan			
		(Redirected Visual Arts $)	Private	$16,600,000				
			Bonds	$20,000,000				
				$46,100,000				
Pugsley Center - Renovation			Private	$15,000,000	Aug-17	Design		Sutton
					Facility Stmt			
South Dakota Art Museum Addition and Renovation			Private		Dec-15	Planning		Morgan
					Facility Stmt			
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	$15,000,000	May-17	Construction	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	Construction	2019	Schaefer
			HEFF M&R	$10,381,500	Design Plan			
			General Fund M&R	$1,024,127				
			Local Funds	$50,000	(revised)			
				$18,455,627				
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	HEFF 2021 Bonds	$5,000,000	Mar-16	Phased Project	2026	Schaefer
			HEFF M&R	$5,043,000	Program Plan	Design & Construction		
				$10,043,000				
University of South Dakota								
Graduate Education & Applied Research (GEAR) Bldg Expansion			General Funds	$1,000,000	Aug-14	Planning		Schaefer
					Facility Stmt			
North Commons Renovation			HEFF M&R	$2,973,155	June-17	Construction	2019	Adams
					Program Plan			
Science, Health and Research Lab Building	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded)	$8,695,000	Dec-13	Awaiting	2017	Sutton

South Dakota Board of Regents Capital Improvement Projects - June 2018

	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.
				HEFF M&R	$1,500,000	Design Plan	Project Closeout		
				Private	$2,983,795		Form		
				Local	$2,100,000				
					$15,278,795				
	Dakota Dome Renovation		HB1060-2018	Private	$14,500,000	Dec-17	Design	2020	Schieffer
				Local	$6,419,602	Program Plan			
				HEFF M&R	$5,400,398				
					$26,320,000				
	National Music Museum		HB1065-2018	Private	$7,718,200	Dec-17	Planning	2020	Schieffer
				HEFF M&R	$1,500,000	Program Plan			
					$9,218,200				
REVENUE FACILITIES									
BHSU	University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
DSU	Trojan Center Student Union Renovation			GAF (Bonded)	$5,000,000	Oct-16	Awaiting	Fall 2017	Schaefer
				Local	$835,229	Design Plan	Project Closeout		
				Private	$2,500,000		Form		
					$8,335,229				
DSU	Hospital Renovation (Residence Hall - Student Services)			Rents (Bonded)	$7,000,000	Oct-16	Awaiting	2017	Schaefer
				Grant/Local	$464,366		Project Closeout		
				HEFF M&R	$420,357	Design Plan	Form		
					$7,884,723				
DSU	New Residence Hall			Auxiliary Bonds	TBD	May-18 Preliminary	Planning	TBD	To be assigned
				Private	TBD	Facility Statement			
NSU	Wolves Memorial Suites			Rent Bonds	$7,000,000	Mar-16	Awaiting	2017	Thares
				Local	$350,000	Design Plan	Project Closeout		
					$7,350,000		Form		
NSU	Great Plains East and Great Plains West			Private	$22,725,000	Feb-17	Construction	2018	Thares
				Aramark	$150,000	Design Plan			
				Local	$11,000				
					$22,886,000				
SDSMT	Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
SDSU	Southeast Neighborhood Apartments			Revenue Bonds	$18,000,000	May-18	Design	2019	Roberts
				Res Life	$2,300,000	Design Plan			
				Res Life	$100,000				
				Parking & Traffic Revenues	$335,379				
					$20,735,379	Program Plan			
SDSU	Student Wellness Center Addition			Bonded	$12,400,000	Dec-16	Construction	2018	Morgan
				GAF	$2,000,000	Design Plan			
					$14,400,000				
SDSU	Pierson Hall - HVAC Upgrades			Auxiliary M&R	$2,578,000	Mar-18 Preliminary Facility Statement	A/E Selection	2019	NA Exempted
SDSU	The Union - Renovation and Remodeling			GAF	TBD	Mar-18 Preliminary Facility Statement	A/E Selection		To be assigned

South Dakota Board of Regents Capital Improvement Projects - June 2018

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.

Board Action:
1) Preliminary Facility Statement
2) Facility Program Plan
3) Design
4) Bid - Board approves substantive changes from program Plan

Project Status:
1) Planning
2) A/E Selection
3) Design
4) Bid
5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – K (4)
DATE: June 26-28, 2018

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SUBJECT

Reduced Tuition Annual Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:5:1	Tuition and Fees: On-Campus Tuition
SDCL 3-20-1	Reduced Tuition for Certain State Employees
SDCL 33-6-5	Tuition Benefits for National Guard Members
SDCL 13-55-2	Veterans Entitled to Free Tuition at State Institutions
SDCL 13-55-6	Free Education of Children of Residents Who Died During Service in the Armed Forces
SDCL 13-55-10	Free Tuition to Child or Spouse of NG Member Disabled or Deceased in the Line of Duty
SDCL 13-55-11	Free Tuition and Fees for Visually Impaired Persons
SDCL 13-55-22	Free Tuition for Survivors of Certain Firefighters, Certified Law Enforcement Officers and Emergency Medical Technicians
SDCL 13-55-24	Reduced Tuition for Elementary or Secondary Teachers or Vocational Instructors

BACKGROUND/DISCUSSION

Board Policy 5:5:1 outlines the tuition reduction programs available to students. The tuition reduction programs included in this report cover both Board approved and legislatively mandated programs and relate to on-campus courses for the 2018 academic school year (summer 2017, fall 2017, and spring 2018).

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%.

(Continued)

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INFORMATIONAL ITEM

♦ 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**): 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.

♦ Wyoming Residents Attending Black Hills State University (**WY**): 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.

♦ 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**): Effective summer 2015, first-time freshmen and new transfer students who attend the same university where their parent or legal guardian received a degree, provided the student meets eligibility criteria established by the home institution, 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**): Any person under the age of twenty-five years, a resident of this state, and 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.

IMPACT AND RECOMMENDATIONS

The Board waived an estimated total of $493,821 in tuition for National Guard members. When added to the $4,627,064 for all other programs, the total tuition waived was $5,120,884 for the 2018 academic year.

Attachment I provides the student numbers, and on-campus 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.

ATTACHMENTS

Attachment I – On-Campus Reduced Tuition Programs for Academic Year 2018 – Estimate of Tuition, Fees and Housing Collected

Attachment II – On-Campus Tuition Reduced Tuition Programs for Academic Year 2018 - Estimate of System Tuition Waived

South Dakota Board of Regents
On-Campus Reduced Tuition Programs for Academic Year 2018
Estimate of Tuition, Fees and Housing Collected

Reduced Tuition Program	Level	Institution	Tuition Rate	Number of Students	Credit Hours	Tuition	General Activity	Room & Board	Total Revenue
COA-Children of Alumni	Undergrad	DSU,NSU,SDSU,USD	$239.70	321	7,888	$1,890,753.60	$351,561.00	$1,320,318.00	$3,562,632.60
COA-Children of Alumni	Undergrad	BHSU	$250.45	9	154	$38,569.30	$5,583.00	$26,609.00	$70,761.30
COA-Children of Alumni	Undergrad	SDSM&T	$246.00	26	715	$175,890.00	$34,034.00	$140,562.00	$350,486.00
DDD - Dependent of Deceased/Disabled SD NG	Undergrad	NSU,SDSU,USD	$0.00	3	65	$0.00	$2,899.00	$17,801.00	$20,700.00
IAIS - Iowa Resident	Undergrad	DSU,NSU,SDSU,USD	$239.70	1,099	23,237	$5,569,908.90	$1,095,048.00	$5,138,649.00	$11,803,605.90
NSUND-North Dakota NSU Student	Undergrad	NSU	$239.70	103	2,210	$529,737.00	$66,521.00	$424,259.00	$1,020,517.00
QV-Qualified Veteran Undergrad	Undergrad	BHSU,DSU,SDSM&T,SDSU,USD	$0.00	31	280	$0.00	$12,692.00	$0.00	$12,692.00
ROT-ROTC Undergrad Resident Rate	Undergrad	SDSU	$119.85	1	25	$2,996.25	$1,041.00	$0.00	$4,037.25
SC-Senior Citizen	Undergrad	NSU,SDSU,USD	$131.85	16	34	$4,482.90	$1,643.15	$0.00	$6,126.05
SC-Senior Citizen	Undergrad	BHSU	$137.75	5	5	$688.75	$181.25	$0.00	$870.00
SC-Senior Citizen	Graduate	NSU,SDSU,USD	$173.10	11	41	$7,097.10	$1,862.35	$0.00	$8,959.45
SC-Senior Citizen	Graduate	SDSM&T	$176.05	1	23	$4,049.15	$1,094.80	$0.00	$5,143.95
SDE-Resident SD Employee	Undergrad	DSU,NSU,SDSU,USD	$119.85	45	175	$20,973.75	$8,102.50	$0.00	$29,076.25
SDE-Resident SD Employee	Undergrad	BHSU	$125.25	26	60	$7,515.00	$2,175.00	$0.00	$9,690.00
SDE-Resident SD Employee	Undergrad	SDSM&T	$123.00	5	32	$3,936.00	$1,523.20	$0.00	$5,459.20
SDE-Resident SD Employee	Graduate	DSU,NSU,SDSU,USD	$157.35	96	716	$112,662.60	$34,250.45	$0.00	$146,913.05
SDE-Resident SD Employee	Graduate	SDSM&T	$160.05	5	31	$4,961.55	$1,476.00	$0.00	$6,437.55
TC-Resident Teacher Certificate	Undergrad	SDSM&T	$123.00	1	4	$492.00	$190.40	$0.00	$682.40
TC-Resident Teacher Certificate	Graduate	DSU,NSU,SDSU,USD	$157.35	192	253	$39,809.55	$11,889.15	$0.00	$51,698.70
VH-Visually Handicapped	Undergrad	SDSU	$0.00	3	67	$0.00	$0.00	$12,550.00	$12,550.00
VH-Visually Handicapped	Graduate	USD	$0.00	2	34	$0.00	$0.00	$0.00	$0.00
WRG-Western Regional Graduate Prog	Graduate	SDSM&T	$320.05	4	36	$11,521.80	$1,713.60	$1,673.00	$14,908.40
WRG-Western Regional Graduate Prog	Graduate	SDSU	$314.70	6	26	$8,182.20	$1,082.90	$0.00	$9,265.10
WY-Wyoming Student	Undergrad	BHSU	$250.45	326	6,048	$1,514,721.60	$219,240.00	$648,564.00	$2,382,525.60

South Dakota Board of Regents
On-Campus Reduced Tuition Programs for Academic Year 2018
Estimate of System Tuition Waived

Program			Number of Students	Credit Hours	Per Cr Hour Regular Cost	Tuition Total Regular Cost	Per Cr Hour Reduced Cost	Tuition Total Reduced Cost	Tuition Waived
Board Approved									
COA-Children of Alumni	Undergrad	DSU,NSU	17	112	$337.35	$37,783.20	$239.70	$26,846.40	$10,936.80
COA-Children of Alumni	Undergrad	SDSU,USD	304	7,776	$347.95	$2,705,659.20	$239.70	$1,863,907.20	$841,752.00
COA-Children of Alumni	Undergrad	BHSU	9	154	$350.45	$53,969.30	$250.45	$38,569.30	$15,400.00
COA-Children of Alumni	Undergrad	SDSM&T	26	715	$385.30	$275,489.50	$246.00	$175,890.00	$99,599.50
IAIS - Iowa Resident	Undergrad	DSU,NSU	101	1,159	$337.35	$390,988.65	$239.70	$277,812.30	$113,176.35
IAIS - Iowa Resident	Undergrad	SDSU,USD	998	22,078	$347.95	$7,682,040.10	$239.70	$5,292,096.60	$2,389,943.50
NSUND-North Dakota NSU Student	Undergrad	NSU	103	2,210	$337.35	$745,543.50	$239.70	$529,737.00	$215,806.50
ROT-ROTC Undergrad Resident Rate	Undergrad	SDSU	1	25	$239.70	$5,992.50	$119.85	$2,996.25	$2,996.25
SC-Senior Citizen	Undergrad	NSU,SDSU,USD	16	34	$239.70	$8,149.80	$131.85	$4,482.90	$3,666.90
SC-Senior Citizen	Undergrad	BHSU	5	5	$250.45	$1,252.25	$137.75	$688.75	$563.50
SC-Senior Citizen	Graduate	NSU,SDSU,USD	11	41	$314.70	$12,902.70	$173.10	$7,097.10	$5,805.60
SC-Senior Citizen	Graduate	SDSM&T	1	23	$320.05	$7,361.15	$176.05	$4,049.15	$3,312.00
WRG-Western Regional Graduate Prog	Graduate	SDSM&T	4	36	$642.35	$23,124.60	$320.05	$11,521.80	$11,602.80
WRG-Western Regional Graduate Prog	Graduate	SDSU	6	26	$605.05	$15,731.30	$314.70	$8,182.20	$7,549.10
WY-Wyoming Student	Undergrad	BHSU	326	6,048	$350.45	$2,119,521.60	$250.45	$1,514,721.60	$604,800.00
Legislative Approved									
DDD - Dependent of Deceased/Disabled SD NG	Undergrad	NSU,SDSU,USD	3	65	$239.70	$15,580.50	$0.00	$0.00	$15,580.50
QV-Qualified Veteran Undergrad	Undergrad	DSU,SDSU,USD	22	230	$239.70	$55,131.00	$0.00	$0.00	$55,131.00
QV-Qualified Veteran Undergrad	Undergrad	BHSU	4	8	$250.45	$2,003.60	$0.00	$0.00	$2,003.60
QV-Qualified Veteran Undergrad	Undergrad	SDSM&T	5	42	$246.00	$10,332.00	$0.00	$0.00	$10,332.00
SDE-Resident SD Employee	Undergrad	NSU,SDSU,USD	45	175	$239.70	$41,947.50	$119.85	$20,973.75	$20,973.75
SDE-Resident SD Employee	Undergrad	BHSU	26	60	$250.45	$15,027.00	$125.25	$7,515.00	$7,512.00
SDE-Resident SD Employee	Undergrad	SDSM&T	5	32	$246.00	$7,872.00	$123.00	$3,936.00	$3,936.00
SDE-Resident SD Employee	Graduate	DSU,NSU,SDSU,USD	96	716	$314.70	$225,325.20	$157.35	$112,662.60	$112,662.60
SDE-Resident SD Employee	Graduate	SDSM&T	5	31	$320.05	$9,921.55	$160.05	$4,961.55	$4,960.00
TC-Resident Teacher Certificate	Undergrad	SDSM&T	1	4	$246.00	$984.00	$123.00	$492.00	$492.00
TC-Resident Teacher Certificate	Graduate	DSU,NSU,SDSU,USD	192	253	$314.70	$79,619.10	$157.35	$39,809.55	$39,809.55
VH-Visually Handicapped	Undergrad	SDSU	3	67	$239.70	$16,059.90	$0.00	$0.00	$16,059.90
VH-Visually Handicapped	Graduate	USD	2	34	$314.70	$10,699.80	$0.00	$0.00	$10,699.80
Sub Total of Board and Legislative Approved Programs			2,337	42,159		$14,576,013		$9,948,949	$4,627,064
Natioinal Guard Programs	Undergrad		325						$475,097
	Graduate		17						$18,724
Total Amount Waived									**$5,120,884**

(1) The Board waived a total or a portion of the USF and GAF for Army National Guard members

SOUTH DAKOTA BOARD OF REGENTS

Budget & Finance

AGENDA ITEM: 9 – L
DATE: June 26-28, 2018

****

SUBJECT

Resolution of Recognition – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The Board of Regents Central Office and South Dakota State University request approval to recognize Wes Tschetter for 36 years of dedicated service to the students, to the University, to the Board of Regents System, to the community, and to his profession as the Vice President of Finance and Business and Chief Financial Officer (Attachment I). Throughout his career, he has dedicated his time to the successful operation of SDSU finance and administration, and provided leadership and mentorship to other university finance officers. Wes has served the SDBOR system and the state of South Dakota with distinction throughout his long tenure.

IMPACT AND RECOMMENDATION

The faculty, staff, students, and alumni of South Dakota State University support this request to recognize and express appreciation to Mr. Tschetter.

Board staff also wish to recognize his dedicated and meritorious service.

ATTACHMENTS

Attachment I – Special Resolution: SDSU – Wesley Tschetter

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DRAFT MOTION 20180626_9-L:

I move to recognize Wesley Tschetter (SDSU) for his years of dedicated service to South Dakota's system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Wesley Tschetter, has served South Dakota State University (SDSU) for the past 36 years; and

WHEREAS, Mr. Tschetter fulfilled a 10-year career on the South Dakota Legislative Research Council, where he served as director his final seven years; and

WHEREAS, Mr. Tschetter began his career at South Dakota State University in 1982 as the Director of Finance and Budget; promoted to Assistant Vice President – Finance & Business in 2000; had a title change in 2007 to Associate Vice President in 2007; and in 2009 his title was changed to Vice President for Finance & Business/Chief Financial Officer; and

WHEREAS, Mr. Tschetter has provided strategic and operational leadership and direction for the university in the areas of finance, budget, facilities, auxiliary operations, human resources, post-award grants, and continuous improvement; and

WHEREAS, Mr. Tschetter has been instrumental in putting students first by creating and supporting system efficiencies and providing leadership of BOR System operations including the Payroll Center, Accounts Payable, Shared International Employment Services Center and East River Card Center; and

WHEREAS, Mr. Tschetter's long history with state government and South Dakota State University have allowed him to serve as the System historian and provide valuable counsel to the Business Affairs Council and to mentor many of the finance vice presidents at the South Dakota public universities and special schools; and

WHEREAS, during a time when SDSU's enrollment has nearly doubled, Mr. Tschetter led the financial planning of dozens of new academic programs and campus building construction and renovation projects, including $175 million investments in student residence halls, the University Student Union, the Wellness Center and the food service system; and

WHEREAS, since 1985, Mr. Tschetter has been a member of the board of directors and secretary to the State College Development Association, as property acquisition arm of South Dakota State where he developed and implemented the university property acquisition plan; and

WHEREAS, in the past 15 years, Mr. Tschetter has served on more than two dozen university and college accreditation site visit teams for the Higher Learning Commission; and

WHEREAS, Mr. Tschetter served on the Brookings School Board, Brookings Chamber of Commerce board of directors, the chamber's government affairs committee, South Dakota Cement Plant Commission, the State Investment Council, the boards of the Brookings-based Advance and its foundation, and for 17 years on the board of trustees of the South Dakota Retirement System; and

THEREFORE, BE IT RESOLVED THAT, Wesley Tschetter be accorded special recognition for his outstanding service, and it is ordered that this Resolution be spread on the minutes of the Board and that a copy thereof be forwarded to Wesley Tschetter.

Adopted this 28th day of June, 2018.

SOUTH DAKOTA BOARD OF REGENTS

_____
President

_____
Vice President

_____
Secretary

Special Resolution Number 14-2018

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 10 – A (1)
DATE: June 26-28, 2018

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SUBJECT

Intent to Plan: DSU PhD in Computer Science

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to develop a proposal for a Doctor of Philosophy (PhD) in Computer Science. The request responds to a national need for computer science professionals and is a university priority. Students in the program will conduct theoretical and practical research in a broad range of subfields of computer science and in the intersection of computer science and other disciplines. Graduates will solve complex problems in computing for business, medicine, science, and other fields in the private and public sector. The Bureau of Labor Statistics forecasts a national increase of 19% in computer science related fields through 2026.

IMPACT AND RECOMMENDATION

The proposed program is within the statutory and Board policy mission of DSU to provide programming in "computer management, computer information systems" and "technology-infused" areas. DSU currently offers 2 existing doctoral programs. DSU estimates graduating 8 students per year after full implementation. DSU does not anticipate asking for new state resources for the program.

No related doctoral programs currently exist in the Regental system; however, both DSU and SDSU currently offer an MS in Computer Science and SDSU is exploring the addition of a doctoral program. Discussions at the May 2018 Academic Affairs Council meeting indicated a willingness on the part of DSU and SDSU to collaborate on doctoral programming in Computer Science, including potential collaboration on courses, research, graduate student committees, and the external review required by BOR Policy 2.1.

(Continued)

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DRAFT MOTION 20180626_10-A(1):

I move to authorize DSU to develop a proposal for a PhD in Computer Science as presented.

Board office staff recommends approval of the intent to plan with the following conditions:

1. Approval of the intent to plan will not preclude SDSU from submitting a future proposal for a PhD program in Computer Science.

2. 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.

3. 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.

4. The university will not request new state resources without Board permission, 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.

ATTACHMENTS

Attachment I – Intent to Plan Request Form: DSU – PhD in Computer Science

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:	**DSU**
DEGREE(S) AND TITLE OF PROGRAM:	**Ph.D. in Computer Science**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**

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.

J. M. Griffith 4/9/2018
President of the University Date

1. What is the general nature/purpose of the proposed program?

Dakota State University (DSU) requests authorization to plan a doctoral (Ph.D.) program in Computer Science. The program will be offered on the Madison campus and online. It is responding to a national need for professionals educated in computer science. Development of this new degree program is a university priority and strategic focus. A Ph.D. in Computer Science offers the opportunity to conduct theoretical and practical research in a broad range of subfields of computer science or in the intersection of computer science and other disciplines. The field's interdisciplinary nature means that graduates will be able to work in a wide range of industries in both the private and public sector.

Computer science teaches algorithmic and analytical principles that can be applied to develop optimized, and possibly intelligent solutions to various data and process centric problems. Computer science has interdisciplinary relevance to every other discipline, ranging from medical science to liberal arts.[1] According to the Bureau of Labor Statistics: "Computer and information research scientists invent and design new approaches to computing technology and find innovative uses for existing technology. They study and solve complex problems in computing for business, medicine, science, and other fields." In the absence of a Computer

[1] https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm

Science Ph.D. program, DSU risks missing out on various opportunities, including many high paying jobs for its graduates, and numerous interdisciplinary grants for its researchers.

DSU currently has doctoral programs in information systems and cyber operations. Information systems and cyber operations are just two of many specializations in computer science (see Table 1). While developing specializations in each of the remaining areas of computer science is not realistic, a general computer ccience Ph.D. program can include necessary coverage on various areas, as needed.

In addition, co-existence of a general Computer Science Ph.D. program with doctoral programs in information systems and cyber operations should strengthen each of these programs by developing broader expertise in various interdependent components.

Table 1: Employment of New Computer Science Ph.D. Receipients by Specialty (North America; 2013-14) [2]

Artificial Intelligence	Computer-Supported Cooperative Work	Databases/Information Retrieval	Graphics/Visualization	Hardware/Architecture	Human-Computer Interaction	High-Performance Computing	Informatics: Biomedical/ Other Science	Information Assurance/Security	Information Science	Information Systems	Networks	Operating Systems	Programming Languages/ Compilers	Robotics/Vision	Scientific/Numerical Computing	Social Computing/ Social Informatics	Software Engineering	Theory and Algorithms	Other	Total
139	2	108	83	71	35	43	57	55	36	36	124	55	56	69	14	24	130	63	211	1,411

Source: 44th annual CRA Taulbee Survey (2014) https://cra.org/wp-content/uploads/2015/06/2014-Taulbee-Survey.pdf

DSU intends to request authorization to deliver the degree program on-campus and online. The university is not requesting any new state resources or any new or increased student fees to implement this program. The courses in the proposed degree program would qualify for existing CSC course fees. In addition to those course fees, the program would be supported with internal redirections, external resources and off-campus (formerly called self-support) tuition revenue generated by off-campus and distance students. It is our intention to design a program that will allow students to take advantage of courses offered as part of the existing M.S in Computer Science and Ph.D. programs as program electives.

Currently DSU has 14 tenure-track, 9 instructors, and 4.6 FTE adjunct faculty in the Beacom College of Computer and Cyber Sciences. Additional faculty positions would be funded through a mix of off-campus (formerly called self-support) tuition revenue and reallocation of internal resources. DSU has nearly 400 students in its computer science program and more than a 1,000 students in compuer science, analytics and cyber sciences. The Ph.D. is important as it will provide an important field to augment our programs.

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.)?

[2] https://cra.org/wp-content/uploads/2015/06/2014-Taulbee-

The US government, the 50 state governments, large- and medium-size corporations, the military, including the National Guard and Reserve, all demand people educated with this type of degree. The national Job Outlook for a doctoral student in computer science is very strong. The Bureau of Labor Statistics forecasts an increase of 33,480 more of these professionals than the United States had in 2016. That's an increase of 19%. The primary purpose for introducing this program is workforce development, as the United States anticipates dramatic workforce demand in computer science professionals. Computer science professionals who write, test and debug the code have a median pay of $111,840 per year (see table on page 4).

Occupatational projections for computer science related professions within South Dakota indicate strong demand, as described below:

South Dakota Department of Labor and Regulation
Occupational Estimates and Projections, 2014-2024
Selected Occupations Related to Computer Science

Occupation	Occupation Code	2014 Estimated Employment	2024 Projected Employment	Total 2014-2024 Employment Change	2014-2024 Annual Average Percent Change	Total Percent Change
Computer and Mathematical	150000	7,437	8,251	814	1.04%	10.95%
Computer Network Architects	151143	191	207	16	0.81%	8.38%
Computer Network Support Specialists	151152	759	831	72	0.91%	9.49%
Computer Occupations, All Other	151199	203	211	8	0.39%	3.94%
Computer Programmers	151131	609	564	-45	-0.76%	-7.39%
Computer Systems Analysts	151121	580	694	114	1.81%	19.66%
Computer User Support Specialists	151151	1,687	1,872	185	1.05%	10.97%
Information Security Analysts	151122	146	168	22	1.41%	15.07%
Network and Computer Systems Administrators	151142	1,645	1,802	157	0.92%	9.54%
Software Developers, Applications	151132	852	994	142	1.55%	16.67%
Software Developers, Systems Software	151133	238	272	34	1.34%	14.29%
Statisticians	152041	22	28	6	2.44%	27.27%
Web Developers	151134	309	383	74	2.17%	23.95%

Source: South Dakota estimates and projections from South Dakota Department of Labor http://dlr.sd.gov/lmic/default.aspx

United States Department of Labor
Occupational Estimates and Projections, 2016-2026
Selected Occupations Related to Computer Science

Occupation Title	SOC Code	Employment 2016	Employment 2026	Employment Change 2016-2026	Employment Change percent	Occupational Openings	2016 median annual wage
Computer and information research scientists	15-1111	27.9	[3]3.2	5.4	19.2	2.5	111,840
Computer and information systems managers	11-3021	367.6	411.4	43.8	11.9	32.5	135,800
Computer hardware engineers	17-2061	73.6	77.6	4.0	5.5	5.1	115,080
Computer network architects	15-1143	162.7	173.1	10.4	6.4	11.7	101,210
Computer network support specialists	15-1152	198.8	214.8	16.1	8.1	16.5	62,670
Computer numerically controlled machine tool programmers, metal and plastic	51-4012	25.1	29.2	4.1	16.3	3.1	50,580
Computer occupations, all other	15-1199	287.2	313.1	25.9	9.0	22.3	86,510
Computer programmers	15-1131	294.9	272.3	-22.6	-7.6	15.4	79,840
Computer science teachers, postsecondary	25-1021	39.7	42.8	3.2	8.0	3.4	77,570
Computer systems analysts	15-1121	600.5	653.5	53.0	8.8	44.8	87,220

Source: Estimates and projections from United States Department of Labor https://data.bls.gov/projections/occupationProj

3. How would the proposed program benefit students?

The 44th annual CRA Taulbee Survey (2014) reports that among all new 2013-14 Ph.D. graduates seeking jobs in North America, 57.5% were hired by industries, 27.3% were hired by academia, 3% were hired by the government, 1.2% were self-employed, and only 0.7% were unemployed at the time of the survey.[2] The Bureau of Labor Statistics projects that the number of jobs requiring a doctorate degree in Computer Science will increase by 15.3% by the year 2022 (Table 2).[3]

Table 2: Computer and mathematical occupations employment by educational requirement, 2012 and projected 2022 (employment in thousands)

[3]https://www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm

Education level	Employment		Projected change, 2012–2022	
	2012	2022	Number	Percent
Bachelor's degree	2,893.1	3,415.2	522.1	18.0
Some college, no degree	547.7	658.5	110.8	20.2
Associate's degree	316.1	356.6	40.6	12.8
Master's degree	31.1	39.2	8.2	26.3
Doctoral or professional degree	26.7	30.8	4.1	15.3

Source: U.S. Bureau of Labor Statistics.

South Dakota currently does not produce doctoral candidates in this area. Doctorate degrees are necessary to fill jobs and help with research at the federal, state, local and corporate levels and we believe offering a Ph.D. in Computer Science will help students in filling those jobs. Computer science provides graduates with the tools, knowledge, and vision to build systems and applications and these students will be the beneficiaries of good, relatively high paying career-predictive jobs. This program will further strengthen our current programs in cyber operations and cyber defense by creating expertise among the faculty in the area of artificial intelligence and software development, the emerging tools of cyber infrastructure.

Federal – According to FederalPay.org, computer scientist was the 146th most popular job in the U.S. Government in 2016, with 1,306 employed. The most common payscale was the general schedule payscale. In 2016, the Federal Aviation Administration hired the most employees titled Computer Science, with an average salary of $123,922. According to US News, Computer Science is number four on the list of fields in which doctorates lead to jobs.[4] And according to fortune.com, a Ph.D. in Computer Science is #3 on the Best 15 Graduate Degrees for Jobs (MS in Computer Science is #6).[5]

Agencies hiring Computer Scientist	Employees Hired	Average Salary
Federal Aviation Administration	225	$123,921.56
National Institute of Standards and Technology	194	$131,781.84
National Institutes of Health	167	$133,210.54
Federal Bureau of Investigation	118	$101,699.68
Ames Research Center	64	$153,990.83
Geological Survey	60	$98,055.23
Centers for Disease Control and Prevention	58	$113,983.22
National Science Foundation	50	$167,286.82
Food and Drug Administration	49	$109,529.96
Internal Revenue Service	39	$130,484.03

Source: FederalPay is a free public resource site https://www.federalpay.org/employees/occupations/computer-science

[4] https://www.usnews.com/education/best-graduate-schools/articles/2017-04-03/4-fields-where-doctorates-lead-to-jobs

[5] http://fortune.com/2016/03/21/best-worst-graduate-degrees-jobs-2016/

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]

Dakota State University's mission includes integrating technology into various disciplines, and this unique program is another step in fulfilling DSU's mission. The university's statutory mission includes a specialization in "computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs" (SDCL § 13-59-2.2). BOR Policy 1:10:5 authorizes Dakota State to offer graduate programs "that are technology-infused" and that provide service to state and the region.

The proposed programs align with multiple action steps related to graduate education in the SDBOR Strategic Plan 2014-2020. These include growing the number of graduate degrees awarded, growing the number of new graduate programs, and increasing the number of graduate STEM programs. In addition, the SDBOR Strategic Plan 2014-2020 includes the following vision statements:

- South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce;
- South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy; and
- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development.
- Contribut to the state's workforce and economic development, in particular "encourage development of academic programs and certificates that alighn with existing and future state workforce needs

  DSU is involved in two of the statewide EPSCOR proposals because of our Computer Science expertise and much of the work in cyber operations is intimately connected to Comptuer Science.
  - $318,041 grant received for cybersecurity curriculum development with capacity building and NSA has invited this faculty member to present his results in multiple forums.
  - Awarded $85,040 from Great Plains Educational Foundation for CybHer and another $299,855 from SSF SaTc: Edu on CybHer. Each is for a different component of the program but both contribute to workforce development focusing specifically on gender diversification of the cybersecurity fields.
  - Another request of $373,585 sub-award was submitted on an anti-counterfeting technology collaboration with SDSMT and a $235,968 sub-award on Research Experiences for Teachers (RET) site that's also a collaboration with SDMST, centered around security printing and anti-counterfeiting technology.
  - Applied for R&D Innovation grants and a grant for $214,000 to develop a collaborative pilot with NSA which has workforce relevance.

[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.

Adding a doctoral program in Computer Science will provide an opportunity for either business or technology professionals to augment their skills for computer programming, testing; and anticipatory national, state, and local infrastructure protection. It helps in dealing with a real threat in our modern, knowledge-based economy and serves as another program which integrates technology across multiple disciplines.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**[7] *If there are no related programs within the Regental system, enter "None."*

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* [8]

	Institution	**Program Title**
Minnesota	University of Minnesota	Computer Science (Ph.D.)
North Dakota	North Dakota State University	Computer Science (Ph.D.)
Montana	Montana State University	Computer Science (Ph.D.)
Wyoming	University of Wyoming	ComputerScience (Ph.D.)
Iowa	University of Iowa	Computer Science (Ph.D.)
	Iowa State University	Computer Science (Ph.D.)

In a research of programs on the above list, we found NDSU to be the only program which listed a significant number of online courses. It is unclear that any degrees are 100% online, at least from our review of the Ph.D. computer science sites as the information was not prominently stated. Approval of the program would put DSU in position to have one of the few, if not the only, online computer science doctoral programs in the region

7. **Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?**

DSU has a very healthy enrollment in the BS in Computer Science (Fall 2017 = 339) and the MS in Computer Science (Fall 2017 = 26). According to the SDBOR Dashboard on graduate production, DSU graduates the second largest number of computer science bachelor and master graduates in the system. For the years 2013-17, DSU had 145 graduates in the two programs

[7] 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.

[8] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only

programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

(117 undergrads and 28 grad students).[9] These graduates provide a strong market for a doctorate program. On average, about 10 percent of DSU's baccalaureate graduates go on to graduate school. That number is higher for DSU's baccalaureate graduates in computer science-based degree programs, with an average of 22 percent of the group going on to graduate school each year.

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.

Estimated enrollment for the new Ph.D. in Computer Science

Year	Enrollment Expectations	Number of Graduates
Year 1	8	0
Year 2	16	0
Year 3	32	0
Year 4	45	4
Year 5 and up	45	8

According to the SDBOR Dashboard[9], System MS graduates in Computer Science for 2013-17 totalled 91 students. Because there currently is no Ph.D. program in SD in Computer Science, students interested in a Ph.D. had to take it from a university outside of SD.

It's difficult to estimate the number of graduates in a Ph.D. program due to time needed to complete the dissertation so the numbers above are conservative during the five year period required. Based on DSU's other graduate program success, we believe we will meet and exceed the BOR's requirement for graduate degrees after the program is created and marketed.

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)?[10]

	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 material	**Fall 2019**

[9] https://www.sdbor.edu/dashboards/Pages/Graduate-Production.aspx

[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.

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[11]	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion.* **Identify the college or university and explain why the selected program is a model for the program under development**.

APPENDIX A

The University of Iowa Ph.D. in Computer Science was chosen due to it's well respected reputation in the area of Computer Science. University of Iowa Ph.D. in Computer Science (72 credit hours). https://cs.uiowa.edu/graduate-programs/Ph.D.-program

The **Doctor of Philosophy** (Ph.D.) program in computer science (CS) is a research-oriented degree. Students pursuing a Ph.D. in CS are required to do original research in a subarea of CS with mentoring from a CS faculty advisor. Ph.D. students are expected to disseminate their research via conference and journal publications and presentations.The Ph.D. in CS emphasizes preparation for research and teaching in academic settings or for research in private, industrial, or government laboratories.

The Ph.D. program in CS requires completion of a minimum number of 72 credit hours of graduate credit, satisfactory performance on the *qualifying* exam, *comprehensive* exam and the *proposal* and the production and formal *defense* of a written dissertation describing original research re

sults. This page provides a short outline of the Ph.D. program requirements.

Basic Ph.D. requirements are as follows.

Core Requirement

This course:

[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.

Course Number & Name	Semester Hours
CS:5350 Design and Analysis of Algorithms	3 s.h.

And one of these:

Course Number & Name	Semester Hours
CS:4330 Theory of Computation	3 s.h.
CS:5340 Limits of Computation	3 s.h.

Breadth
Ph.D. students must complete at least three of the following courses, with at least one course selected from each area (9 s.h.).

Systems and Software

Course Number & Name	Semester Hours
CS:4640 Computer Security	3 s.h.
CS:4980 Topics in Computer Science II (section approved by advisor)	3 s.h.
CS:5610 High Performance Computer Architecture	3 s.h.

Networks and Distributed Systems

Course Number & Name	Semester Hours
CS:4980 Topics in Computer Science II (section approved by advisor)	3 s.h.
CS:5620 Distributed Systems and Algorithms	3 s.h.
CS:5630 Cloud Computing Technology	3 s.h.

Programming Languages and Compilers

Course Number & Name	Semester Hours
CS:4980 Topics in Computer Science II (section approved by advisor)	3 s.h.
CS:5810 Formal Methods in Software Engineering	3 s.h.
CS:5850 Programming Language Foundations	3 s.h.
CS:5860 Lambda Calculus and its Applications	3 s.h.

Practice
Ph.D. students must complete at least one course (3 s.h.) with significant practical or implementation-oriented content. With advisor approval, examples of courses that satisfy this requirement would include:

Course Number & Name	Semester Hours
CS:4400 Database Systems	3 s.h.
CS:4420 Artificial Intelligence	3 s.h.

Course Number & Name	Semester Hours
CS:4440 Web Mining	3 s.h.
CS:4470 Health Data Analytics	3 s.h.
CS:4480 Knowledge Discovery	3 s.h.
CS:4500 Research Methods in HCI	3 s.h.
CS:4630 Mobile Computing	3 s.h.
CS:4700 High Performance and Parallel Computing	3 s.h.
CS:4720 Optimization Techniques	3 s.h.
CS:4980 Topics in Computer Science II (section approved by advisor)	3 s.h.
CS:5800 Fundamentals of Software Engineering	3 s.h.
CS:5990 Individualized Research or Programming Project	3 s.h.

Cognate Area

In consultation with their advisor, students are required to select three courses, totaling 9 s.h. or more, that constitutes coherent coverage of an external cognate area; the courses need not be offered by the same department. Choices include, but are not limited to, mathematics, statistics, genetics, biology, and engineering disciplines.

Colloquium
Students must earn at least 4 s.h. in the following: CS:6000 Research Seminar: Colloquium Series (must enroll at least four times for 1 s.h. each)

Responsible Conduct of Research Requirement: The Department of Computer Science offers the course CS:5980: Topics in CS III-Computing Research Ethics for 1 s.h. credit every spring semester. It is required that all Ph.D. students complete this course within their first two years.

Electives
Students fill their remaining semester hours with a selection of computer science graduate courses numbered 4000 or above and graduate courses outside of the Department of Computer Science, approved by their advisor.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 10 – A (2)
DATE: June 26-28, 2018

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SUBJECT

Intent to Plan: USD BS in Public Health

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to develop a proposal for a Bachelor of Science (BS) in Public Health, including a specialization in Health Education. The curriculum will align with the competencies for public health education as defined by the Council on Education for Public Health (CEPH). This includes providing a strong foundation in the five core areas of public health: health communication, health disparities, legal and ethical issues, management of public health systems, and policy and research. USD reports severe shortages nationally and within the state for public health workers. Graduates will have opportunities to continue their studies in the joint USD and SDSU Master of Public Health (MPH) program.

IMPACT AND RECOMMENDATION

The proposed program is within the statutory mission and Board Policy 1:10:1 mission of USD, including its mission to offer baccalaureate programs in health sciences. Related existing programs in the Regental system include SDSU's BS in Community and Public Health. USD currently offers related programs through its BS in Health Sciences and a minor in Public Health. USD estimates enrolling 15-25 students in the program in the first year with continued growth after full implementation. USD does not anticipate asking for new state resources for the program.

Board office staff recommends approval of the intent to plan with the following conditions:

1. USD and SDSU share a collaborative Master of Public Health program that draws upon each institutions' strengths addressing the healthcare needs of rural communities; approval of the intent to plan will not preclude SDSU from submitting a future proposal for a related undergraduate program emphasizing SDSU's distinct expertise.

(Continued)

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DRAFT MOTION 20180626_10-A(2):

I move to authorize USD to develop a proposal for a BS in Public Health as presented.

2. 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.

3. 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.

4. The university will not request new state resources without Board permission, 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.

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UNIVERSITY:	**USD**
DEGREE(S) AND TITLE OF PROGRAM:	**Bachelor of Science in Public Health (B.S. in Public Health)**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**

University Approval
To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

James M. Abbott
President of the University

5/9/2018
Date

General Nature/Purpose of the Proposed Program:

The proposed program leads to a free-standing Bachelor of Science in Public Health (BSPH), with a Specialization in Health Education.

The BSPH program aims to provide students with the knowledge and practical skills required of a public health generalist. The curriculum provides a broad general education, a strong foundation in human health and disease, addressing the five core areas of public health including health communication, health disparities, legal and ethical issues, management of public health systems, and policy and research. The curriculum will align with the core and foundational competencies for public health education as defined by the Council on Education for Public Health (CEPH), which accredits domestic and international schools and programs of public health. Students will study public health issues and learn to formulate solutions to combat and efficiently address and mitigate public health issues. They will develop the ability to apply core concepts to assess the health needs of diverse populations locally, nationally and internationally, plan and evaluate programs, and communicate and advocate health promotion. Graduates will be prepared to impact the delivery of crucial public health services, thus improving the health, safety, and welfare of local, regional, national, and global communities.
Students will have the opportunity to pursue graduate study in the joint University of South Dakota (USD) and South Dakota State (SDSU) Master of Public Health (MPH) program. It is USD's intent to submit a request to add an accelerated option (3+2) with the MPH program as soon as the graduate program gains accreditation through CEPH. With an accelerated option, students will

complete undergraduate coursework during years one through three. During the third year in the undergraduate program, students will apply for the MPH program. Those students who are admitted to the MPH program will begin graduate public health coursework during year four. Students who are not admitted to the graduate program will complete the BSPH and seek entry-level public health positions.

As mentioned, the MPH is a joint program with SDSU. Students who accelerate into the MPH program will have the opportunity to complete both a BSPH and MPH in five years of full-time study. Upon completion of the first year of graduate education (at the end of the fourth year of education), students will be awarded the BSPH degree. The online asynchronous MPH program will support the BSPH graduates' ability to enter the public health workforce and earn a salary as they complete the MPH. At the end of the fifth year of full-time study, and upon meeting all requirements for the graduate public health program, students will earn the MPH. Degree time is compressed, thus saving students' time and tuition dollars. This forward-thinking and integrative approach is suitable for pre-professional students interested in the field of public health.

Public Health is a broad field with many opportunities, from hospitals to government agencies, to positions in non-governmental organizations and foundations with a mission to promote public health. Public health professionals look for patterns of disease and disability in the population through a local to global lens. Guided by a commitment to promotion of health and prevention of illness, disease, and injury, public health professionals are trained to be mindful of the integration of appropriate health-care services. Public health positions may be in research, public policy, administration and management, health promotion, epidemiology, environmental health, and biostatistics, to name a few. In addition to alignment with CEPH criteria for public health education, the BSPH curriculum will focus on building Tier 1 professional skills as identified by the Council of Linkages Between Academia and Public Health Practice.[1]

Graduates may work with nonprofit organizations or work in local, tribal, state, and federal agencies. Public health professionals often work in partnership with a community, city, county, state, tribe, or region to create an environment that promotes and supports population health. One of the first steps in any public project is surveillance, which helps to identify the prevalence, incidence, risk, and protective factors for a public health issue. Surveillance also helps to identify populations that are at highest risk for a particular public health issue. With this information, public health professionals and researchers develop targeted and culturally responsive interventions and policies that aim to address a particular issue. In the case of asthma, public health professionals may use surveillance to identify high risk populations and then intervene by providing individual and community education to increase awareness of asthma triggers that can occur at home and in the environment. In addition, public health professionals aim to develop policies that monitor air quality and support safe and healthy housing, schools, and workplaces that are free of smoking, all of which improve asthma health outcomes. Finally, public health professionals are concerned with whether adults and children with asthma have access to primary and preventive health care services to manage the disease.

The purposes of the BSPH program are to:

a. Develop a future workforce with the skills necessary for developing, managing and administering public health services.
b. Develop a future workforce that has the foundational public health skills within the framework of legal, ethical, moral and professional standards.

[1] http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx

c. Develop a future workforce that will be instrumental in translating learned skills into practice to improve the quality of life for individuals and communities.

1. **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.)?**

Need for the Proposed Program:

Public Health has a workforce shortage.[2] There are an estimated 50,000 fewer public health workers than the U.S. had 20 years ago.[3]

Various public health problems pose a significant challenge to our state's ability to provide healthcare and assure the health of the population. Public health professionals work to improve health outcomes, to reduce health care costs by teaching people healthy behaviors, and by explaining how to use available healthcare services.

According to the US Census Bureau, the overall South Dakota population continues to age. The trend has no sign of reversing in the near future. The percentage of adults aged 65 and older has grown from 14.7 percent of the state's population in 1990 to 16 percent in 2016. The overall population rate in South Dakota increased by 0.9 percent in 2017.[4]

Existing and emerging public health issues within South Dakota include the following:

- The obesity rate in South Dakota has remained steady at around 30% for the past 6 years, after a steady rise in the 1990s.[5] South Dakota ranks 28th among the 50 United States and in the middle of the pack regionally in 2014.

- South Dakota leads the nation for cases of West Nile Virus. Between 1994 and 2014, South Dakota had 55 cases per 100,000 people of neuro-invasive West Nile disease, compared to the national rate of 5.5 cases per 100,000 people.[5]

  In 2015, 12.1% (about 1 in 8) South Dakotans experienced food insecurity or hunger, and the rate is even higher (18%) among children living in food insecure households.[6] Furthermore, 11 counties in South Dakota experience food insecurity rates between 15-29%, which are among the highest rates in the U.S. While reservation counties shoulder the burden of food insecurity in South Dakota, Clay County has the highest rate of food insecurity of all non-reservation counties in the state.

- Sexually transmitted diseases are spiking in South Dakota. Chlamydia rates have increased by 25 percent since 2013. This increase is very similar for gonorrhea and syphilis cases.

[2] http://healthyamericans.org/assets/files/PHWorkforce.pdf
[3] http://www.asph.org/document.cfm?page=1038
[4] https://www.usnews.com/news/best-states/south-dakota/articles/2018-01-06/south-dakota-population-increases-by-09-percent-in-2017
[5] www.southdakotadashboard.org
[6] http://www.feedingamerica.org/research/map-the-meal-gap/2015/2015-mapthemealgap-exec-summary.pdf

South Dakota is home to nine federally recognized tribes. Among tribes in the Great Plains region (Iowa, Nebraska, North Dakota, and South Dakota), tribal communities in South Dakota experience the highest rate of unemployment (15.4%), the highest percent of people living in poverty (45.8%), the lowest median annual income ($25,000), and the highest percent without health insurance (37.9%).[7] All of these issues influence health outcomes across the lifespan and reinforce health disparities and inequities that are addressed through public health practice and research.

South Dakota has resettled 5,879 refugees from 32 countries between 2002 and 2015.[8] Refugees are individuals who have been forced to flee their homes for political reasons, commonly related to civil conflicts, regional wars, governmental abuse, and generalized violence. Most of the problems in providing successful health care to refugees and displaced persons are programmatic and institutional, which fall in the public health realm.

There are many other public health issues that need to be addressed, such as emergency preparedness, bioterrorism, mental health, immunizations, epidemiology, pollution and clean water supply, biostatistics, nutrition, stress management, smoking cessation, substance abuse, teen pregnancy, HIV/AIDS, tuberculosis and other infectious diseases, blood pressure/medication management, cholesterol management and accessing available health care. These are all areas within public health and cover the Ten Essential Health Services[9] that local and state public health departments must ensure they provide for the population. These problems will continue to pose a significant challenge to our state's ability to provide health care and assure the health of the population. BSPH graduates will be prepared to help guide the state to meet these challenges.

There are eight domains of public health practice[1], including: 1) analytical/assessment skills, 2) policy development, 3) program planning skills, 4) communication skills, 5) cultural competency skills, 6) community dimensions of practice skills, 7) public health sciences skills, financial planning and management skills, and 8) leadership and systems thinking skills. The Tier 1 skills competencies gained in the public health program will be integrated into public health practice to enhance workforce development planning, workforce training, and performance evaluation, among other activities.

Tier 1 skills are the expected competencies of those who have completed a bachelor's degree in public health studies. Bachelors-prepared public health professionals carry out the day-to-day tasks of public health organizations, including data collection and analysis, fieldwork, program planning, outreach, health education activities, communications, customer service, and program support. BSPH graduates are not in management positions. Tier 2 and Tier 3 skills address the same eight domains of public health practice, with higher level competencies identified. Tier 2 skills include program management and supervisory competencies while Tier 3 skills address senior management and executive level competencies, including leading public health organizations, customer service, and program support.[1]

Expected Demand for Graduates:

[7] http://gptec.gptchb.org/data-products/
[8] http://dataomaha.com/refugees/state/sd
[9] https://www.cdc.gov/stltpublichealth/publichealthservices/essentialhealthservices.html

According to the South Dakota Department of Health, the healthcare industry in South Dakota has experienced substantial and steady growth since 1972 when recordkeeping began. This increase is projected to continue for the foreseeable future and is expected to be one of South Dakota's largest growth industries over the next decade. This growth is driven in part by:

- an aging patient population;
- an expanding general population;
- technological advances in the workplace requiring additional staff;
- a growing emphasis on disease management; and
- an aging healthcare workforce, who must be replaced as they retire.

Healthcare occupations that provide health care services are among the fastest growing professions in South Dakota and are projected to make up approximately 14% of the state's new jobs between 2012 and 2022. Health educators are projected to have a 11.8% increase in employment between 2012 and 2022 in South Dakota.[10]

Public health professionals serve local, national, and international communities as protectors of the public's health. A variety of jobs exist within the public health sector. Generalist positions that public health graduates might pursue include public health education and health services management. Health services managers, for example, are responsible for planning, directing and coordinating the medical and health services offered in communities and to specific population groups.[10] According to the Occupational Outlook Handbook through the Bureau of Labor Statistics (2014) from 2012 to 2022, employment of health services managers is projected to grow 23 percent and the employment of health educators and community health workers, 21 percent.[11] These rates are faster than average for all occupations. Continued growth is attributable to efforts to improve health outcomes, reduce health care costs, and expand education to individuals and communities regarding healthy habits and behaviors.

Nationally, the overall employment of public health professionals, community health workers, and health educators is expected to grow 16% from 2016 to 2026, much faster than other occupations. The number of new jobs projected for health educators and community health workers between 2016 and 2026 is 19,200 new jobs. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people healthy behaviors and explaining how to use available healthcare services. Governments, health care providers, and social services providers want to find ways to improve the quality of health and increase positive outcomes, while reducing costs. This should increase the demand for public health workers because they teach people how to live healthy lives and how to avoid costly diseases and medical procedures.[12] [13]

2. How would the proposed program benefit students?

This proposed program has two areas of focus: A BSPH to prepare undergraduate students for entry-level positions as public health generalists and health educators; and for those students interested in pursuing a graduate degree in public health, to provide an accelerated pathway to the online MPH program.

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[10] https://doh.sd.gov/documents/Providers/Rural Health/2015WorkforceReport.pdf
[11] http://www.bls.gov/ooh/community-and-social-service/health-educators.htm
[12] https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm
[13] www.bls.gov
[14] https://job-outlook.careerplanner.com

In public health professional practice gives preference to entry level professionals with some form of certification. This program will increase and provide the eligibility of students to sit for national examinations of certification. Graduating students interested in the field of public health and health education will have the opportunity to take the necessary coursework and increase their eligibility for national certification in public health. A national certification will increase the student's employment opportunities in South Dakota and throughout the Unites States. The proposed curriculum will allow graduating students to sit for and pass the CHES (Certified Health Education Specialist) exam. Students will be also eligible to sit for the CPH (Certification in Public Health) exam after 5 years of employment in public health.

3. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?

The proposed BSPH program is supportive of and consistent with the mission of the University of South Dakota and the School of Health Sciences. The University of South Dakota was established by the legislature (SDCL 13-57-1)[14] to meet the needs of the state and region by providing undergraduate and graduate programs in the sciences and health sciences among other areas of study.

The BSPH curriculum will expand the current offerings in the School of Health Sciences and support the public health training needs of the state and region. The BSPH program specifically addresses key aspects of the School of Health Sciences' mission by:

1. Establishing a curriculum to prepare graduates for interprofessional, collaborative practice that meets the public health workforce needs of the region, and innovatively moves health and human services forward.
2. Promoting "innovative, interprofessional education for professionals who will be serving the needs of the public, especially those in rural, medically underserved and health care shortage areas."

4. 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?[15]

South Dakota State University's Department of Health and Nutritional Sciences within the College of Education and Human Sciences currently offers a major in Community and Public Health. According to the online SDSU undergraduate catalog, "The Community and Public Health Program is designed to prepare students in conducting health education and health promotion activities in a non-classroom setting. The program objectives are to facilitate development of professional skills in program planning, implementation, and evaluation as well as offer a broad course work curriculum in personal and community health."[16] The program serves as a foundation for students to apply to various graduate and professional programs, which may include: medical, physician assistant, chiropractic, physical therapy, or health administration and counseling.[17]

[14] https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.
[16] http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm.
[17] http://catalog.sdstate.edu/

[17] http://catalog.sdstate.edu/preview_program.php?catoid=30&poid=6861&returnto=3833

The University of South Dakota currently offers a Bachelor of Science in Health Sciences, with a minor in Public Health. The B.S. in Health Sciences has a focus on pre-professional education for those students pursuing professional degrees in medicine, podiatry, chiropractic, pharmacy, physical therapy, etc. The health sciences program offers a broad knowledge base in health care to facilitate student employment in many non-clinical positions. It gives students with previous education in health careers an opportunity to earn a bachelor's degree. Many courses already developed and offered for the Bachelor of Science in Health Sciences will be required for the BSPH curriculum. This includes: HSC 315 Introduction to Public Health. In addition, HSC 320 Introduction to Epidemiology and HSC 325 are already offered as a component of the Public Health Minor. MLS 415 Communicable Diseases and Public Health, HSC 330 Native People's Health Care, Promotion and Policy, HSC 380 Health Literacy and Culture Care, and HSC 440 Major Issues in Health and Human Services are some of the existing courses that will be part of the required curriculum for the BSPH.

The new BSPH program as proposed by USD will be offered through the School of Health Sciences and will focus on public health in South Dakota and the surrounding region. In addition to public health generalist competencies, the proposed BSPH includes a specialization in health education. Thus, both programs will address health education and both programs serve as a foundation for students to apply to various graduate and professional programs. USD's planned program has a broader scope and incorporates the 27 core health science credits from the health sciences major into the BSPH. While there may be overlap in the two public health programs, the demand for public health professionals locally, regionally, nationally, and globally is real and is increasing as healthcare moves into the community setting and also, in response to global health issues. The greatest differentiation between the two programs is USD's intent to offer an accelerated option (3+2) to the MPH when the graduate program is granted accreditation.

Graduates will be prepared for the eight domains of public health practice as identified by the Council on Linkages Between Academia and Public Health.[1] Graduates will work in various public health sectors planning, implementing, and evaluating, while applying the skills of epidemiology, behavioral health and theory, coordination with health care organizations to complete timely screenings, and the process of policy development.

The public health generalist will meet the public health needs of the state and the region, especially in rural, medically underserved, and health care shortage areas. The public health arena demands professionals who are prepared to work in various sectors of the public, not just as community health educators. The majority of counties in the state of South Dakota qualify as health professional shortage areas, and m any of these counties qualify as low-income areas as well as health professional shortage areas.[18] The state also has a large number of medically underserved areas (MUAs).[19]

Access to health professionals, including public health professionals, is important to protecting and improving the health needs of South Dakotans. There is a real need for public health professionals across the state and region in a vast array of public health roles. One especially high need area is the field of research. There is robust research being conducted by health systems in the state and a very real shortage of researchers. Bachelors-prepared public health graduates would be welcomed to work alongside the research scientist. There is student interest in the field of public health demonstrated by the more than 30 SDSU undergraduates in each of the last two years and

[18] https://doh.sd.gov/documents/Providers/RuralHealth/HPSA.pdf

the sixteen USD undergraduates in 2017 that earned a minor in Public Health. These numbers, while impressive, do not meet the demands for public health professionals trained at the public health level. Also, many of these individuals may have entered graduate programs in healthcare fields, including public health.

5. 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.* [19]

	Institution	**Program Title**
Minnesota	University of Minnesota	None
North Dakota	University of North Dakota	BS: Public Health Education
Montana	University of Montana	BS: Community Health
	Montana State University	BS: Community Health
Wyoming	University of Wyoming	BS: Kinesiology and Health Promotion

6. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

It is anticipated that enrollees will consist of two primary groups of students, i.e. new students enrolling at USD and health sciences majors who choose to pursue the BSPH. Examples of potential students include:

1. Undergraduate students who have an interest in health care and health related issues but do not plan to pursue a degree in medicine or allied health professions. There are numerous students currently enrolled in the Bachelor of Science in Health Sciences (BSHS) program who fit this description.
2. New undergraduate students who have an interest in pursuing a bachelors and master's degrees in public health, which would be offered at the University of South Dakota in a progressive manner.
3. Health science majors who may choose to double major and graduate with the BSHS and BSPH.
4. Current health care professionals or individuals prepared at the associate level and currently employed in health care organizations who would like to gain knowledge and credentials in public health. Those who hold a bachelor's degree would likely not pursue this undergraduate option, but instead would opt for the graduate program.

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.

[19] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

The estimated enrollment for this major is 15-25 students the first year. The program is projected to grow and increase enrollment over the next five years by an estimated 5-10 students per year. This projection is based on current enrollment in public health and health science courses. In recent years, the number of students studying public health at the undergraduate level has grown considerably. This growth reflects the demand for people trained to address health promotion and to institute prevention strategies in diverse settings. National concerns such as the obesity epidemic; rise in chronic conditions such as diabetes and cardiovascular disease; disaster management; and the emphasis on wellness have generated new jobs and increased demand for those with public health education. Distance students are especially interested in public health. Many of these students are associate degree health practitioners completing a bachelor's degree. Other distance students include individuals in the military or military spouses who see a need for public health. There are 125 students enrolled in HSC 315 Introduction to Public Health spring semester 2018 alone. Public health coursework is in high demand by undergraduate students at USD.

8. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?[20]

	Yes/No	***Intended Start Date***
On campus-001	Yes	**Fall 2019**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus-030	Yes	UCSF	**Fall 2020**

	Yes/No	***If Yes, identify delivery methods***[21]	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)-015	Yes		**Fall 2019**

9. What are the university's plans for obtaining the resources needed to implement the program?

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources[22]	No	No
Ask Board to seek new State resources[23]	No	No
Ask Board to approve a new or increased student fee	No	No

[20] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.
[21] Delivery methods are defined in AAC Guideline 5.5.
[22] If checking this box, please provide examples of the external funding sites identified
[23] 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**.

Four programs that offer both a bachelors and master's degree in public health were considered helpful models when planning the BSPH program being proposed by the School of Health Sciences. The four schools identified offer a Bachelor of Science in Public Health and also offer an accelerated option to the MPH.[25-28] The curriculum requirements for a Bachelor of Science in Public Health for the University of Arizona and the University of Iowa have similarity to USD's plan, thus are presented below.

The University of Arizona[24]
Bachelor of Science with a Major in Public Health

Bachelor of Science with a major in Public Health Curriculum (58 units)
Bachelor of Science with a major in Public Health Total Min. Requirement = 120 units

The Bachelor of Science with a major in Public Health is designed to promote an understanding of health and disease based on public health principles. The primary goal of the program is to prepare students to work in public health to improve the quality of life of individuals and communities. The curriculum provides general knowledge regarding public health principles and practice augmented by concentrated study (sub plans) in Environmental and Occupational Health, Health Promotion, Health Systems Theory and Practice, Global Health, and Public Health Practice. Field work provides students with an experience that incorporates classroom learning into public health practice and prepares them for future employment. This program is available in-person on the Tucson campus or in a fully-online format.

The core competencies of the major provide the knowledge and skills needed to conduct public health practice in diverse populations. Particular emphasis is placed on understanding health care delivery in the US and abroad, incorporating epidemiologic and statistical methodologies into public health practice, providing culturally appropriate and effective interventions, identifying health disparities, planning and evaluating health interventions, and understanding the link between nutrition and health.

Required Core Courses (37 units: grade of C or higher required)

ENGL 307 Business Writing (3)
OR ENGL 308 Technical Writing (3)
EPID 309 Introduction to Epidemiology (3)
PHPM 310 Health Care in the US (3)
HPS 350 Principles of Health Education and Health Promotion (3)
EHS 375 Introduction to Environmental & Occupational Health (3)
BIOS 376 Introduction to Biostatistics (3)
PSIO 380 Fundamentals of Human Physiology (4) OR
PSIO 201 Anatomy & Physiology I (4)
HPS 387 Health Disparities and Minority Health (3)
HPS 433 Global Health# (3)
HPS 478 Public Health Nutrition# (3)

HPS 493A Field Work in Public Health# (6)

Health Promotion Sub plan

Select 12 units: HPS 400 Contemporary Community Health Problems# (3)
HPS 401 Introduction to Mapping for Public Health# (3)
HPS 403 Applications in Health Promotion Behavioral Theories & Health# (3)
HPS 404 Fundamentals of Evaluation# (3)
HPS 481 Health Education Intervention Methods# (3)
HPS 497E Public Health for Community Wellness# (2)
HPS 497G Open Airways for Schools# (1)

Public Health Practice Sub plan

Select 12 units: HPS 404 Fundamentals of Evaluation# (3)
PHPM 407 Health Economics and Policy# (3)
PHPM 415 Strategic Planning# (3)
PHP 421 Introduction to Public Health Law and Ethics# (3)
HPS 499 Independent Study# (3)

Health Systems Theory and Practice Sub plan

Select 12 units: HPS 405 Biology in Public Health Research and Practice# (3)
PHPM 407 Health Economics and Policy# (3)
HPS 412 Public Health Approaches to Mental Health Disorders in US# (3)
PHPM 415 Strategic Planning# (3)
PHPM 458 Health Care Marketing# (3)

Global Health Sub plan Select 12 units:

HPS 401 Introduction to Mapping for Public Health# (3)
HPS 404 Fundamentals of Evaluation# (3)
HPS 416 The World's Food and Health# (3)
EPID 479 Infections and Epidemics# (3)
HPS 493C Global Experience in Public Health# (3)
400-level Public Health Study Abroad opportunities in China and Europe

The University of Iowa[25]
School of Public Health

Public Health Core

CPH:1050 College of Public Health Direct Admit Seminar	1 s.h.
CPH:1400 Fundamentals of Public Health (formerly CPH:2099)	3 s.h.
CPH:1600 Public Health Science: Inquiry and Investigation in Public Health	3 s.h.
CPH:2050 Second-year Undergraduate Public Health Seminar	1 s.h.
CPH:2400 The US Health System in a Global Context	3 s.h.
CPH:2600 Introduction to Public Health Methods	3 s.h.
CPH:3050 Third-year Undergraduate Public Health Seminar	1 s.h.
CPH:3400 Health, Work, and the Environment	3 s.h.
CPH:3500 Global Public Health	3 s.h.
CPH:3700 Methods for Program Implementation and Evaluation	3 s.h.
CPH:4999 Public Health Capstone: Practice of Evidence-Based Public Health	3 s.h.

B.S. Degree Requirements (25-26 s.h.)

CHEM:1110 Principles of Chemistry I	4 s.h.
BIOL:1411 Foundations of Biology	4 s.h.
BIOL:1412 Diversity of Form and Function	4 s.h.
Choose one: MATH:1460 Calculus for the Biological Sciences MATH:1850 Calculus I	4 s.h
Choose one: CS: 1110 Introduction to Computer Science (3 s.h.) CS: 1210 Computer Science I: Fundamentals (4 s.h.)	3-4 s.h.
CPH:3600:0001 Applied Public Health Methods (BS)	3 s.h.

Choose one:

- CS:2110 Programming for Informatics
- ENVS:1085 Fundamentals of Environmental Science
- GEOG:3110 Geography of Health
- GEOG:4150 Health and Environment: GIS Applications — 3+ s.h.
- GEOG:4770 Environmental Justice
- IS:2000 Introduction to International Studies
- MICR:2157 General Microbiology
- PHIL:2402 Introduction to Ethics

Public Health Electives

B.S. students must complete at least *four* elective courses in the College of Public Health, including at least *two* elective courses numbered 2000 or above. See below for a list of available public health elective courses.

CPH:2200 Climageddon: A Crisis for Public Health	2

CPH:2220	Building a Healthier Tomorrow: Public Health Methods to Minimize Disease and Pollutant Exposures	3
CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
CPH:3200	Death at Work: Case Studies of Workplace Safety and Health	3
CPH:3210	Nutrition in Public Health	3
CPH:3220	Public Health as a Public Good: Economics and Decision Making in Public Health Systems	3
CPH:3230	Human Genetics and Public Health	3
CPH:4200	Agriculture and the Environment	3
CPH:4210	Making a Difference: Public Health Policy and Advocacy	3
CPH:4220	Global Road Safety	3
CPH:4230	Injury and Violence Prevention	3

Experiential Learning Requirement

All College of Public Health undergraduate students must successfully complete at least one of these experiences—research, internship, global learning, or service learning course. Students must follow the specific criteria and procedures established for the selected experience as outlined by the Undergraduate Program Office. Students must successfully complete at least one of these experiences from the following. Second Year Undergraduate Public Health Seminar (CPH: 2050) must be completed prior to enrollment in any of these courses.

Students must complete this requirement by completing a course from one of the four lists below:

- Research
  - CPH: 4900 Undergraduate Research Experience in Public Health (ARR, 0-3 s.h.)
  - CPH: 4990 Mentored Independent Undergraduate Research in Public Health (ARR, 0-3 s.h.)
- Internship
  - CPH: 4850 Public Health Internship (ARR, 0-3 s.h.)
- Global Learning
  - CPH: 4750 Global Learning in Public Health (ARR, 0-3 s.h.)
- Service Learning
  - CPH:3750 Undergraduate Service Learning in Public Health

General Education Requirements

The College of Public Health's general education requirements are different from the University's:

Rhetoric	4
The Interpretation of Literature	3
World Languages	0-10
Natural Sciences	7
Quantitative or Formal Reasoning	3
Social Sciences	3
Historical Perspectives	3

Diversity and Inclusion	3
International and Global Issues	3
Literary, Visual, and Performing Arts	3
Values and Culture	3

Option one: attain fourth-level proficiency in a single world language, usually by completing four years of that language in high school or four semesters in college or an equivalent combination of high school and college course work; or pass an achievement test or evaluation at fourth-level proficiency. College of Public Health students may complete the World Languages requirement using **one of two options**. One year of high school language study is generally equivalent to one semester of college language study.

Option two: attain second-level proficiency in each of two world languages, usually by completing two years of each language in high school or two semesters of each language in college or an equivalent combination of high school and college course work; or pass achievement tests and/or evaluations at second-level proficiency in each language. Option two does not fulfill the World Languages requirement for the College of Liberal Arts and Sciences or qualify students to earn credit under the Furthering Language Incentive Program (FLIP).

Students may count courses taken to fulfill General Education Program requirements toward other degree requirements.

Undergrad to Grad (U2G) Degree Programs

Combined undergraduate to graduate programs provide an opportunity for students interested in public health to earn both their undergraduate and graduate degrees in 5 years.

Benefits of pursuing the combined degrees:

- Allows students to further explore their interest in the field of public health
- Expedites time to degree—5 years vs. the typical 6 years
- Saves money by cutting one year of tuition

Visit www.public-health.uiowa.edu/degree-programs/ for more information about our undergrad-to-grad degree options.

Special note for public health majors: Public health majors intending to pursue the Undergrad to Grad (U2G) combined degree program in public health must complete 120 s.h. of which up to 12 s.h. may be graduate credit by the end of Year 4. Specifically, public health majors must complete all of the following requirements in addition to the 12 s.h. of graduate coursework:

PUBLIC HEALTH MAJOR DEGREE REQUIREMENTS (approximately 60 s.h.)

- Public health core courses
- BA or BS courses
- Public health elective courses
- Experiential learning requirement
- General education courses

Four universities were identified as providing a bachelor of science in public health with an option for accelerated completion of the MPH. They are:

1. University of Arizona Mel & Enid Zuckerman College of Public Health offers a Bachelor of Science in Public Health (B.S. in Public Health). The curriculum provides general knowledge regarding public health principles and practice. This program is available on campus or in a fully online format. There is also an option for students to pursue a MPH degree after completion of the undergraduate requirements. This is similar to what is being proposed with this new program at USD. [24]

2. George Washington University and the Milken Institute School of Public Health offers a Bachelor of Science in Public Health. The school is fully accredited by the Council on Education for Public Health (CEPH). This accreditation is what is currently being sought by the USD/SDSU joint MPH program. There are dual degree options for undergraduate students to pursue a MPH degree after completion of the undergraduate requirements. This is similar to what is being proposed with this new program at USD. [25]

3. University of Iowa offers a Bachelor of Science in Public Health, a Bachelor of Arts in Public Health along with a MPH. Students have the option of continuing on after completion of undergraduate work to complete the MPH. This is similar to what is being proposed with this new program at USD. [26]

4. Ohio State University College of Public Health offers both undergraduate (B.S. in Public Health) and graduate degrees (MPH) in public health. Students have the option of an accelerated entry into the MPH program. Students in the proposed program at USD would have the opportunity to continue on to the joint MPH program between USD and SDSU. [27]

[24] https://publichealth.arizona.edu/sites/publichealth.arizona.edu/files/MEZCOPH-Academic-Curriculum-guide-2017-2018.pdf
[25] https://publichealth.gwu.edu/academics/undergraduate
[26] http://www.public-health.uiowa.edu/degree-programs-undergraduate/#cph-degree-req
[27] https://cph.osu.edu/prospective-students/B.S. in Public Health

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 10 – B
DATE: June 26-28, 2018

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SUBJECT

BOR Policy 2:12 – Distance Education Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION

In an attempt to transition the academic affairs policies into the new format, AAC was asked to review potential revisions to BOR Policy 2:12 Distance Education. When this was initially discussed during the January 2018 AAC meeting the council noted a number of major corrections which have now been addressed in the most recent revisions (specifically Section 3.3 and 4.3.1 in BOR Policy 2:12). A number of additional revisions have been made to BOR Policy 2:12 to align with current practice including that the Board approves all off-campus and online programs consistent with the model discussed at the June 2017 Board meeting.

In addition, revisions have been made to reflect the new U.S. Department of Education licensure and certification regulations that will go into effect in July 2018, which were discussed at the October 2017 Board Meeting. These revisions establish that academic programs at each institution are responsible for determining whether or not a program meets the licensure criteria in other states. AAC agreed that campus personnel in the affected programmatic units would be most qualified to evaluate these requirements for licensure, and then be responsible for reporting those to distance and continuing education offices.

The policy has also been revised to meet the new formatting requirements of the BOR Policy Manual, and also includes minor clerical edits beyond those referenced above.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will continue to be up to date with the current formatting requirements, making it more uniform across the entire manual, while also: 1) aligning the policy with current distance education practices; 2) capturing the

(Continued)

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DRAFT MOTION 20180626_10-B:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:12 Distance Education as presented.

new licensure and certification requirements; and 3) addressing minor clerical and grammatical revisions.

When this set of policy revisions were brought back to AAC during their April 2018 and May 2018 meetings, a number of additional modifications were identified by council members. Those revisions are now reflected in yellow in Attachment I to reflect additional changes made since the first reading by the Board at their March 2018 meeting.

Board of Regents staff recommend approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:12 – Distance Education

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Distance Education

NUMBER: 2:12

A. PURPOSE

To regulate the programs and courses offered for college credit through correspondence, electronic delivery, and off-campus delivery, in order to provide broader access to credit bearing college level educational opportunities and to assist communities in making effective use of the resources of South Dakota's public universities.

B. DEFINITIONS

1. **Distance Education Course:** Any course offered for college credit through correspondence, online delivery, electronic delivery on- or off-campus through means other than DDN, or out-of-state field experiences such as internships, cooperative education, or practica that meet educational prerequisites for licensure or certification by a state agency, or that are required for degree completion.
2. **Distance Program:** Any academic program (i.e., certificate, minor, or major) with curriculum approved by the Board of Regents to be offered ~~solely~~ through correspondence~~, electronic,~~ or online delivery.
3. **Off-Campus Center:** Any location approved by the Board of Regents other than the six designated campus locations where programs (certificate, minor, or major) are offered by one or more institutions within the system to meet demand within the area served.

~~B.~~C. POLICY

1. Applicable Policies, Standards and Guidelines

Unless specifically exempted, all Board and campus policies, standards and guidelines for on campus instruction, including admissions requirements, course evaluation requirements, course prerequisites, faculty qualifications, access to appropriate student support services and instructional equipment, and student rights and responsibilities, also apply to distance education instruction.

2. Administration

2.1. All distance education programs and courses, including correspondence study, should be coordinated in each institution under one authority. ~~such as a Dean or Director~~.

2.2. Campuses should engage established curriculum processes for ~~In~~ planning and executing distance education courses and programs. ~~, the Dean/Director should work with the Vice President for Academic Affairs, Deans and Department Heads on matters concerned with selection of courses and programs to be offered and recruitment of instructors. The Administrative Head (Dean or Division Head) of the unit in which a course is offered must recommend the course and faculty appointment to the Vice President for Academic Affairs or his/her designee. Where Graduate Courses are offered, the Graduate Dean, Director, or the Graduate Council must also approve the course offering and the instructor.~~

2.3. For academic programs that lead to licensure and certification, personnel with direct oversight of the academic program are responsible for assessing compliance with the licensure and certification requirements for states outside of South Dakota. Alignment of program requirements to states outside South Dakota shall be shared by program personnel with continuing education and admission offices at the respective campus.

2.4. For all academic programs that have field experiences, internships, cooperative education, or practica required for degree completion that occur outside South Dakota, personnel with direct oversight of the academic programs shall share information regarding these "learning placements and opportunities" with continuing education offices at the respective campus for state authorization reporting purposes.

~~2.2.~~ Board of Regents approval is required to offer and market ~~complete~~ distance programs and ~~complete~~ programs offered at off-campus centers.

3. Faculty

3.1. Qualifications and Appointment

3.1.1. Individuals who are not regular faculty members and who are appointed to teach a distance education course must meet the same qualifications as members of campus faculty. All such appointments must have the approval of the appropriate Dean(s) and the institutional Chief ~~Vice President for~~ Academic Affairs Officer prior to employment being offered or the course being scheduled. University policies may also require approval at the department level.

3.1.2. The person teaching the course and meeting classes must be the individual whose name appears on the grade report (class roster) in the office of the registrar. Any exceptions to this policy must be approved by the institutional Chief ~~Vice President for~~ Academic Affairs Officer.

3.1.3. Only persons that the institution has approved as graduate faculty may ~~with terminal degrees should~~ teach graduate courses. Only persons with terminal degrees, or in special cases exceptional scholarly qualifications, may teach 700 level courses. In the latter case, exceptions must be approved by the Graduate Dean and institutional Chief Academic Affairs Officer~~Vice President~~. Each course taught for graduate credit at the 500 or 600 level by faculty who do not hold a terminal degree, instructor rank, ~~–~~or graduate faculty standing on a

campus must have the recommendation of the Graduate Dean/Director and approval of the institutional Chief ~~Vice President for~~ Academic Affairs Officer.

3.2. Evaluation

Board of Regents and university policies governing faculty evaluation, including student evaluation of instruction, apply to off campus and distance education courses.

3.3. Compensation

Faculty compensation ~~for faculty bargaining unit members teaching off-campus courses is addressed in the collective bargaining contract. Non-unit faculty members teaching off-campus courses~~ shall be ~~compensated under a plan of compensation approved by the Board~~consistent with Board of Regents policy.

4. Courses

4.1. Requirements

Institutions must be able to demonstrate that graduate and undergraduate courses have intellectual demands and requirements comparable to graduate and undergraduate courses offered on campus. Distance education courses should have equivalent standards, rigor, student outcomes, substance and assignments as courses offered on campus.

4.2. Assessment

4.2.1. Course and instructional program assessment policies of the university transcripting the course apply to off campus and distance education instruction.

~~4.2.1.~~4.2.2. All courses using electronic delivery must comply with system Quality Assurance evaluation requirements and be evaluated at least once every three years.

4.3. Class Schedules

4.3.1. The time and place for scheduling distance education classes shall be determined by each institution. ~~The scheduling of courses and programs delivered electronically shall be coordinated through the Electronic University Consortium.~~ The schedule for course and program offerings shall be approved by the institutional ~~Vice President for~~Chief Academic Affairs Officer.

4.3.2. Distance education courses in which instruction is face-to-face shall be offered over a period of time which allows for appropriate levels of instruction and out-of-class study and reflection. The adequacy of calendar and instructional contact time shall be evaluated by the following measures: (1) number of instructional contact hours, (2) number of days on which the instructor meets with the class and (3) the total length of time from the first to the last class meeting. The following criteria shall be considered standards. Any practice that deviates downward from these standards must be approved by the ~~Vice President for~~institutional Chief Academic Affairs Officer.

4.3.2.1. Contact Hours: One credit hour for a minimum of fifteen contact hours. A contact hour is 50 minutes of instruction time.

4.3.2.2. Instructional: One credit hour of academic work may be awarded for instruction spanning at least three calendar days.

4.3.3. Distance education courses ~~offered electronically~~ may be scheduled on a semester basis and require that students complete learning experiences on a particular timeline (i.e. each week). Also, distance education courses may be offered asynchronously to allow students maximum flexibility in participation. Asynchronous courses may or may not necessarily be offered on a semester basis. The required length for a distance education course is determined by course expectations and scheduling. Typically, a one credit hour course lasting for a semester equates to 45 hours of ~~effort~~ engagement by the student.

5. Intellectual Property

Universities shall ensure compliance with copyright laws and all Board policies concerning intellectual property.

6. Access to Appropriate Academic and Student Services ~~Library Resources~~

6.1. Books, journals and other library resources that are necessary to conduct a course on campus must also be available in a convenient manner to students enrolled in a distance education course. These resources may be provided by the home campus library, by local public libraries, by agreements with other cooperating institutions, and/or electronically.

6.2. All distance education related activities shall ensure that students have access to appropriate advising, counseling, and academic support assistance.

7. Contracting with Agencies Outside the Board of Regents

Refer to policies~~y~~ 2:13 Third Party Requests for University Credit, 5:5 Tuition and Fees and 5:17 Instructional Funding.

8. Courses Sponsored by Another Regental Institution

8.1. A university may agree to sponsor a course taught by another university and delivered electronically to the sponsoring university's campus or to another site at which the sponsoring university is authorized to offer the instruction. Board Policy 5:17 (Instructional Funding) and 5:18 (Off-Campus State-Funded Programs and Courses) apply when a sponsored course is received at an off-campus location.

8.2. The university that requests to receive a course delivered electronically by another university is the "sponsoring" university. The university whose faculty member is teaching the course delivered electronically to the sponsoring university is the "originating" university.

~~8.3. A sponsored course must be a state-support course at the originating university.~~

~~8.4.~~8.3. The sponsoring university shall have a course that is equivalent to the course being taught at the originating university or may use variable topics to offer the course as an elective in an approved degree program.

~~8.5.~~8.4. Authorization to sponsor a course delivered electronically from another Regental university does not constitute an alternative procedure for obtaining Board approval for new courses or programs.

~~8.6.~~8.5. The sponsoring university shall register students for its own course and collect tuition ~~and approved fees~~ as if it were teaching the course. The originating university shall register students taking the course on its campus and collect tuition and ~~approved fees~~ according to its usual procedures. Refer to BOR policy 5:5.

~~8.7.~~8.6. The sponsoring university and the originating university shall agree in advance and in writing on the compensation to be paid to the originating university by the sponsoring university and on the responsibilities of each institution for library resources, instructional equipment and supplies, access to the instructor, personnel at the sponsoring university, faculty evaluation, and for compliance with other Board policies.

~~8.7.1.~~8.6.1. The originating university is responsible for payment of charges related to electronic delivery unless otherwise provided in the written agreement.

~~8.7.2.~~8.6.2. Procedures for handling complaints and grievances from students follow the process of the originating institution in collaboration with the institutional Chief ~~Vice President for~~ Academic Affairs Officer at the sponsoring institution.

~~8.8.~~8.7. A course offered as a sponsored course at one or more sites may be offered to one or more additional sites if such arrangements are provided for in the written agreement between the sponsoring and originating universities.

~~8.9.~~8.8. Universities may negotiate sponsored course agreements with regionally accredited non-system institutions.

~~8.9.1.~~8.8.1. Such agreements shall be ~~presented~~ included on the interim action reports prepared by the Executive Director for the Board at their ~~to the Board for approval at a~~ regularly scheduled meeting.

~~8.9.2.~~8.8.2. Universities shall not advertise or participate in the advertising of any electronically delivered course, register students for any course, or enter into any contracts for the purpose of implementing a sponsored course agreement with non-system institutions prior to approval by the Board.

~~8.9.3.~~8.8.3. Actions by the non-regental institution prior to Board approval do not establish any Board or university obligations.

FORMS / APPENDICES:

None

SOURCE:

BOR September 1989; BOR June 1992; BOR May 2001; BOR March 2005; BOR August 2016.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 10 – C
DATE: June 26-28, 2018

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SUBJECT

Dual Credit In-District Delivery – University Center Report

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

Potential partnerships with South Dakota School Districts for the in-district delivery of High School Dual Credit (HSDC) courses was discussed by the Board of Regents at their June 2017 meeting. Following the discussion, the Board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. This In-District Delivery model was further reviewed by the Board during the August 2017 retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs.

Following this discussion in August 2017, an update was provided to the Board during the October 2017 meeting with new guideline language specific to how In-District Delivery would be managed. Additionally, at the March 2018 BOR meeting, the Board approved an MOU and additional slate of HSDC courses to be delivered at Harrisburg for the 2018-19 academic year.

IMPACT AND RECOMMENDATIONS

When the Board approved the delivery of Math 102 – College Algebra by DSU it also indicated that a report on the in-district activity that occurred in Harrisburg during the 2017-18 academic year would be provided.[1] University Center personnel responsible for managing the relationship with Harrisburg have prepared a brief report for review by the Board (Attachment I) summarizing their first year of in-district delivery. The report

[1] The specific motion captured in the Board of Regents official minutes noted "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."

(Continued)

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INFORMATIONAL ITEM

provides data on student performance, positive aspects of the program, as well as some challenges that the University Center has had to work through with Harrisburg.

University Center personnel will be available to respond to Board member questions about the In-District Delivery model.

ATTACHMENTS

Attachment I – University Center Report on In-District Delivery

Harrisburg School District In-District Dual Credit Delivery
FY17-18 Summary Report

During the 2017-18 academic year, in-district delivery was offered in the Harrisburg School District (HSD). A total of five sections representing four courses were offered to a total of 150 students enrolled with the district.[2]

- **Fall 2017**
  - **MATH 102 – College Algebra** (3 credit hours) taught by DSU faculty
  - **Enrollments & Student Performance**
    - 29 students enrolled in Math 102
      - 16 – A's
      - 9 – B's
      - 1 – C
      - 3 – Dropped during add/drop period
  - **Began Discussions of Early College Model**
  - **Challenges:**
    - Working to align two separate academic calendars (i.e., K-12 and higher education) proved difficult as start dates and holidays varied from those approved by the Harrisburg school district and the South Dakota Board of Regents.
      - **Solution**: It was decided that we would follow the SDBOR academic calendar and then work the High School calendar into it. HSD has been very accommodating allowing us to hold class on their days off if needed.
    - Align content hours with HLC requirements and be consistent with BOR policies.
      - **Solution**: UC worked directly with the University offering the courses to ensure the content hours were being met
    - Finding a schedule that fit HSD needs and faculty availability.
      - **Solution**: HSD would first identify days and times that would fit into their normal day/periods. UC would take that information back to the University offering the course to create the course. The Universities then identified a faculty member that is available. Hybrid delivery has been discussed as a possibility to provide more flexibility.
    - Developing an orientation specific to in-district course delivery
      - **Solution:** UC coordinated with HSD staff to hold an orientation at HSD the week before classes started to ensure students had their portals set

[2] These 150 enrollments reflect a total of 310 credit hours offered across the five course sections. This number also included duplicated headcounts as some students completed multiple course sections during the Fall and Spring terms.

up and were prepared for the courses. This helped them understand that while they are still in high school, these are college courses.

- The courses can be taught by different Universities which means students can be a USD, DSU, or SDSU student while taking dual credit courses. It is important during orientation to assist students setting up the right emails and portals.

- Difficulties communicating with students and HSD staff during the summer.
  - **Solution:** Communication between HSD staff and students comes to a halt after the last day of their school year; therefore, it is imperative to work with HSD to get all students registered prior to the end of the school year for fall. This will ensure the first week of class goes smoothly.
- Developing relationships between HSD and UC.
  - **Solution:** This initiative started with a large group of staff from UC and staff, counselors and administrators at HSD. It was quickly realized in Fall 2017 that there were miscommunications. HSD and UC decided that it would be best on both ends to have one point of contact to share information, communicate, and work through issues as they arose.
- HSD agreed to purchase all materials required for the courses. They requested booklists right away so they can purchase the materials. However, in most cases, the requirements for the course are decided by the faculty member and often times the faculty isn't assigned until the last minute or right before classes start.
  - **Solution**: Universities assign specific books specifically for classes taught in the high school prior to assigning faculty. Additionally, HSD purchases textbooks and then allows the student to check out the book for the semester. It would be helpful as we continue to require the same book for multiple semesters so they can reuse the same books.

- **Spring 2018**
  - Offered 1st Early College Courses
    - **A&S 100 – First Year Seminar (1 credit)** – 41 students enrolled – 2 sections offered (UC staff) – USD
      - 41 – A's
      - This course was <u>required</u> for students in the Early College program.
    - **A&S 101 – Career Exploration (1 credit)** – 11 students enrolled – 1 section offered (UC staff) – USD
      - 11 – A's
      - This course was <u>not required</u> for Early College program participants.

- **SPCM 101 – Fundamentals of Speech (3 credits)** – 30 students enrolled – 1 section offered (USD faculty) – USD
  - 19 – A's
  - 10 – B's
  - 1 – dropped
- **MATH 102 – College Algebra (3 credits)** – 31 students enrolled – DSU faculty
  - 18 – A's
  - 10 – B's
  - 3 – C's

Positives:

- HHSD administration noted that "These courses have had about as high of an impact as any we have ever offered. They have been very meaningful for our kids."
- Students indicated they feel more prepared for college based on the self-reflection and skill building tools they learned through A&S 100 & 101.

- **Additional Challenges:**
  - It was realized that the Spring calendar is much different than fall academic calendar. It was originally thought we could take the fall schedule and copy it to the Spring semester.
    - Fall academic calendar has 6 holidays within the semester.
    - Spring academic calendar has 9 holidays within the semester.
  - **Solution:** Work more aggressively with the district to identify distinctions between the two academic calendars during the planning stages of the course for each semester.
- **Began discussions for 2018-2019 academic year**
- **Developed MOU (approved at April Board meeting)**
- **Requested approval to offer CSC 150, SOC 100 & PHIL 220 in district beginning in FA18 (approved at April Board meeting)**

2018-19 Proposed Schedule

	Fall 2018	Spring 2019	Days	Times	Instructor	Text	Notes	School Offering Course
A&S 100	X	X	M/W	7:45-8:45	Mercedes Bergman		1st 8 weeks	USD
A&S 101	X	X	M/W	7:45-8:45	Mercedes Bergman		2nd 8 weeks	USD
SPCM 101	X	X	T/TH	7:45-9pm	Nicole Ackman			USD
PHIL 220		Possible Spring						
Math 102	X	X	T/TH	11:08-12:23	TBD			DSU
CSC 150	X		T/W	1:24-2:58	TBD			DSU
SOC 100		Possible spring offer	TBD	TBD				TBD

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 10 – D
DATE: June 26-28, 2018

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SUBJECT

Resolution of Recognition

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Dr. Warren Wilson has dedicated 28 years of outstanding service to the higher education system in South Dakota, serving in several leadership roles throughout his tenure such as the Chief Information Officer for Black Hills State University, Executive Director of the South Dakota Library Network, and Director of the Regents Information Systems for the South Dakota Board of Regents.

IMPACT AND RECOMMENDATION

The staff of BHSU, BOR Central Office, and RIS support this request to recognize and express appreciation to Dr. Wilson for his dedication and contributions.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Special Resolution: BOR/BHSU – Warren Wilson

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DRAFT MOTION 20180626_10-D:

I move to recognize Warren Wilson for his service to South Dakota's system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Dr. Warren Wilson served the people of the state of South Dakota for 28 years, most recently for the past 11 years (April 1, 2007 – July 7, 2018) as the Chief Information Officer for Black Hills State University and Executive Director of the South Dakota Library Network; and

WHEREAS, prior to joining the staff at BHSU, Dr. Wilson performed with distinction as Director of the Regents Information Systems for the South Dakota Board of Regents (September 27, 1990 – April 1, 2007) for 17 years. He also worked for nine years leading technology initiatives at the University of Wyoming; and

WHEREAS, throughout his service to the Board of Regents as the Director of Regents Information Systems, and as a member of the Technology Affairs Council, Dr. Wilson put students first in the technology decisions and worked endlessly to further the SDBOR System; and

WHEREAS, Dr. Wilson holds an Ed.D. from the University of South Dakota, an M.B.A. from the University of Iowa, and a B.S. from Monmouth College; and

WHEREAS, Dr. Wilson was active on a number of regional and national organizations and served has served as co-investigator on several significant library automation and technology related grants; and

WHEREAS, Dr. Warren was honored with the "Friend of the Library" award from the South Dakota Library Association in 2003; an award which recognizes a non-librarian who has made a significant contribution to library development in a South Dakota community; someone who has shown initiative, support, and creativity on behalf of a South Dakota library to the betterment of the library and its services; and

WHEREAS, throughout his service to Black Hills State University and the Board of Regents, Dr. Wilson has worked with the 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 Dr. Wilson for his 28 years of dedicated service, leadership, and vision; and

BE IT FURTHER RESOLVED, that Dr. Warren Wilson be thanked for his outstanding contributions and dedication to higher education and to South Dakota, and it is ordered that this Resolution be included in the minutes of this Board and that a copy thereof be forwarded to Dr. Wilson.

Adopted this 28th day of June, 2018.

SOUTH DAKOTA BOARD OF REGENTS

_____
President

_____
Vice President

_____
Secretary

Special Resolution Number 12-2018

SOUTH DAKOTA BOARD OF REGENTS

Free Speech Policies Listening Session

REVISED
AGENDA ITEM: 13 – A
DATE: June 26-28, 2018

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SUBJECT

Free Speech Roundtable

CONTROLLING STATUTE, RULE, OR POLICY

U.S. Constitution Amendment I
SD Constitution Art. VI § 5 – Freedom of speech
SDCL § 3-6C-19 – Freedom of speech of officers and employees
BOR Policy 3:3 – Freedom of Speech
BOR Policy 3:4 – Student Code of Conduct
BOR Policy 6:13 – Facilities Use By Private Parties

BACKGROUND / DISCUSSION

Over the past year, a number of high profile freedom of speech incidents have occurred at postsecondary institutions around the country including the University of Nebraska-Lincoln, Indiana University of Pennsylvania, and most recently at Syracuse University. During the 2018 Legislative session, House Bill 1073 and Senate Bill 198 were introduced to provide greater oversight of Freedom of Speech at postsecondary institutions in South Dakota. Neither piece of legislation advanced out of their respective committees; however, the Board of Regents indicated that it would review existing policies and procedures that may impact freedom of speech and make any necessary revisions. During the May 2018 meeting, the Board of Regents reviewed the first reading of proposed changes to BOR Policy 3:4 to address language identified by the Foundation for Individual Rights in Education (FIRE) as having the potential to be interpreted in a way that could restrict protected expression.

IMPACT AND RECOMMENDATION

Individuals and organizations with a vested interest in this topic have been invited (see Attachment I) to provide oral and/or written comments to the Board during a public hearing on Board policies that may impact freedom of speech. These individuals/organizations were formally invited on May 25, and then again on June 6 through follow-up correspondence. The following constituent representatives have indicated a desire to provide oral comments to the Board during the free speech policies listening session. The session will be organized using two panels as designated below, with each participant on

(Continued)

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INFORMATIONAL ITEM

the panel being afforded the opportunity for approximately five minutes of oral comments followed by a question and answer session among the Board of Regents and the panelists.

Panel 1: Student/Faculty Perspectives of Regental Free Speech Policies in Action

- Dale Droge – DSU Faculty Senate
- Ally Monson and Cole McDougall – SDSU Student Association President and Government Chair
- Rob Turner – Vice Chair – USD Faculty Senate
- Nathan Harmer & Nick Alholinna – DSU Student Senate Vice President & Student Association Member

Panel 2: Stakeholder Perspectives of Regental Free Speech Policies in Action

- Blake Meadows – The Alliance for Defending Freedom
- Tyler Coward – Foundation for Individual Rights in Education (FIRE) Legislative Counsel
- Alan Aldrich – Current COHE Statewide President (USD)
- Representative Michael Clark – South Dakota Legislature

In addition to the individuals identified above, the following individuals provided written comments for the Board of Regents to consider on this issue. Respondents were given until June 22 to provide written comments, and those received are included in Attachment II.

- Senator Jim Bolin – Chair of Senate Education *(Page 7)*
- Dr. William Richardson – Distinguished Professor Emeritus, USD *(Page 8)*
- Dr. Robin Ammon – Chair, USD Faculty Senate *(Page 11)*
- Lance Kinzer – Director of Policy and Government Relations, 1st Amendment Partnership *(Page 14)*
- Kristi Bockorny – Chair, NSU Faculty Senate *(Page 17)*
- Josh Sorbe & & Madison Green – President & VP, USD SGA *(Page 18)*
- Shanae Doerr & Tyler Harris – President & VP, NSU SGA *(Page 20)*
- Allyson Monson & Cole McDougall – President & VP, SDSU SGA *(Page 22)*
- Tyler Coward & Azhar Majeed – Legislative Council & Vice President of Policy Reform, Foundation for Individual Rights in Education *(Page 51)*
- Jacob Oberpriller – Vice President, SDSM&T SGA *(Page 71)*
- Wyatt Osthus – President, BHSU SGA *(Page 72)*

- Kimberlee Wood Colby - Director, Christian Legal Society *(Page 73)*
- Blake Meadows – Legal Counsel, Alliance for Defending Freedom *(Page 91)*
- Student Survey – SDBOR Student Federation *(Page 102)*

ATTACHMENTS

Attachment I – Formal Invitation Letters
Attachment II – Written Comments from Invited Constituents

BOARD OF REGENTS
306 EAST CAPITOL AVENUE, SUITE 200
PIERRE, SOUTH DAKOTA 57501-2545
(605) 773-3455/FAX (605) 773-5320
www.sdbor.edu
OFFICE OF THE EXECUTIVE DIRECTOR

May 23, 2018

Freedom of expression on college campuses is a public policy issue that has generated much discussion and legislative interest around the country and in South Dakota. It is an issue that touches on not just critical freedom of speech rights but also privacy, safety, cost and quality of education, and other important policy considerations.

In consultation with other state leaders, the South Dakota Board of Regents and its institutions are undergoing a review of our free speech policies. As part of this effort, we are seeking written and/or oral testimony from experts and interested persons to be considered at our June 28, 2018 Board meeting in Brookings, SD. Our goal is to hear and better understand the full range of interests and issues affected by this topic prior to completing this review.

The Board would like to invite you to participate in our June 28 meeting to help improve free speech policies affecting all South Dakota public institutions of higher education. Oral testimony will begin at 9:20 am, followed by an opportunity for questions and discussion with the Board. Presenters are requested (not required) to submit written comments by June 22, and to summarize your key points in an initial 5-minute oral summary (time limit subject to change depending on the number of presenters).

If you are not able to present in person, the Board would welcome your written comments by June 22 so they can be included in the record and considered publicly. We respectfully request that you RSVP to Katie.Hubbart@sdbor.edu so that we can properly allocate time among the interested speakers. More logistical details will be provided once we have confirmed speakers.

To facilitate your possible review and comment, Board staff has identified a number of Board and individual institution policies that have free speech implications. Hyperlinks to each of these policies are listed in Appendix A & B.

Thank you for considering this invitation. We look forward to hearing from you and hope to see you in Brookings on June 28, 2018.

Sincerely,

Bob Sutton
South Dakota Board of Regents
President

Kevin Schieffer
South Dakota Board of Regents
Vice President

APPENDIX A

Board Policies That Have Freedom of Expression Implications

Primary Policies

- BOR Policy 3:3 Freedom of Speech
- BOR Policy 3:4 Student Code of Conduct
- BOR Policy 6:13 Facilities Use by Private Parties

Secondary Policies

- BOR Policy 1:11 Academic Freedom and Responsibility
- BOR Policy 1:17 Harassment Including Sexual Harassment
- BOR Policy 1:31 Exclusion of Members of the Public for Disruption of Institutional Activities or for Misconduct
- BOR Policy 3:7 Commercial Solicitation of Students
- BOR Policy 3:9 Guest Speakers
- BOR Policy 3:10 Student Media
- BOR Policy 3:18 Recognition and Funding of Student Organizations
- BOR Policy 4:21 Political Activity
- BOR Policy 6:12 Bomb Threats
- BOR Policy 7:1 Acceptable Use of Information Technology System

APPENDIX B

Institutional Policies That Have Freedom of Expression Implications

Black Hills State University

- Student Organization Manual
- Email User Account Policy
- Title IX – Sexual Misconduct

Dakota State University

- Sponsorship of Non-University Speakers by Student Organizations
- Student Organizations & Activities

Northern State University

- Guest Speakers and Performers
- Posting Policy
- Scheduling of University Events
- Facilities Use Agreement Template
- Student Activities Rubric
- Student Budget Appropriations Committee Guidelines

South Dakota School of Mines & Technology

- Policy I-05: Free Speech and Assembly on Campus Grounds for non-SDSM&T Personnel
- Policy III-7-1: Solicitation
- Policy III-10-1: On-Campus Advertising/Campus Posting
- Policy VI-11: Assessing User Fees: Scheduling, Events, and Conferences
- Policy VI-A-07: Scheduling and Coordinating Use of Campus Resources

South Dakota State University

- Student Conduct Code Policy
- Harassment Policy
- Housing Handbook – Harassment Policy (Page 33)
- Housing Handbook – Roommate Bill of Rights (Page 3)

University of South Dakota

- Student Handbook – Freedom of Speech (Page 53)
- Policy 7.005 – Sales and Solicitation

To: Regental Staff

From: State Senator Jim Bolin- Chair - Senate Education Committee- South Dakota Legislature

Re: Suggestions for Staff Consideration as Policy Adjustments are Considered.

1. Students who come to a regental institution should expect to be exposed and challenged by a wide variety of viewpoints on campus. This would include outside speakers who will be allowed and perhaps invited to speak at the various schools.

2. It will be the policy of each institution to promote and encourage a wide spectrum of diverse opinions and viewpoints from outside speakers.

3. All schools should maintain reasonable standards as to time, manner, and location for events that take place in which outside speakers will promote a variety of viewpoints. For example, the unrestricted movement of individuals to and from an event must be maintained in all instances, including any demonstration or display of support or opposition, for any issue being discussed or evaluated.

4. Any advocacy or promotion of physical violence or physical intimidation of any kind towards individuals or groups that hold differing viewpoints on a particular issue will not be tolerated or allowed.

5. It should be the policy of the regents to seek to avoid lawsuits and legal complications from students who feel their ability to promote a cause or issue was denied or infringed. Internal efforts to reach settlements and agreements when controversies arise are to be sought before any legal action takes place.

William D. Richardson
c/o Department of Political Science
University of South Dakota
Vermillion, SD 57069-3550
Email: wrichard@usd.edu

June 14, 2018

The Honorable Kevin Schieffer, Vice-President
South Dakota Board of Regents South Dakota Board of Regents
300 East Capital Avenue, Suite 200
Pierre, SD 57501

RE: The promotion and protection of free expression on college campuses
.

Dear Regent Schieffer:

I retired in August of 2017 from the University of South Dakota after serving 19 years as the chair of its Department of Political Science as well as the director of its W. O. Farber Center for Civic Leadership. I want to emphasize that the views I am setting forth in this letter are mine alone and are not intended to represent USD or, obviously, the Board of Regents. That said, permit me to succinctly explain my concerns about the state of free speech on college campuses today.

The vibrant exercise of First Amendment rights to free speech by (and for) students, faculty, staff, and campus speakers is fundamental to the role of higher education, which is specifically tasked with enhancing the ability of students to think independently and critically for themselves as they prepare for the daunting demands of self-government. While much of the national attention about the topic arises from issues associated with invited speakers, campus free speech also can involve self-muzzling by students who are concerned—sometimes quite rightly—about being too visibly on the wrong side of instructors' ideological preconceptions. If the increasingly passionate, partisan turmoil roiling our nation's politics and culture demonstrates anything, it is that democratic citizenship requires as much critical, independent thought as we can possibly cultivate in each new generation of young people. The way one assesses the truth or falsity of one's own opinions is to engage rationally and directly with those who may profess other views—indeed, especially with those who strongly disagree with your views. If our opinions prove inadequate and flawed after intensive, respectful, civil debate, we are well-advised to modify them or find better, stronger, more persuasive evidence to support them. This is what college is supposed to be about—a testing of opinions about, among many things, politics, culture, society, humanity, compassion, religion, morality, human behavior, and the appropriate civil arrangements that, collectively, enhance and strengthen an understanding of society and one's place in it. As the forthright University of Chicago report on Freedom of Expression set forth in 2014 (https://freeexpression.uchicago.edu/page/report-committee-freedom-expression), the free and open discussion of ideas—however disagreeable or disruptive

we might find some of them to be—is at the very essence of what higher education is supposed to be about.

I strongly urge the Board of Regents to adopt a straight-forward version of the University of Chicago model that would apply to all public institutions of higher education in South Dakota. Further, I would urge that the Board follow that adoption with a requirement that every such institution provide each entering member of every freshman class with a letter boldly affirming its commitment to free expression, how such expression contributes to a vibrant education, and advising the young recipients about what they can expect once they arrive on campus. (By way of illustration, I am attaching a letter Dr. Ellison sent to every University of Chicago freshman in 2016.)

In the current highly partisan atmosphere afflicting our nation, it seems prudent for all South Dakota institutions to reaffirm their deep attachment to the First Amendment, assure that their policies and procedures are adequate to the task of encouraging and protecting free expression on our campuses, and visibly demonstrate to our students how the truth or falsity of ideas is intended to be examined in the context of rational, civil discourse.

Sincerely,



William D. Richardson
Distinguished Professor Emeritus
University of South Dakota

Enc.: Dr. Jay Ellison's letter to the University of Chicago class of 2020.

the college
THE UNIVERSITY OF CHICAGO

Office of the
Dean of Students

Dear Class of 2020 Student:

Welcome and congratulations on your acceptance to the College at the University of Chicago. Earning a place in our community of scholars is no small achievement and we are delighted that you selected Chicago to continue your intellectual journey.

Once here you will discover that one of the University of Chicago's defining characteristics is our commitment to freedom of inquiry and expression. This is captured in the University's faculty report on freedom of expression. Members of our community are encouraged to speak, write, listen, challenge and learn, without fear of censorship. Civility and mutual respect are vital to all of us, and freedom of expression does not mean the freedom to harass or threaten others. You will find that we expect members of our community to be engaged in rigorous debate, discussion, and even disagreement. At times this may challenge you and even cause discomfort.

Our commitment to academic freedom means that we do not support so-called "trigger warnings," we do not cancel invited speakers because their topics might prove controversial, and we do not condone the creation of intellectual "safe spaces" where individuals can retreat from ideas and perspectives at odds with their own.

Fostering the free exchange of ideas reinforces a related University priority—building a campus that welcomes people of all backgrounds. Diversity of opinion and background is a fundamental strength of our community. The members of our community must have the freedom to espouse and explore a wide range of ideas.

I am enclosing a short monograph by Dean John W. Boyer, the Martin A. Ryerson Distinguished Service Professor in History and Dean of the College, which provides a helpful primer. This monograph, entitled *Academic Freedom and the Modern University: The Experience of the University of Chicago*, recounts the history of debate, and even scandal, resulting from our commitment to academic freedom.

If you are interested in some of the source material mentioned in Dean Boyer's book, you can find links to the important reports (e.g. the Kalven report, the Stone report, etc.), at the website maintained by our University Provost at http://freeexpression.uchicago.edu/.

Again, welcome to the University of Chicago. See you in September!

Sincerely,

Jay



John (Jay) Ellison, PhD
Dean of Students in The College

Harper Memorial Library 280 | 1116 East 59th Street | Chicago, IL 60637-1513
tel | 773.702.8615 fax | 773.702.5846 web | college.uchicago.edu

It has recently come to my attention that the South Dakota Board of Regents and its institutions are undergoing a review of their free speech policies. As part of this effort, I was invited to submit written comments to be considered at the Board's meeting on June 28, 2018. As a faculty member in higher education, as well as a supporter and advocate of liberal arts institutions I believe it is our duty to present our students with as much information as possible; this includes controversial topics. Higher education is intended to prepare its students to embark not only on professional careers, but also possess the ability to analyze numerous topics in a critical fashion. Therefore in order for our students to become productive members of our society they must be exposed to a variety of views.

Pertinent Legal Decisions

I am a legal scholar and not an attorney, but I would like to provide some comments that will help frame my beliefs. This information is not intended as a legal argument, but more of a review to provide context. In addition to the "free exercise clause" and "establishment clause" there are a number of words in the US Constitution's 1st Amendment that have nothing to do with religion. "Congress shall make no law . . . abridging the freedom of speech." Around the same time the 1st Amendment was being crafted the French philosopher Voltaire allegedly said "I disapprove of what you say, but I will defend to the death your right to say it". In my opinion this statement is the foundation that defines the Free Speech Clause.

US Supreme Court decisions have limited the ability of government entities (state actors) to restrict free speech characterized as defamation, obscene speech, pornography, commercial speech as well as *student speech in public schools*. While students have 1st Amendment rights, student speech is not unlimited. Though it pertained to a K-12 case, the US Supreme Court held in *Tinker* that speech can only be prohibited when it "materially and substantially interfere(s) with the requirements of appropriate discipline in the operation of the school." (*Tinker v. Des Moines Ind. Comm. Sch. Dist., 1969)*

An important point to remember is that institutions and organizations acting in or on behalf of a government function are *state actors* and are legally restricted in their ability to deprive persons of life, liberty, or property without due process of law. "When the government targets not subject matter, but particular views taken by speakers on a subject, the violation of the 1st Amendment is...blatant. Viewpoint discrimination is thus an egregious form of content discrimination. The government must abstain from regulating speech when the specific motivating ideology or the opinion or perspective of the speaker is the rationale for the restriction. The State may not…discriminate against speech on the basis of its viewpoint." *Rosenberger v. University of Virginia* (1995)

Board Policy

With respect to many of the national issues and discussions surrounding free speech, there seems to be two workable solutions. One is to distinctly define what speech is allowed on campus, and prohibit all other 'political' or 'controversial' topics. Not only is this notion the antithesis of a liberal arts education numerous Federal court decisions have demonstrated the illegality of such a philosophy. The second is the designation of a university campus as a free speech zone. This is far more in line with the general mission and purpose of a university.

Per BOR Policy 3:3, faculty and teaching staff should be protected and supported in these efforts, facilitating a welcome, open learning environment for all constituents. Furthermore, it is well established in the BOR policies that academic freedom is guaranteed to faculty, and as such is "fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning…" and includes the "…freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal" (SD BOR Policy Manual, Policy Number 1:11). It is also important to note that this concept of freedom should also be accompanied by responsibility and faculty members should represent accuracy, display restraint, respect other opinions, and indicate that they are not speaking for the institution. However, they should be not be censored or disciplined by the institution. This policy continues to state that "to secure student freedom in learning, faculty members in the classroom and in seminar should encourage free and orderly discussion, inquiry and expression of the course subject matter."

The bottom line is universities should be locations where ideas are shared and evaluated- whether everyone agrees with them or not. Universities must err on the side of allowing speech, rather than restricting it. However, as with all areas of free speech- the courts provide protection. Threatening or endangering speech should not be tolerated. It is important to remember that this Free Speech Clause protects speech and not *conduct*. Thus, I agree with the secondary policy 1.31- in that the University must maintain the right to remove people, subject to 'reasonable' restriction.

One workable solution is the establishment of a 'free speech zone' where outside groups (e.g., the person tabling for Turning Point USA at Nebraska) can present such ideas. This is a specifically defined space, outside of which the highest level of decorum is expected. Those on campus who wish to express their views would be able to do so. Those who wish to avoid them can likewise do so. Such a space would be identified as part of Policy 6.13- defining a location on campus as this type of area. It would not require special permits or restrictions (other than those for public safety). However, this policy can at times run into legal trouble such as was the case in *University of Cincinnati Chapter of Young Americans for Liberty v. Williams* (2012), where the designated free speech zone was deemed to be too confining. Additionally, a number of states have prohibited universities from limiting speech through free speech zones.

As I previously mentioned universities should err on the side of freedom of expression. In this, I am inspired by the model provided by the University of Chicago in its *Statement on Principles of Free Expression*. https://freeexpression.uchicago.edu/page/statement-principles-free-expression There is no place for threatening/ hate speech on campus, but the purpose of a university is to examine ideas with a critical lens. This doesn't work if the constitutional rights to freedom of speech are shed at the schoolhouse gate.

June 20, 2018

306 East Capitol Avenue, Suite 200
Pierre, South Dakota 57501

Dear Mr. Sutton and Members of the Board,

My name is Lance Kinzer, and I am the Policy Director for 1st Amendment Partnership, where we are privileged to work with some of the nation's largest faith communities with respect to their common commitment to First Amendment freedoms. This Winter I testified in support of free speech and freedom of association for South Dakota students.

I am writing to you today about policies affecting belief-based student organizations. South Dakota colleges and universities would enhance the educational experience for all students by ensuring that belief-based student organizations have access to the same benefits and privileges as any other student organization. Unfortunately, in states across the country, students who wish to form clubs organized around religious or other belief-based criteria have been denied the ability to operate as a recognized student organization. Limits on the ability of students to organize around common interests are ultimately limits on the free flow of ideas vital to a flourishing academic environment.

In response, ten states have now passed laws, signed by both Republican and Democratic governors, that explicitly protect the associational freedoms of belief-based student groups on public university campuses.

In reviewing existing policies in South Dakota, I am pleased to see that the Board of Regents recognizes an accommodation for expressive associations, or groups "created for specific expressive purposes…that would be significantly inhibited in advocating their desired viewpoints if they could not restrict their membership" (BOR 3:18(2)). Without this accommodation, administrators could (for example) prohibit a Catholic student group from requiring that a student who leads a study it offers on Catholic social theory be Catholic, or even agree with Catholic teachings. This violates basic tenants of common sense.

It is commonplace for belief-based organizations of all kinds to require their leaders or members to affirm and live consistently with the principles around which the group in question was formed. For decades, the right of student organizations to do just this was clear as a matter of constitutional law. A long line of Supreme Court cases held: that student groups can't be removed from campus merely because of their beliefs (*Healy v. James*, 1972); that faith-based student groups must be provided access to facilities under the same standards as other groups (*Widmar v. Vincent*, 1981), and; that student activity funds cannot be withheld from a group merely because they promote or manifest a particular belief system (*Rosenberger v. University of Virginia*, 1995). This line of cases not only protects individual rights, it also promotes the kind of flourishing intellectual environment that BOR 3:18(2) is designed to promote.

We encourage the Board to act to ensure that BOR 3:18(2) is followed on all its campuses, and further support codification of the basic animating principle behind this wise policy.

One matter of concern is the Board's policy on student activity fee disbursement to registered student organizations (BOR 3:18(3)(A)). The policy that "no student organization will be eligible for student fee subsidies of its operating expenses if its predominant activities involve sectarian ceremonies or exercises" specifically targets faith-based student organizations. As noted above, the Supreme Court was clear in *Rosenberger* that denying generally available funds to otherwise eligible recipients based on the religiosity of the funds' use violated the students' First Amendment guarantee of free speech.

Based upon conversations with leaders of faith-based student organizations, the practice on South Dakota campuses seems to be, "state funding aka school funding cannot go to us as an organization…because we are classified as religious." This policy contradicts nearly forty years of Supreme Court precedent.

In *Widmar*, the University of Missouri-Kansas City denied access to campus facilities to a religious student group, claiming that it violated the Establishment Clause to provide state funding to a religious group. The Supreme Court disagreed 7-1, stating that "an open forum in a public university does not confer any imprimatur of state approval on religious sects or practices." A decade later, the Court built on the *Widmar* decision and directly addressed the issue of student group funding in *Rosenberger*, holding that religious clubs cannot be denied student activity funds because they promote a belief system.

All official student organizations, including religious groups, should have the right to apply for and receive student activity funding. BOR 3:18(3)(A) incorrectly denies access to religious clubs and should be amended to allow faith-based clubs to compete on an equal basis with all other official student organizations.

South Dakota's colleges and universities should welcome diverse student groups as a part of a vibrant campus life. The accommodation for expressive student groups clearly demonstrates the recognition of this Board that belief-based clubs add value to their campuses. The Board of Regents should amend BOR 3:18(3)(A) to ensure that these clubs can fully participate in campus life, thus respecting the First Amendment rights of all South Dakota students.

Sincerely,



Lance Kinzer
Director of Policy and Government Relations
1st Amendment Partnership

June 21, 2018

South Dakota Board of Regents
306 East Capitol Avenue # 200
Pierre, SD 57501

Dear Regental Staff:

I want to thank you for the invitation to offer comments and/or present on the topic of free speech policy. This topic is very important to Northern State University (NSU) students and faculty.

Due to the timing of this BOR meeting, the NSU Faculty Senate has not yet been able to discuss free speech policies. However, once the fall semester begins, the NSU Faculty Senate will take this matter up in earnest. As we move through the academic year, it is my sincere hope the BOR will continue to engage us in these important discussions.

As the current Faculty Senate President at NSU, I will say I do appreciate the proactive stance the BOR is taking on this matter. Free speech in academia is vital for the faculty and most importantly for our students. By taking this approach, I am confident the University System in South Dakota will benefit in both the short and long term.

Respectfully,

Kristi Bockorny, PhD
Assistant Professor and NSU Faculty Senate President

To: South Dakota Board of Regents
c/o Katie Hubbart, Board of Regents Academic Affairs Specialist

From: Josh Sorbe
Student Body President
University of South Dakota

Madison Green
Student Body Vice President
University of South Dakota

Date: June 21, 2018

Re: Written Testimony on behalf of USD Students – Freedom of Expression on Campus

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South Dakota Board of Regents,

We would first like to thank you all, as well as the BOR staff, for your time commitment and dedication to effective policymaking. Affirmatively seeking testimony from stakeholders shows a desire to learn and see from numerous perspectives, and bringing more knowledge and expertise to the table yields a more holistic end result.

We are testifying on behalf of the student population at the University of South Dakota, our state's flagship university. We are the only Regental institution rooted in the liberal arts, the educational bedrock of critical thinking and conflict resolution. This summer, I (Josh) am in Washington, D.C, participating in The Fund for American Studies' economics and public policy institute. Coincidentally, the theme for the summer's program is free speech on college campuses. I've spent four weeks listening to keynote speakers from premier organizations like the Cato Institute, the ACLU, the Mercatus Center, and Americans for Prosperity, and I've come to realize that this is a more contentious issue than most realize. However, I do feel there are effective policies that can appease all.

Student Federation Executive Director Matthew Yetter conducted a poll across the BOR system via the universities' student governments and discovered an overwhelmingly majority of students are unfamiliar with the policy and the potential impact the newly drafted policy could have. It is therefore incumbent upon student government leaders to ensure the best interests of students is preserved.

During the 2018 Legislative Session, former USD and SDSU Student Body Presidents, Teagan McNary and Taylin Albrecht, respectively, testified in front of the House Judiciary committee in opposition to HB1073 "An Act provide for the protection of free speech on the campuses of public institutions of higher education". They had overwhelming support from both of the institutions' student governments, citing concerns on behalf of those that call the universities "home". McNary stated, "It is important to note that the reason we are at USD is to obtain an education. HB 1073 would open public institution campuses, as public forums that may attract individuals who seek to promote disturbance, not discourse, on our campuses. Our students expressed deep concerns that not only are they on campus to take classes- but around 2000 of our students also reside at USD.

It is our job to ensure that these students feel safe on campus, and that are surrounded by an environment that fosters learning and productive conversation."

In the words of President Abbott at his last faculty senate meeting, "we are in the business of education, and education alone." Students enroll at our universities under the assumption that they will be able to earn a degree. A pre-requisite to learning and skill-building in an educational setting is a comfortable learning environment. Last week, I attended the lecture of Karith Foster, graduate of Oxford University and founder of the Foster Family Foundation – a non-profit organization committed to inspiring free speech, social change, and empowerment through education and mentorship. She stated that, "free speech is not always free – your speech may not cost you anything, but it can cost someone else everything." Foster made a distinction between productive free speech and harmful free speech, similar to McNary's differentiation between "disturbance" and "discourse" in her testimony. In a perfect world, every member of society would know these differentiations and speech would be completely free. However, civil discourse has begun to look like a lost cause, and a heavier burden has been placed on policy to set the tone for what is disruptive disturbance and what is not. In the end, speech that harms others' ability to receive an education should not be tolerated on a college campus.

We ask you to draft a freedom of expression policy that uses students' ability to have a safe, productive learning environment as the framework. This means considering whether this policy will stimulate (rather than discourage) respectful discussion while hopefully preventing disrespectful and targeted discourse. Admittedly, this is no small task. However, a distinction needs to be drawn between harmful speech and productive speech. In order to learn at a higher education institute, you need to have a community and surrounding environment that supports you regardless of who you are. We need to ensure that all members of our community have that chance.

We thank you for the opportunity to testify, and are open for further questions or inquiries via phone at (605) 690-6401 and email at josh.sorbe@coyotes.usd.edu.

Best,

Josh Sorbe
Student Body President
University of South Dakota

Madison Green
Student Body Vice President
University of South Dakota

To: South Dakota Board of Regents
c/o Katie Hubbart, Board of Regents Academic Affairs Specialist

From: Shanae Doerr Tyler Harris
Student Body President Student Body Vice President
Northern State University Northern State University

Date: June 22, 2018

Re: Written Testimony – Northern State University's stance on Expression on College Campuses

South Dakota Board of Regents,

First and foremost, may we offer our sincerest gratitude for the opportunity to have our own testimony presented before you and for the ability to represent the thoughts and well-wishes of the students of Northern State University on the topic of Freedom of Expression in the BOR system.

While the topic of Freedom of Expression is not a topic that has been heavily touched on campus, thus far, we believe that it is a topic that needs to be addressed and handled in a proper manner. After engaging in several constructive discussions with other state universities and encouraging our own senators and fellow students to become educated on the topic of Freedom of Expression utilizing the resources the BOR have shared with us, we have come to a general consensus regarding our stance on the topic which is as follows: we believe that students should be allowed to express their opinions and beliefs in any form on campus so long as said practices do not hinder or hurt another student's university experience. Additionally, the platform which students use to speak at NSU should promote ideas and productive learning experiences rather than cause disturbances.

The NSU Student Government Association strives to create and promote a positive and productive environment at Northern State University. Multiple representatives expressed that freedom of speech on campus is a part of that learning environment and should not be purposely hindered or controlled. Any legislation regarding freedom of expression on campus is highly encouraged to embody these ideals as they are expressed by Northern State University students and other state universities.

Again, we sincerely thank you for the opportunity to testify on behalf of Northern State University. If you have any further questions, feel free to reach out to Shanae Doerr at Shanae.Doerr@wolves.northern.edu.

Best,

Shanae Doerr
Student Body President
Northern State University

Tyler Harris
Student Body Vice President
Northern State University

Last spring, the 2017-2018 South Dakota State University Students' Association took a stance on free speech on college campuses. Our first vote took place on January 29th, 2018 in response to House Bill 1073. Resolution 17-12-R was titled: "SDSU Students' Association Opposition of HB 1073" and included four student sponsors comprised of two executive team members, an at-large senator, and a student senator representing their college. The resolution outlined why SDSU students saw this HB as unnecessary with reasons including:

- It would "[allow] noncommercial expressive activity"
- The bill would require new documentation "in institution's handbook, on the institution's website, and through the institution's orientation programs, "causing unnecessary fees
- It would require "extensive, detailed, lengthy reporting requirements"
- "Section 7 of HB 1073 outlined specific, detailed access requirements to these reports…[including] by use of not more than three links" to university websites
- Also it "authorizes any person or student to sue a public university for violations of this Act and use this Act as defense or counterclaim against any disciplinary action"
- "Any person or student association aggrieved by a violation of this Act may bring an action against the public institution of higher education and any other person responsible for the violation and seek appropriate relief, including injunctive relief, monetary damages, reasonable attorney's fee and court costs"
- It would have the potential to "attract individuals who seek to promote disturbance not discourse on our campuses"
- "Far reaching protections for free speech already are in place through the SDBoR policy 3:3 which states "the institutions shall ensure the rights of free speech and expression and shall encourage the timely and rational discussion of topics whereby the ethical and intellectual development of the student body and general welfare of the public may be promoted.

After debate, this resolution proceeded to a roll call vote. With 27 voting members present, this resolution passed with 20 votes.

Students' Association voted on free speech again on February 12th. Our resolution, Resolution 17-16-R titled "SDSU Students' Association Opposition of SB 198", passed with 23 of the 28 senators voting in favor. Debate focused on the same points as our previous resolution in reaction to HB 1073.

Between the two bills, it was obvious that SDSU Students' Association did not see free speech as an issue on our campus. As stated by one member,

> "[I] believe the student voice recognizes that this is unnecessary red tape and bureaucracy...We are able to have open discourse so we can [have] reliance on open dialogues. This bill forces expensive training and unnecessary reporting to Pierre...if rights feel infringed upon then the 1st Amendment of the U.S. Constitution protects that right."

SDSU opposed both HB 1073 and SB 198 and sees the current policy by the South Dakota Board of Regents and the U.S. Constitution as protection for free speech.

Resolution 17-12-R

Sponsors:

1. Alex Farber- PPRC
2. Amber Alvey- At Large
3. Jordan Hill – Ag Bio
4. Allyson Helms- Vice President

Title of Resolution: SDSU Students' Association Opposition of HB 1073

WHEREAS the South Dakota House of Representatives dropped HB 1073 entitled "An Act to provide for the protection of free speech on the campuses of public institutions of higher education" on January 12, 2018,[1]

WHEREAS HB1073 intends to promote free speech by allowing noncommercial expressive activity as long as the conduct is not unlawful nor disrupts the functioning of the public institution,

WHEREAS Section 5 of HB 1073 requires new documentation "in institution's handbook, on the institution's website, and through the institution's orientation programs for students [regarding] the policies, regulations, and expectations of students regarding free expression on campus," [1]

WHEREAS Section 6 of HB 1073 requires additional training for "administrators, campus police officers, residence life officials, and professors" about the protections outlined in HB 1073

WHEREAS Section 7 of HB 1073 outlines extensive, detailed, lengthy reporting requirements of "any barriers to or incidents of disruption of free expression… actions the institution is taking to promote and ensure intellectual diversity and the free exchange of ideas… alleged violation of any person's rights under the First Amendment…"[1]

WHEREAS Section 7 of HB 1073 also outlines specific, detailed access requirements to these reports that public institutions must fulfill including access "by use of not more than three links"[1]

WHEREAS Section 8 of HB 1073 authorizes any person or student to sue a public university for violations of this Act and to use this Act as defense or counterclaim against any disciplinary action, stating "Any person or student association aggrieved by a violation of this Act may bring an action against the public institution of higher education and any other person responsible for the violation and seek appropriate relief, including injunctive relief, monetary damages, reasonable attorneys' fees, and court costs"[1]

WHEREAS HB 1073 would open public institution campuses as public forums that may attract individuals who seek to promote disturbance, not discourse, on our campuses,

WHEREAS far-reaching protections for free speech already are in place through the SDBoR policy 3:3 which states, "the institutions shall ensure the rights of free speech and expression and shall encourage the timely and rational discussion of topics whereby the ethical and intellectual development of the student body and general welfare of the public may be promoted,"

WHEREAS protections of our public institution campuses continue in SDBoR Policy 6:13 which states that campus facilities are "not open to the public for assembly, speech, or other activities as are the public streets, sidewalks, parks or seats of government,"

WHEREAS individuals with extensive knowledge of policies and protections currently in place on public institution campuses, including the South Dakota Board of Regents Director, have also opposed HB 1073,

WHEREAS ultimately, this HB 1073 is remarkably unnecessary given the protections of the First Amendment to the United State Constitution which quite clearly states that, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances,"

BE IT RESOLVED the South Dakota State University (SDSU) Students' Association opposes House Bill 1073,

BE IT FURTHER RESOLVED the SDSU Students' Association does not believe that the additional free speech protections granted through HB 1073 are currently necessary,

BE IT FURTHER RESOLVED the SDSU Students' Association will continue to support the free speech rights protected by the First Amendment to the United States Constitution on our campus and in our community.

Sources:

1. http://sdlegislature.gov/docs/legsession/2018/Bills/HB1073P.pdf

STUDENT SENATE MINUTES
January 29th , 2018
7:00 PM

I. CALL TO ORDER
II. PLEDGE OF ALLEGIANCE
III. ROLL CALL
IV. ADOPTION OF THE AGENDA
Moved by Senator Hill. Seconded by Finance Chair Simons.

Moved to amend by adding agenda item B, Resolution 17-12-R to New Business by VP Helms. Seconded by State and Local Government Chair Harwood.
Agenda amended.

Moved to amend by adding agenda item C, Resolution 17-13-R to New Business by VP Helms. Seconded by State and Local Government Chair Harwood.
Agenda amended.

Moved to amend by adding item D, Resolution 17-14-R, to New Business by VP Helms. Seconded by State and Local Government Chair Harwood.
Agenda amended.

Agenda adopted.
V. APPROVAL OF THE MINUTES
A. 1-22-18 Minutes
Moved by Senator Hill. Seconded by Finance Chair Simons.

VI. OPEN FORUM
A. James L. Johnson
Spent 18 years as an advisor to the Student Senate. Started teaching in 1960 and then taught every semester until 2003. The last 30 years were spent here at SDSU. In his time he has directed 75 productions here at state. Spent about 8,000 hours in Donor Auditorium so he is very excited to see the new performing arts center. Thanked the students for all the work that has been laid out for these new constructions. This new theatre allows the college to plan for the future. This performing arts center will be one of the best in the nation. The new building will have 5 performance spaces. Also discussed the senator of the year scholarship and award. In 1992 the scholarship fund was established. The fund has now been added to and the importance of the award is to recognize a student for their leadership and service. He said you can be part

of the tradition or you can add to it. Believes SA to be the most important part of what he did here. Pointed out how much growth comes from being involved here from learning budgeting, visiting with legislators, to learning how parliamentary procedure works. Encourages all senators to reach out and make a difference. Reminded everyone to make their life spectacular.

B. Public Comments
President of Saudi Student Association to clarify the cancellation of Saudi Arabian night. Agreed to move night to fall because of the need to bring equipment and funding and wanted to clarify rumors. Saudi student concerns are working to be resolved.

Senator Lorang and AA Monson reviewed the rules and regulations on parliamentary procedure and on our bylaws.

C. Student Organization Report

VII. COMMITTEE AND STAFF REPORTS

A. President
   i. Welcome to legislative session. We have a very strong voice to state legislature and the voice we choose to take on these resolutions can influence the way things go in Pierre. Planning on lobbying for these bills Friday. Various things can happen depending on the stance taken. It is important to collaborate with other universities in the state and has been working to do so. As things continue to come forward will continue to communicate through the facebook page.

B. Vice President
   i. Was in Pierre Tuesday and Wednesday and spoke about alcohol diversion and various other resolutions.
   ii. Committees that are not working please let her know to redistribute senators.
   iii. Elections are right around the corner. Please ask her questions if needed.
   iv. Lamb lead still needs to be filled.

C. Administrative Assistant
   i. Wellness Center is on time and renovation is going smoothly
   ii. Open forum ideas are always welcome.
   iii. Reminder to do office hours and meet with your deans.

D. Finance Chair
    i. Two special allocations will be coming up and speaker fund will be presented soon.
E. State and Local Government Chair
    i. Everything with city council has been going well. Will meet with mayor next month.
F. Programming and Public Relations Chair
    i. New page on SA website about what Students' Association is.
    ii. Next Monday elections open. #askmeaboutsa has started on social media for elections. Tabling will happen in the union to encourage people to vote and run. Everyone has to help with elections and tabling.
G. Ex Officio Members

UPC- Reminder that Up Close applications are out. Packing party is coming up and the Chicago trip and party are completely booked. BSA and UPC comedy night in Jacks Place before step show Saturday. Mom's weekend Feb. 9-10.

BSA- Sneak peak of step show at comedy night. Step Show is on Saturday Feb. 3. Meetings are now on Thursdays at 6pm.

Greek Life- Recruitment is wrapping up soon.

H. Committees

Parking committee- Discussed adjusting prices for faculty passes. Addressed concerns for commuter lots. Discussed looking into having some sort of system to show how many spots are available in each lot.

Academic Affairs- Approved 20 new courses. Approved planning stage for new minors and majors. Grad school is holding a three minute thesis competition.

Reaccreditation- Site visit date for reaccreditation in 2019. Discussed the things students need to know and do to have a valuable reaccreditation process.

Library- Asked for interest in alumni access to online databases.

Student Diversity and Inclusion Taskforce- Discussed diversity academy. Dr. Ziegler has resigned and Cass Williams has taken over the position.

I. Advisors

Wermedahl- New scholarship fund was set up today bringing hundreds of thousands of dollars to students. Update on the costs associated with the barn and cricket club and is working to get the monetary budgets worked out. Will continue to work towards getting the cricket club playing again.

Schmidt- Glad to be back.

Toleman- Thanks for feedback on midyear executive team.

VIII. UNFINISHED BUSINESS

A. 17-09-R Parking Studies

Moved by Senator Rang.

Encourages parking usage survey before breaking ground and having proper representation at new planning project meetings.

Seconded by Senator Patel.

Parking is a huge concern for all students.

VP Helms

Asked what a parking usage survey is and what it entails.

Senator Rang

Clarified it is informal and is more an open dialogue.

Senator Hill

Asked if this would be happening every time there is a new building or if the conversation has been had for Wakini building.

Senator Rang

Clarified that it would be happening with all new buildings and parking services is satisfied with the conversations had for Wakini.

Resolution passes.

B. 17-10-R Asset Recovery and Management

Moved by Senator Rang to approve.

Seconded by Senator Patel.

Moved by Senator Rang to amend first where as clause, line 2 from “endeavored” to “considered”.

Friendly and was approved.

Resolution was amended.

Senator Reski

Asked if it was student orgs taking the spaces or if it was athletics

Senator Rang

Stated it wouldn’t hurt orgs. It simply is because of commuter students and the events using the spaces are creating wear and tear on the lots. In a sense its bettering the spaces for students.

Senator Reski

Asked if the money collected for parking at sporting events goes to parking services.

Senator Rang

Stated it currently is not given to parking services to her knowledge. Says there is grey area when it comes to tailgating lots. Clarifies resolution mostly pertains to basketball games and other events where students aren't allowed to park in lots during key hours of the day. Says parking services can't reimburse students for each day these are closed but says that they can maintain the lots and pay for upkeep if they are using the space.

Senator Reski

Interested where money goes. Stated he assumed that if they are receiving money and this would mean that the costs would already be used to bring down costs.

Senator Rang

Only organization they are aware of that pays for parking is the union and the pay lot.

Finance chair Simons

Asked if this resolution was needed if it was a problem between athletics and parking services.

Senator Rang

We as students have to show precedence that students are a priority when it comes to parking. If students are paying for parking they should be getting their parking. This helps with reimbursement of students through having better lots. Other reimbursement options could be discussed in the taskforce as well.

VP Helms

Moves to amend 3rd where clause by striking out put on SDSU athletics and alumni.

Believes it inappropriate to call out certain entities.

Seconded by Senator Rang.

Agrees that this language was too specific.

PPRC Farber

Striking it out helps the tone of the resolution.

Resolution is amended.

Senator Alvey

Have you discussed with students how this money is used and compensated?

Senator Rang

Have discussed options for giving back to students and decided that this was the most practical way to address these concerns. Taskforce discussed ice cream socials and

other options specifically after removing cars from SE lot. Discussed other options for giving back but points out that students often times just want more lots. This will not be a huge number.

Senator Walker

Does this mean commuter pass prices will go down?

Senator Rang

Does not know the absolute prices or if permits could go down as it would not be her decision but parking services wants to give back to students. This is still the early phases.

Senator Naftari

If the idea works could it go towards lowering parking permits?

Senator Rang

Reiterates that this will not be a large amount of money but will help with maintaining the facilities or could go to whatever the taskforce sees fit.

Dr. Wermedahl

Recommended using this money for a scholarship.

Senator Rang

Thinks this a great idea and will bring it forward to taskforce.

State and Local Harwood

Don't get hung up on what ifs. This money is to help with their bottom line to get the money they are entitled to maintain the lots they have. They don't have money needed as they are still paying off Daktronics lot.

Senator Lorang

Believes the lots are under maintained in general and this money would provide better upkeep. Says that if parking is near and dear to your heart and you

Senator Johnson

Asked if there was any data on how many lots are affected a week.

Senator Rang

Says she doesn't have it right in front of her but the lots impacted most are the Scobey lot and lots surrounding Frost.

Reminder that this is a support resolution not what ifs or policies.

Advisor Schmidt

Asked if this would affect outside events at the PAC.

Senator Rang

Assumes there is a system already worked out and relationship with parking services which would continue.

Senator Sailor

Stated the Wellness Center lot is closed up to three or four times a week.

UPC Ex Officio

Asked about the time the lots close and if that really affects commuters or just general public.

Senator Rang

This is not setting anything in stone simply is support. This will get turned over to parking services to discuss.

Finance Chair Simons

Asked why motor pool is where it is.

Senator Rang

Motor Pool and parking services will be merging parking wise and doesn't know where this will lead.

VP Helms

Reminder that this is support for parking and voting in favor will allow us to further investigate and while all these topics are great discussion this does not secure anything. Encourages I vote.

James Johnson

Says parking problems come up each year. Says this university has parking inconvenience not a problem. Compares this university to Kansas. Encourages perspective. This is the first resolution he has seen about the future of parking and addresses these concerns.

Resolution passes.

C. 17-11-R Precision Ag

Moved by VP Helms.

This innovative form of agriculture is crucial for not just our college but the state and nation.

Seconded by Senator Johnson.

This major is still growing and the new facility would allow for more hands on experience. This is critical for the university and we will be the first university to have something like this.

Resolution passes.

Moved by VP Helms to recess for five mins to distribute resolutions.

IX. NEW BUSINESS

A. Swearing in of New At-Large Senators
3 new senators were sworn in.

B. Resolution 17-12-R
Moved by VP Helms to wave second reading of resolution and proceed to vote.
Second by State and Local Government Harwood.

Seconded reading was waved.

Moved by VP Helms to approve.
Critical that student voice is hear. Broke down bill. Allows individuals to bring outside guests to campus to speak and if anyone is blocked from visiting they then have to enter process of reporting. Believes this has not been an issue and this is unnecessary.
Second by state and Local Government Harwood.
Doesn't believe free speech has been hindered in his time here. Excited to hear everyone's thoughts.

Senator Rang
Points out the effort to be more transparent and has concerns about the shortness of this issue. Believes students should weigh in on this before we vote. This is a very big deal and is very important and we need time to investigate. Points out the number of organizations this will affect. The sense of urgency isn't lost but stated that real action will not be taken on this until much later due to government processes. Thinks this is inappropriate and SA can lobby on this at SHED. Also believes that SA does not have to take a stance on this issue. Our voice is important and doesn't want to push this through before we can lay all of this out. Doesn't believe the body is ready to take this vote.
Senator Lorang
Thanked Senator Rang for her remarks and insight. Student interns bring excellent insight to the table. Believes these quick items and emergency resolutions are a show of how senators can be good trustees of student voice. Instead of serving as a vessel of student opinions, senators can serve as stewards of their voice and are trusted with this office. Believes this debate allows for information to be put forward so a decision can be made. He interprets this resolution as that we want to protect our right to not let

anyone come onto campus and do whatever they want. Does not want more red tape when their rights are already protected in the first amendment.

Senator Naftari moves to table resolution.

VP Helms objects to consideration of the question.

Consideration was objected.

Senator Dittman

Has been on radar since last week. Pointed out that College Republicans and other groups support the bill and are against this resolution. Other groups have sent letters in support. This isn't an issue at SDSU but could become one. Other colleges have seen free speech zones and have come under scrutiny for these. The Board of Regents policy dictates free speech in their policy and this bill gives students a place to start if they do have grievances.

Senator Hill

Pointed out that this was written about in the Collegian and many students have seen this and have opinion that the bill is unnecessary. Believes a majority of students get their news from the Collegian and

Senator Patel

Has travelled through speech to other campuses and feels confident to give opinion. Any law that says free speech cannot be regulated in itself opposes the first amendment. Disagrees with two clauses in this bill Section 7 Clause 1 and Section 8. These sections says that they will not only be regulated but disciplined. Thinks that it is imperative that we take action tonight. Encourages aye vote.

Senator Milbauer

Asked for point of origin of bill.

Senator Sailors

Clarified after discussing with legislatures an incident occurred at USD that tried to bring in a speaker that was denied because of its potential offensive nature. Understands that this bill is a preventative measure. Brings up papers being graded based on personal opinions. Reiterated that this is preventative.

Senator Walker

Asked what speaker was the controversy.

Senator Sailors

Was unsure on nature of speaker.

Senator Patel

Answered that it was a documentary and was not a speaker. Documentary was opposed by certain sections of university.

Advisor Toleman

The documentary was shown eventually on the campus and incident was a number of years ago. Remembers issue coming up on news. Remembers this documentary was about Muslim women.

Senator Rameez

The documentary was offensive to some groups. Documentary linked Muslim women to certain culture etc. and this was offensive to students and professors. Believes we do not have a problem right now. States that there are people who can educate others on what is right and not right on whether items would offend someone. Stated his opinion was a documentary like that should not be shown. This also would allow for more communication. Supports resolution.

Senator Patel

Referring back to Sailors statement. Papers on opinions are covered by the freedom of learning statement. Read this statement.

Senator Rang

Stated that this process sometimes comes to standstill when comes to professor students problem. Believes this gives them another avenue.

VP Helms

Asked if bill addressed paper writing at all or if it addresses speakers and the like.

State and Local Government Chair

Reads a section of bill.

VP Helms

Believes bill isn't pertaining to papers but for public comments and nonacademic behaviors.

Senator Patel

States that Section 3 of bill talks about outdoor area and clarifies that writing a paper outside and having it grading outside it probably wouldn't be included. Clarified documentary was from 2015

Senator Lorang

Believes this is specifically 3rd party groups coming onto campus protesting whatever they would like and then give them the ability to sue the university if they were asked to

leave. Does not papers or academics. Believes the university should make those calls.

Trevor Gunlicks

Introduced himself. Many organizations have voiced support of this bill. There hasn't been a lot of time to consult others. Doesn't believe Collegian article is voice of students and believes it to be bias. He is a member of Turning Point USA and has met with students from across the country where free speech is not as loose. Brings forward info on lawsuits filled at universities that have free speech zones. States this is a national concept and preventative measure. Believes cannot voice entire campus opinions in such short notice. Does not believe SA can voice the opinion and lobby one way or another without asking at least 25% of the campus. Encourages SA to truly consider what they are doing. States this a national wave and thinks South Dakota is getting ahead of this. Is personally fearful that the university could limit free speech in the future. Believes that the people need to be asked before opposition is taken. Grateful that SDSU does not have an issue yet and fears current policies could limit free speech in the future.

Advisor Toleman

Did show documentary.

Senator Hill

Did not previously mean that collegian was correct or incorrect just pointing out that the Collegian may be the only time students hear of this.

PPRC Farber

Highlighted terms that concerned her including civil suit in the bill. Pointed out the definition of abstention. States that her opinion is that there are many times where senators need to be trustees on issues. Wanted to point out the option to abstain from voting if senators feel as if they are not informed.

Senator Pauley

Believes SDSU would be protecting itself. Could have repercussion targeted at university that do not pertain to the university if people are on the campus.

VP Helms

Apologizes that some Senators, specifically Senator Rang, feel uninformed because of the quickness of resolution. Points out that everyone has been informed about the quickness of legislative season and how important it is to

have an opinion on the matter when the bill goes to committee. Points out that the collegian stands for free speech and wrote an article. Believes it is imperative that senators are trustees and can stand for matters while lobbying. Agrees that this is a national issue. States that we should trust those in universities who have the authority to determine speakers. Believes the student voice recognizes that this is unnecessary red tape and bureaucracy. States that people are welcome to go testify but believes this is how the student voice sees the issue. We are able to have open discourse so we can reliance on open dialogues. This bill forces expensive training and unnecessary reporting to Pierre. Experts have necessary experience to make these decisions and if rights feel infringed upon then the 1st Amendment of the US Constitution protects that right. Encourages I vote.

Senator Naftari

Reminds that senators are here to serve. States that senators are trustees not vessels. Have to listen to 12,000 students and that is the stance we must take. Believes not everything is beneficial. Upon entering this country realized is not structured for minorities. Interprets that this bill means hate speech will be allowed. This university protects these students and reminds that speaking to those organizations would be helpful. Oppressed groups need to be recognized and consulted before voting on resolution. Believes tabling would have been best option.

Senator Walker

Believes the bill is unnecessary. Reminds of the situation with posters last semester and the way it made him feel. Says that this made him sick to his stomach and we cannot let this happen and this bill would give more groups a platform for hate speech. Encourages aye vote.

Senator Rameez

Says he feels at home here as international student. Believes SDSU provides freedom of speech and allowing outside sources to make students feel not at home or unsafe is not okay. Tradition makes students feel at home. Encourages support on resolution.

Senator Lorang

Reminders of what votes on this means for lobbying. Also reminds that there is the option to postpone indefinitely.

Senator Rang

Believes the resolution was short notice. Government moves slow for a reason and that pushing this through is seen as shady on a national level. Discussed the merits of free speech and believes that college is a place for encountering other things even if they make students uncomfortable. Believes if something crosses the line then we have procedures in place to handle those. Believes this resolution will add to that. States that differing opinions help us understand differing opinions. Still believes that this is too soon and need to discuss with other groups.

President Albrecht

Clarifies the process in Pierre and when lobbying can take place and what missed opportunities could mean.

Senator Johnson

The article itself was difficult to understand. Feels uncomfortable voting on this bill. Agrees that discussion helps in understanding but isn't enough. Understands urgency and believes in not rushing this through. Encourages tabling or postponing. Asks about the ability to call emergency meeting.

President Albrecht

Clarifies that it is very unlikely that an emergency meeting would work. Quorum needs to be met and it is difficult to make decisions.

Senator Johnson

Still believes this is too fast but understands urgency.

Senator Swift Moved to table definitely to next meeting.

Doesn't believe we can come together as one voice tonight on such short notice. Believes there are many people who want to discuss with constituents.

Seconded by Senator Rang.

Agrees

Senator Rameez

Points out that the situations last semester which carry over to this semester and feels comfortable speaking on behalf of his constituents. Attended meetings and talked to students about last semester's issues and believes he can vote on behalf of these people.

Senator Sailors

Thanks everyone for their civil debate. Reiterates that we need our full constituent's opinions. States that the people who signed on for him to take the position are split and he supports tabling the resolution.

Senator Patel

Agrees with Senator Rameez. Says that information came out Friday on the Facebook page and Senators were recommended to inform themselves even if the resolution was not released until today.

VP Helms

Whole heartedly agrees to reach out to constituents. Reminder who your constituents are. It is all students if you're an at-large senator. Implores everyone to reach out if this is tabled. Reminds everyone that President Albrecht has been in contact through the student federation and other universities will have discussions this week and will take a stance. Believes it would be beneficial to take a stance before SHED. Believes if this is the same conversation that will take place next week if tabled then it is pointless.

Senator Sailors

States that this is a conservative state. Believes that if students are educated on the issue they should have a right to inform their senators. Wants to reach out to constituents and get a larger pool of our students. Asked about how to do this. Personally believes this legislature isn't necessary but still wants that more time to gain larger opinion.

Senator Walker

Doesn't believe this should be table. Giving up a chance to be on record is a loss.

Senator Naftari

Believes a good decision is a good decision even if it isn't on record.

Senator Rameez

Represent students on SDSU and as senators we can take a stance.

Senator Dittman

Stated that representatives won't rush through decision regaurdless if the bill passes through committee.

PPRC Farber

Believes a voice is better than no voice. Non unanimous votes show student population better. Believes an initial voice is good to start a conversation. Doesn't think it sets a good precedence for other schools.

Senator Patel

Our voice may not be heard. Doesn't trust that this will be slow.

Senator Johnson moved to call the question.
Seconded by Senator Patel.

Question was called.

VP Helms called division of the house.
Vote was taken by roll call.

Motion to postpone definitely was not approved.

Senator Patel
Disagrees that it is not acceptable to have hate speech anywhere on campus. Points out the incident last semester and that the university handled it well. Believes this bill would mean that situation would have caused a lawsuit.
Senator Johnson
Asked about how the bill defines student organizations.
VP Helms
Clarifies that it includes invited guests.
Senator Hill
When talked to constituents people replied "don't we have that already?" Believes that neither side last semester was illegal. Believes that free speech is defined as what free speech should be. Does not believe there needs to be further legislation.

Senator Sailors called Previous Question.

Seconded by Senator Hill.

Question was called.

Resolution passes.

C. First Reading 17-13-R
D. First Reading 17- 14-R

X. TOPICS FOR FUTURE DISCUSSION
Motion to adjourn by Helms.
Seconded by Hill.

XI. ANNOUNCEMENTS

XII. ADJOURNMENT

Resolution 17-16-R

Sponsors:

1. Allyson Helms – Vice President
2. Nishi Patel – Arts & Sciences

Title of Resolution: SDSU Students' Association Opposition of SB 198

WHEREAS the South Dakota Senate dropped SB 198 entitled "An Act to provide for the protection of free speech on the campuses of public institutions of higher education" on February 1, 2018,[1]

WHEREAS SB198 intends to promote free speech by allowing noncommercial expressive activity as long as the conduct is not unlawful nor disrupts the functioning of the public institution,

WHEREAS Section 5 of SB 198 requires new documentation "in institution's handbook, on the institution's website, and through the institution's orientation programs for students [regarding] the policies, regulations, and expectations of students regarding free expression on campus," [1]

WHEREAS Section 6 of SB 198 requires additional training for "administrators, campus police officers, residence life officials, and professors" re the protections outlined in HB 1073

WHEREAS Section 7 of SB 198 outlines extensive, detailed, lengthy reporting requirements of "any barriers to or incidents of disruption of free expression… actions the institution is taking to promote and ensure intellectual diversity and the free exchange of ideas… alleged violation of any person's rights under the First Amendment…"[1]

WHEREAS Section 7 of SB 198 also outlines specific, detailed access requirements to these reports that public institutions must fulfill including access "by use of not more than three links"[1]

WHEREAS Section 8 of SB 198 authorizes any person or student to sue a public university for violations of this Act and to use this Act as defense or counterclaim against any disciplinary action, stating "Any person or student association aggrieved by a violation of this Act may bring an action against the public institution of higher education and any other person responsible for the violation and seek appropriate relief, including injunctive relief, monetary damages, reasonable attorneys' fees, and court costs"[1]

WHEREAS SB 198 would open public institution campuses as public forums that may attract individuals who seek to promote disturbance, not discourse, on our campuses,

WHEREAS far-reaching protections for free speech already are in place through the SDBoR policy 3:3 which states, "the institutions shall ensure the rights of free speech and

expression and shall encourage the timely and rational discussion of topics whereby the ethical and intellectual development of the student body and general welfare of the public may be promoted,"

WHEREAS protections of our public institution campuses continue in SDBoR Policy 6:13 which states that campus facilities are "not open to the public for assembly, speech, or other activities as are the public streets, sidewalks, parks or seats of government,"

WHEREAS individuals with extensive knowledge of policies and protections currently in place on public institution campuses, including the South Dakota Board of Regents Director, have also opposed SB 198,

WHEREAS ultimately, this SB 198 is remarkably unnecessary given the protections of the First Amendment to the United State Constitution which quite clearly states that, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances,"

BE IT RESOLVED the South Dakota State University (SDSU) Students' Association opposes Senate Bill 198,

BE IT FURTHER RESOLVED the SDSU Students' Association does not believe that the additional free speech protections granted through SB 198 are currently necessary,

BE IT FURTHER RESOLVED the SDSU Students' Association will continue to support the free speech rights protected by the First Amendment to the United States Constitution on our campus and in our community.

Sources:

1. http://www.sdlegislature.gov/docs/legsession/2018/Bills/SB198P.pdf

STUDENT SENATE AGENDA
February 12th , 2018
7:00 PM

I. CALL TO ORDER
The meeting was called to order at 7:06 PM.
II. PLEDGE OF ALLEGIANCE
III. ROLL CALL
IV. ADOPTION OF THE AGENDA
Moved by Senator Patel.
Seconded by Senator Lorang.

Moved by AA Monson to strike item A on unfinished business.
Seconded by Senator Lorang.

V. APPROVAL OF THE MINUTES
A. 2-5-18 Minutes
Motion by Senator Patel.
Seconded by Finance Chair Simons.

VI. OPEN FORUM
A. OMA and LASA
Dr. Flo
Discussed his background and when his life changed at age 8. That is when he honed in on what he wanted to do. He threw himself into education and his school life. Always had a mission to help others. Discussed his struggles in higher education through these experiences. Has focused on helping others in higher education. Serves as the programs coordinator for the LASA and serves as an advisor. Said he wanted to share and introduce himself so that students can see how this partnership and serving others can be beneficial. OMA has many different avenues and encompasses everything to work with underrepresented students. Encourages everyone as student leaders to attend events and reach out to these students. Hopes to start new programs and outreach efforts. Believes reaching out to Latino students through their parents is the best way to reach these students. Encourages everyone to keep underrepresented populations in the front of their minds when planning events and passing legislation.
B. Public Comments
C. Student Organization Report

VII. COMMITTEE AND STAFF REPORTS
A. President

i. Legal Aid candidate is selected with interview to come on Thursday.
ii. Wellness Center is on schedule.
iii. Alcohol Diversion program is still moving along. Senator Tiedeman will plan on presenting this in committee on Thursday. Plans on tabling it on a state level but the program itself is still moving forward.
iv. Meeting with advisors tomorrow.
v. Meeting with mayor tomorrow.
vi. Petitions are open. Don't forget to grab one and recruit.

B. Vice President
i. Alumni association meeting last week.
ii. Committee list will be posted tonight.
iii. Met with line bike representative who was very enthusiastic about the program. Was given a detailed portfolio.
iv. Look forward to debate tonight.

C. Administrative Assistant
i. Wellness Center will be open forum at next meeting. Think of questions.

D. Finance Chair
i. Reviewing allocation request tonight.
ii. Wellness Center is submitting their budget Friday.
iii. Working with Jacks Club Hub to have ability to submit requests through the website.

E. State and Local Government Chair
i. Scheduling a meeting for the State and Local Government committee.
ii. Overview of SHED. Social with other schools. Had a kick off meeting with federation. Heard about legislation. Listened to speakers about lobbying. Had dinner with legislatures. Student Federation meeting happened that night took opposition to 3 pieces of legislation and discussed budget. Watched committees this morning and sat in with governor who discussed job outlook.

F. Programming and Public Relations Chair
i. Apps and petitions are well on their way.
ii. Mark calendars for elections to work election booths.
iii. Reminder to reach out to potential Senators.
iv. Comm. Com will not meet this week.

G. Ex Officio Members

Greek Life- Ceres is having crush for a crush. SAE is having a neon dance at their house. AZD is having a fundraiser Feb. 20.
GSA- HB 1296 was killed in Pierre.
UPC- Design Jam was last week. Open mic was also last week. Up close is meeting this week. Open mic night tomorrow in VBR. Chicago trip is this week.
HEROH- Body project video on Facebook. Shake Your Shamrock 5k coming up.
IRC- India night tickets are on sale.

H. Committees
IT Committee- University is looking into using voice control. Centralizing IT is in the works.
Wellness Center Advisory- Wellness fair on Wednesday in VBR. Tobacco free campus is going really well. Keep eye out for other events.
Safety and Security Squad- Met last Wednesday and discussed various security measures especially for library.
Faculty Senate meeting tomorrow.

I. Advisors
VP Willis- Apologized for not being at the last few meetings. Discussed her traveling and discussion with legislators about STEM grants and other items. Last week spent time with individuals visiting Idaho, Montana and other colleges. Discussed Native American success on those campuses. SE housing project moving forward. Working with architects on configurations for 190-230 bed complex. Focused on having in apartment laundry and a bathroom for every two people. Also has been working on transportation solutions. New Director of Res life started last week. Working on getting recommendations for tuition and fees to BOR with that meaning no increase in parking fees.
Schmidt- Asked about moving forward on GAF strategic plan.

VP Helms moved to New business item B to unfinished business
Seconded by AA Monson.

Agenda amended.

VIII. UNFINISHED BUSINESS

A. SCAPP Constitution

Moved by VP Helms to approve.
Same organization just switching around alignment and name.

Seconded by Alvey

Agreed and thought the constitution was very thorough.

Senator Lorang

Asked what the flowchart that was distributed was.

Representative

Explained that all those are laid out so that this organization will follow suit of national organization.

Constitution approved.

B. 17-16-R : Opposition of SB 198

Senator Hill

Stated this was this was exactly like the house bill voted on last week and didn't need to further discuss this.

Seantor Patel

Stated this doesn't support SDSU's mission.

Motion by Senator Patel to limit debate to two mins.
Seconded by VP Helms

Debate was limited.

Senator Dittman

Had copy of amendment to bill. Clarified that this means that many of the issues she sees with the bill will be fixed with these amendments.

State and Local Government Chair Harwood

Stated that this bill has not been amended yet.

Senator Rang

Continued to reach out to students. Found only one constituent who was opposed to this bill. Representative is here to answer questions.

Senator Rameez

Discussed with USD senators about the incident about this bill. The movie in question was still shown but was shown in a closed room. This gave the university the control. Believes it is hard to define what hate speech is and what free speech is. Doesn't believe this is a problem and is still in opposition.

BSA

Asked if Senators discussed this with BSA, GSA, IRC etc. Believes this is still an issue with hate speech.

Moved to lay this matter on the table by Senator Lorang.
Seconded by Senator Patel.

President Albrecht
Stated this will go to committee Monday the 22nd.
IRC
Asked if the resolution would then reflect the amendments made to the bill.
VP Helms
Clarified it would have to be determined if the amendments made a difference to the bill.

Item was not laid on the table.

Semehar Ghebrekidan
Pulled up a map of the formal hate groups in the state. Hate crimes that happen on campus cause students to leave. Brings up point that without violence these words are not consider hate crimes and this causes an unsafe and unsettling environment.
Senator Sailors
For third party organizations to come to university they still must be sponsored by an organization.
VP Helms
Clarified from the bill the definition of student organizations.
GSA
Asked if there was a typo on the amendments provided by Senator Dittman.
Senator Dittman
Clarified that it was a typo since it was for personal use.
Senator Naftari
Doesn't believe this debate is needed.
Senator Walker
Don't know for sure these amendments will pass. Urges support of resolution.
AA Monson
Points out the BOR opposes this bill as well.
PPRC Farber
Dr. Rush discussed that even if this bill amended it protects the university but not individual faculty.
Senator Milbauer
Talked to numerous students. Wonders if loosing free speech chance is really worth these consequences.

Sentor Patel moves the previous question.
Seconded by Senator Lorang.

Previous question passes.

Resolution passes.

C. 17-04-A : Petitions

Moved by VP Helms.

Stated the background for this bill. Clarifies what this will mean for elections.

Seconded by Senator Lorang.

Agrees. Believes the timeframe is reasonable.

PPRC

Wants to discuss if that timeframe is enough.

Senator Patel

Believes this 5 days is enough.

VP Willis

Clarified that they would keep the petition and only have them get the remainder number of signatures.

PPRC Farber

Was more concerned about work load in the office if they would receive their petitions back

VP Willis

Doesn't guarantee that the office could get it return before 48 hours.

Senator Carlson

Just because you get 50 signatures doesn't mean you can't get more.

Senator Rang

Discussed this with other university. Thinks this gives senators the benefit of the doubt.

Senator Hill

Asked for clarification on business days.

Senator Sailors

Asked if this was for this specific election.

VP Helms

Thinks this can be recognized that we don't have to state specific turnarounds.

Senator Lorang

Against adding timeframe for student affairs. Believes we can count on people to be diligent.

VP Willis

SA can't dictate how long student affairs needs to do this.

PPRC Farber

Willing to put note on petitions.

Senator Hill
Wants to see the date placed on these applications.
Senator Muller
Asked if it is applicable this year.
VP Helms
Clarified how the bylaws work and if it can be applied. President Dunn has to sign off on changes and it could be brought immediately to the office.
Senator Lorang
Open to it either way.

Amendment passes unanimously.

IX. NEW BUSINESS

A. CubeSat Special Allocation Request
Simons clarified this zero funding.
Senator Rameez
Clarified that fundraising was unavailable due to new formation. Stated that they did receive 5,000 dollars. Wants this allocation to fund balloon projects this semester. The state has not launched a state satellite. There is a competition between SDSU and SDSMT. Getting this allocation would allow the club to stay ahead and get possible funding from NASA. If SDSU can launch this then faculty can do research in space. Believes this time is crucial to stay ahead of the race to hopefully work with NASA.
Senator Walker
Asked how much money was in the fund.
Finance Chair
About 6,000.
Senator Patel
Clarifies that this is not hindering the CubeSat just wants to see fundraising before the allocation.
Senator Naftari
Believes this will be a good thing for SDSU. Stated that they have already received 5,000 dollars.
PPRC
Reminder that there are other groups still seeking funds. Supports finance committee.
VP Helms

Clarifies that a vote against this will still allocate them no money. Encourages everyone to think in the here and now.

Senator Frank

Wants to know what is adequate fundraising.

Finance Chair Simons

Stated it is trial by trial basis.

Recommendation passes.

Moved by Senator Lorang moves for 5 min recess.
Seconded by VP Helms.
5 min recess was taken.

B. First Reading 17-06-A : University College
C. First Reading 17-07-A : Second Reading Vote
D. Nomination for President and Vice President
   Moved by PPRC Farber to open slate.
   Seconded by Senator Lorang.

   Slate open.

   Senator McDougall
   Nominates Ally Monson for President and Spencer Harwood for VP.
   Seconded by Finance Chair Simons.

   Moved to close slate by PPRC to close slate.
   Seconded by Senator Lorang.

X. TOPICS FOR FUTURE DISCUSSION

XI. ANNOUNCEMENTS

XII. ADJOURNMENT

Senator Carlson motion to adjourn
Seconded Senator Hill.



FIRE
Foundation for Individual Rights in Education

June 28, 2018

Kevin Schieffer
Vice President, South Dakota Board of Regents
Office of the Executive Director
306 East Capitol Avenue, Suite 200
Pierre, South Dakota 57501

RE: June 28, 2018 South Dakota Board of Regents Public Meeting on Free Speech Policies

Dear Vice President Schieffer and the distinguished members of the South Dakota Board of Regents:

The Foundation for Individual Rights in Education (FIRE) is a nonpartisan, nonprofit organization dedicated to defending liberty, freedom of speech, due process, academic freedom, legal equality, and freedom of conscience on America's college campuses.

I write to you today to supplement the testimony my colleague Tyler Coward will be giving at the South Dakota Board of Regents (SDBOR) Public Meeting on Free Speech Policies on June 28, 2018. FIRE commends the SDBOR for prioritizing campus free expression by convening this discussion, and we welcome the opportunity to offer our perspective on the policies regulating expression at SDBOR institutions.

In this memorandum, I first discuss the adoption of a free speech policy statement modeled after the "Report of the Committee on Freedom of Expression" produced by the Committee on Freedom of Expression at the University of Chicago (known as the "Chicago Statement"). Secondly, this memorandum provides an explanation of the deficiencies in current SDBOR policies that restrict free expression.

Free Speech Policy Statement

In order to improve the climate for free speech at South Dakota's public institutions of higher education, we urge the SDBOR to adopt a free speech policy statement modeled after the Chicago Statement. Taking this step would ensure that the SDBOR institutions become leaders on free expression issues.

The Chicago Statement is an eloquent statement of principles endorsing freedom of expression and inquiry and clarifying that "it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome,

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disagreeable, or even deeply offensive." Since its introduction in January 2015, FIRE has endorsed the Statement as the gold standard for university policy statements regarding free speech and academic freedom.

The Chicago Statement provides, in relevant part:

> Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn.
>
> . . .
>
> In a word, the University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed.

At the University of Chicago itself, as well as at the institutions that have adopted their own version of the Chicago Statement, this policy statement has proven to be a significant element in the improvement of the campus climate for free speech. Not only do its words better inform students, administrators, and others about the principles behind freedom of expression, but the very process of reviewing, deliberating over, and ultimately endorsing the Chicago Statement has led campus stakeholders to reflect on their approach to oftentimes thorny and difficult speech issues. As we have seen over and over, this has been a valuable experience for those involved.

Administrations and faculty bodies at over 40 institutions have adopted a version of the Chicago Statement.[1] This includes measures enacted at the university systems of the University of Nebraska, University of Wisconsin, and University of Missouri, which FIRE has been pleased to publicize and commend.[2] With the SDBOR's guidance, the public higher education institutions in South Dakota could be the first schools in the state to prioritize free speech in such a proactive and comprehensive manner.

Currently, South Dakota higher education institutions lack an overarching policy

[1] The full list of institutions is available at www.thefire.org/chicago-statement-university-and-faculty-body-support.

[2] *See, e.g.*, Mary Zoeller, *University of Nebraska Board of Regents approves 'Commitment to Free Expression' Statement*, FIRE NEWSDESK (Jan. 30, 2018), https://www.thefire.org/university-of-nebraska-board-of-regents-approves-commitment-to-free-expression-statement/; University of Wisconsin System Board of Regents' 2015 Statement Reiterating the Board's Commitment to Academic Freedom and Affirming its Commitment to Freedom of Expression (Dec. 11, 2015), https://profs.wisc.edu/wp-content/uploads/2015/12/BoR-Academic-Freedom.pdf; Azhar Majeed, *University of Missouri adopts commitment to free speech, new guidelines on campus expressive activity*, FIRE NEWSDESK (June 2, 2017), www.thefire.org/university-of-missouri-adopts-commitment-to-free-speech-new-guidelines-on-campus-expressive-activity.

statement committing themselves to free expression and academic freedom. When coupled with revising system policies to meet First Amendment standards, the system-wide adoption of a policy statement would solidify South Dakota public institutions as leaders on free speech issues. The SDBOR has an opportunity to join a group of well-respected colleges and university systems that have chosen to prioritize free expression by adopting a principled statement modeled after the Chicago Statement. FIRE would be pleased to work with the SDBOR to adopt such a free speech policy statement.

Speech Codes

I have provided below an explanation of the most common types of policies that restrict protected expression on SDBOR campuses, along with selected examples from SDBOR institution policies and corresponding recommended revisions. FIRE would be pleased to work with the SDBOR and constituent institutions to revise all of their policies to meet First Amendment standards.

I. Harassment Policies

Hostile environment harassment, properly defined, is not protected by the First Amendment. However, several of the SDBOR institutions maintain harassment policies that do not sufficiently track the Supreme Court of the United States' standard for student-on-student (or peer) hostile environment harassment in the educational setting.[3]

Under the Court's standard, alleged peer harassment must be conduct that is "so severe, pervasive, and objectively offensive, and that so undermines and detracts from the victims' educational experience, that the victim-students are effectively denied equal access to an institution's resources and opportunities." *Davis v. Monroe County Board of Education*, 526

[3] *See, e.g., Guide to Residence Life: Harassments/Physical Abuse*, NORTHERN STATE UNIVERSITY, http://www.northern.edu/sites/default/files/reslifeguide1718.pdf (last visited June 13, 2018); *Housing & Residential Life Residential Handbook: Harassment*, SOUTH DAKOTA STATE UNIVERSITY, https://www.sdstate.edu/sites/default/files/Housing%20%26%20Residential%20Life%20Residential%20Student%20Handbook%202016-2017.pdf (last visited June 13, 2018); *Roommate Bill of Rights: emotional harm*, SOUTH DAKOTA STATE UNIVERSITY, https://www.sdstate.edu/residential-life/roommate-bill-rights (last visited June 13, 2018); *Student Code of Conduct: Harassment*, SOUTH DAKOTA BOARD OF REGENTS, https://www.sdbor.edu/policy/documents/3-4.pdf (last visited June 13, 2018); *Student Handbook: Campus Harassment and Incitement*, NORTHERN STATE UNIVERSITY, https://www3.northern.edu/flippingbook/StudentHandbook2017/sh2017/files/assets/common/downloads/publication.pdf (last visited June 13, 2018). Black Hills State University previously maintained a policy titled "What is Sexual Misconduct" on the university's Title IX and Sexual Misconduct website, which was captured by the Internet Archive "Wayback Machine" on April 18, 2018, *available at* https://web.archive.org/web/20180412233540/http://www.bhsu.edu/Faculty-Staff/Human-Resources/Title-IX-Sexual-Misconduct/What-is-Sexual-Misconduct. The policy earned FIRE's worst, "red light" rating. This website now requires user login and password information in order to access this page, and several other Title IX resources were recently removed from the website, so it is FIRE's assumption that the policy has been removed. FIRE would be happy to provide recommended revisions to this policy if it is reinstated in any form, or if it is still active behind the username and password access wall.

U.S. 629, 651 (1999). As the Court's only decision to date regarding the substantive standard for peer harassment in education, *Davis* is controlling on this issue.[4]

In contrast, for example, the SDBOR's Student Code of Conduct policy includes the following provision on "Harassment":

> 5. Harassment, which includes, but is not limited to:
>
> a. Conduct towards another person that has the purpose or effect of creating an objectively and subjectively intimidating, hostile, or demeaning environment that substantially interferes with the individual's ability to participate in or to realize the intended benefits of an Institutional activity or resource; and
>
> b. Other conduct that is extreme and outrageous exceeding all bounds usually tolerated by polite society and that has the purpose or the substantial likelihood of interfering with another person's ability to participate in or to realize the intended benefits of an Institutional activity or resource.

This policy differs from the Court's standard from *Davis* in significant ways. First, the policy bans conduct that "has the purpose or effect of creating an objectively and subjectively intimidating, hostile, or demeaning environment," a confusing standard that should be revised to simply ban conduct that is "so severe, pervasive, and objectively offensive that it creates . . ." (thus removing the "purpose or effect" language and adjusting the definition to fully track the Court's standard from *Davis*).

Further, the policy bans other conduct that is "extreme and outrageous" and that has the "purpose or the substantial likelihood of interfering with another person's ability to participate in or to realize the intended benefits of an Institutional activity or resource."[5] Again, rather than banning conduct that has the purpose or likelihood of interfering with a person's education, the policy should only ban conduct that does effectively deny an individual equal access to institutional resources and opportunities.

In another example, South Dakota State University provides the following excerpted "Harassment" policy in its *Housing & Residential Life Residential Handbook*:

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[4] *See generally* HARVEY A. SILVERGLATE, DAVID FRENCH, & GREG LUKIANOFF, FIRE'S GUIDE TO FREE SPEECH ON CAMPUS 91–102 (Greg Lukianoff & William Creeley eds., 2nd ed. 2012).

[5] The policy language banning "Other conduct that is extreme and outrageous . . ." from the SDBOR Student Code of Conduct also appears in the SDBOR Harassment Including Sexual Harassment policy, available at https://www.sdstate.edu/sites/default/files/policies/upload/Harassment-including-Sexual-Harassment.pdf. This policy should be similarly revised to remove this provision.

> Harassment means behavior toward another person that has the purpose or perception of creating an intimidating, hostile, or demeaning environment in order to interfere with another person's ability to participate in or to realize the intended benefits of a University activity, employment, or resource.
> . . .
> Sexual harassment may be established by showing that an individual has been subjected to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

First, this policy defines harassment as behavior that "has the purpose or perception of creating an intimidating, hostile, or demeaning environment." This should be revised to instead ban conduct that is "so severe, pervasive, and objectively offensive that an individual is effectively denied equal access to institutional resources and opportunities," thus removing the confusing "purpose or perception" language and adjusting the definition to better track the Court's standard from *Davis*. Additionally, the policy goes on to explain that sexual harassment may be established by showing that an individual has been subjected to "verbal . . . conduct of a sexual nature." This portion of the policy should be adjusted to make clear that verbal conduct of a sexual nature must meet the standard for harassment in order to be punishable.

Broadly speaking, SDBOR institutions must revise all harassment policies to fully track the Court's peer harassment standard from *Davis*, and must ensure that their policies make sufficiently clear that any illustrative examples of speech that may be labeled as a part of harassment are only punishable when they do in fact meet the Supreme Court's definition of peer harassment.[6]

II. Expressive Activity Policies

Public universities may promulgate reasonable "time, place, and manner" restrictions on public expression in order to ensure the operation of the university campus. However, these restrictions must be content-neutral and "narrowly tailored" to "serve a significant governmental interest," and they must "leave open ample alternative channels for communication." *Ward v. Rock Against Racism*, 491 U.S. 781, 791 (1989). Unfortunately, several SDBOR institutions maintain policies that unreasonably restrict expressive activities on campus.[7]

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[6] For examples of harassment policies at other institutions that earn FIRE's highest, "green light" rating, *see Non-Discrimination, Equal Opportunity and Diversity Regulation*, UNIVERSITY OF NORTH FLORIDA, https://www.unf.edu/president/policies_regulations/01-General/1_0040R.aspx (last visited June 13, 2018); *Sexual and/or Relationship Misconduct Policy for Students of Michigan Technological University,* MICHIGAN TECHNOLOGICAL UNIVERSITY, http://www.mtu.edu/conduct/policies/student-conduct/sexual-misconduct/index.html (last visited June 13, 2018); *Student Handbook*, ALCORN STATE UNIVERSITY, https://www.alcorn.edu/uploaded/files/studaff/Student_Handbook2.pdf (last visited June 13, 2018).
[7] *See Sales and Solicitation*, UNIVERSITY OF SOUTH DAKOTA, https://www.usd.edu/-/media/files/policies/7005-sales-and-solicitation.ashx?la=en (last visited June 13, 2018); *Student Handbook: University Affiliated Use*, NORTHERN STATE UNIVERSITY, https://www3.northern.edu/flippingbook/StudentHandbook2017/

For example, the University of South Dakota's "Sales and Solicitation Policy and Request Form" broadly defines solicitation as "making a request or plea," including "passing out literature" and "directly requesting . . . support or membership from individuals or groups." The policy places the following restrictions on solicitation:

> All sales and solicitations in the public areas of the Vermillion campus of the University of South Dakota will be restricted to the appropriate areas inside or near the Theodore R. and Karen K. Muenster University Center with the exception of number 12 in Procedure section of this policy and must be approved by the Muenster University Center Administration.
>
> . . .
>
> III. Areas available for sales and solicitation:
> a. Muenster University Center
> b. Muenster University Center Courtyard
> c. I.D. Weeks Library Courtyard

This policy forces students to obtain advance permission before engaging in a wide variety of expressive activity fully protected by the First Amendment. Requiring such expressive activity to be approved in advance is not a reasonable regulation. This requirement prevents students from engaging in spontaneous expressive activities, which are oftentimes necessary in order to respond meaningfully to immediate or still-unfolding events.[8] Further, the policy confines these expressive activities to just three areas on campus. Instead, the policy should be revised to more narrowly define "sales and solicitation," and to make clear that all publicly available outdoor areas on the campus will be available for expressive activities without prior approval, so long as such use does not cause a disruption to institutional functions or activities or otherwise necessitate coordination on the part of the university (for example, events expected to attract more than 100 individuals).[9]

Another area of potential concern is the SDBOR "Facilities Use by Private Parties" policy, which places reasonable restrictions on the use of the campus by individuals and entities that are not affiliated with the SDBOR institution. However, the policy defines those

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sh2017/files/assets/common/downloads/publication.pdf (last visited June 13, 2018); *Student Organization Manual: Sales & Solicitation Policy*, BLACK HILLS STATE UNIVERSITY, http://www.bhsu.edu/Portals/0/student-life/studentOrganizations/StudentOrgManual17-18.pdf (last visited June 13, 2018).

[8] *See* Samantha Harris, *Why You Should Care About Protest Waiting Periods*, FIRE NEWSDESK (Jan. 30, 2017), www.thefire.org/why-you-should-care-about-protest-waiting-periods.

[9] For examples of expressive activity policies that earn FIRE's highest, green light rating, *see Free Inquiry, Expression, and Assembly*, UNIVERSITY OF MISSISSIPPI, https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=11079224 (last visited June 13, 2018); *Free Speech and Assembly*, MISSISSIPPI STATE UNIVERSITY, http://www.policies.msstate.edu/policypdfs/91304.pdf (last visited June 13, 2018); *Protection of Right of Peaceful Protest*, CENTRAL WASHINGTON UNIVERSITY, https://www.cwu.edu/resources-reports/cwup-1-30-statement-rights-and-responsibilities-board-trustees (last visited June 13, 2018).

affiliated entities that are not bound by the policy's requirements so narrowly that it potentially leaves individual students out of the definition. The definition is as follows:

> A. "Affiliated entity," and its cognates, includes organizations, such as institutional foundations, whose legal purpose includes support of the institution and its activities, organizations that have been authorized by the institution to use its name and marks, and student organizations recognized by the institution, as well as the State of South Dakota and its political subdivisions, and their instrumentalities.

This definition includes "student organizations recognized by the institution," but it does not include individual students, or student groups that are not officially recognized by the institution, leaving open the question of which regulations apply to those students. Confusion about which policy applies under which circumstances may discourage students from engaging in expressive activities at all. This policy should be revised to include all students at SDBOR institutions.

Generally, the SDBOR institutions may put in place restrictions on expressive activities in order to prevent substantial disruptions to the university's functions and activities, yet the restrictions must be reasonable and must allow for students to conduct a wide range of expressive activities spontaneously (that is, without need for prior registration or approval) at publicly available outdoor areas of the campus.

III. Bias Incident Reporting Policies

"Bias incident" reporting policies direct students to report acts of alleged "bias" that they observe on campus, including speech that is subjectively perceived as showing bias against someone based on a particular personal characteristic such as race, ethnicity, or sexual orientation. As a result, these policies often subject protected expression to investigation or even punishment, and may have a chilling effect on campus speech. Unfortunately, they have become increasingly common on college campuses in the last few years; FIRE's *Spotlight on Speech Codes 2018: The State of Free Speech on our Nation's Campuses* report found that approximately 30 percent of schools surveyed maintain some form of a bias incident reporting policy.[10]

As of this writing, the only SDBOR institution that maintains a bias reporting policy is the University of South Dakota.[11] The university's "Bias, Discrimination or Harassment" policy is excerpted in relevant part below:

[10] *Spotlight on Speech Codes 2018: The State of Free Speech on our Nation's Campuses*, FOUND. FOR INDIVIDUAL RIGHTS IN EDUC., https://www.thefire.org/spotlight-on-speech-codes-2018/ (last visited June 13, 2018).
[11] *Bias, Discrimination or Harassment*, UNIVERSITY OF SOUTH DAKOTA, https://www.usd.edu/diversity-and-inclusiveness/office-for-diversity/safe-zone-training/bias-discrimination-or-harassment (last visited June 13, 2018).

> A bias incident is an incident of verbal or nonverbal conduct or behavior that is threatening, harassing, intimidating, discriminating, or hostile and is based on a category that is protected under the Institutional Nondiscriminatory Policy.
>
> To learn about bias incidents and reporting bias incidents, call 605-677-3925 or email diversity@usd.edu to report a concern or seek guidance about whether or not something should be reported.

By defining a bias incident, in part, as "an incident of verbal or nonverbal conduct or behavior that is . . . hostile," the policy includes a great deal of protected expression, such as a single, subjectively "hostile" tweet. The policy should be revised to instead only direct students to report conduct that is not protected by the First Amendment, such as true threats, harassment, intimidation, and discrimination. Doing so would allow the university to address the types of unlawful behavior that prevent students from being able to obtain an education, while at the same time protecting the free exchange of ideas on campus.

Further, if the university wishes to respond to complaints that do not rise to the level of illegal conduct or a university policy violation through support for the victim, the policy must be revised to make clear that students will not be subject to investigation or discipline as a result of such complaints, and that the response to such complaints will instead be limited to providing support for those who have been affected by bias incidents on campus.

FIRE recommends that if other SDBOR institutions are considering implementing bias incident reporting policies, they do so only by providing a narrow definition of bias incidents that includes unprotected speech, such as hostile environment harassment, and by making clear that any bias reporting team will serve only to provide support to victims, rather than functioning as a parallel investigatory or disciplinary track.[12]

IV. Restrictions on Political Speech

Universities that are tax-exempt under 501(c)(3) of the Internal Revenue Code are prohibited from participating in political campaigns as institutions, yet individual students and student groups do not endanger that tax-exempt status by engaging in political activities where such activities are clearly not conducted on behalf of the university itself. The presumption is that student political speech *does not* represent the views of the university as an institution. Accordingly, partisan student groups may use institutional resources for political expression, without endangering the institution's tax-exempt status,

[12] *See* Azhar Majeed, *UW-Madison Demonstrates What a 'Green Light' Definition of a Bias Incident Looks Like*, FIRE NEWSDESK (Oct. 6, 2016), www.thefire.org/uw-madison-demonstrates-what-a-green-light-definition-of-a-bias-incident-looks-like; *BERT – Bias Education and Response Team*, AUBURN UNIVERSITY, http://wp.auburn.edu/studentaffairs/2016/11/17/bert-bias-education-and-response-team/ (last visited June 13, 2018); *Stop Bias*, UNIVERSITY OF FLORIDA, http://www.umatter.ufl.edu/stopbias/team (last visited June 13, 2018).

when the use of those resources is obtained in the same way that nonpartisan student groups obtain resources.[13]

However, the SDBOR "Recognition and Funding of Student Organizations" policy provides that student organizations that engage in partisan activities will not be eligible for student fee subsidies of operating expenses.[14] The policy is excerpted below:

> A. No student organization will be eligible for student fee subsidies of its operating expenses:
>
> 1. if its predominant activities involve sectarian ceremonies or exercises, promotion of candidates or ballot issues in general elections, or financing offcampus lobbying or political activities of non-students; . . .
>
> B. The institution may distribute student activity fee proceeds to support on-campus cultural, social, recreational and informational activities and events that are open to all members of the campus community and that are sponsored by a recognized student organization, even if the organization would not be eligible for fees to support general operational expenses, but only if the activity or event does not have the primary effect of supporting sectarian ceremonies or exercises, promoting candidates or ballot issues in general elections, financing off-campus lobbying or political activities by non-students or generating income for the personal use and benefit of the sponsoring organization members or on behalf of for-profit entities.

This policy makes partisan student groups ineligible for student fee subsidies of their operating expenses, thus discriminating on the basis of content and viewpoint of speech. The policy should be revised to make partisan student groups eligible for funding.

In another example, the SDBOR "Acceptable Use of Information Technology System" policy[15] seems to create an affirmative duty for students to disclaim the university when sending partisan political messages. The policy provides, in relevant part:

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[13] *See generally* Judith E. Kindell and John Francis Reilly, *"Election Year Issues," Exempt Organizations Continuing Professional Education Technical Instruction Program for Fiscal Year 2002,* 365 (2002), *available at* http://www.irs.gov/pub/irs-tege/eotopici02.pdf; Ada Meloy, *"Legal Watch: Political Activity on Campus," available at* http://www.acenet.edu/the-presidency/columns-andfeatures/Pages/Legal-Watch-Litigation-and-regulation-in-academe.aspx (former general counsel for the American Council on Education noting that "even openly partisan student groups may use an institution's facilities without violating any rules" because such activities "further the goal of fostering students' civic engagement while avoiding the perception of institutional bias"); *Policy Statement on Political Speech on Campus 2016*, FOUND. FOR INDIVIDUAL RIGHTS IN EDUC., https://www.thefire.org/policy-statement-on-political-speech-on-campus-2016/ (last visited June 18, 2018).

[14] *Recognition and Funding of Student Organizations*, SOUTH DAKOTA BOARD OF REGENTS, https://www.sdbor.edu/policy/documents/3-18.pdf (last visited June 13, 2018).

[15] *Acceptable Use of Information Technology System*, SOUTH DAKOTA BOARD OF REGENTS, https://www.sdbor.edu/policy/documents/7-1.pdf (last visited June 13, 2018).

> 10. Using the information and communications system for partisan political purposes, other than the expression of private political views by participants in otherwise permitted communications, so long as the user specifically disclaims any support, endorsement, or opposition by the Board for the views so expressed;

While the presumption is that student partisan speech does not represent the views of the university as a whole, this policy indicates that students must specifically disclaim institutional support, endorsement, or opposition of views, seeming to shift that presumption. The policy should be revised to make clear that students do not in fact have an affirmative duty to specifically disclaim endorsement from the institution.

Generally, any policies at SDBOR institutions that regulate political speech should make clear that student groups may use institutional resources and facilities for partisan political purposes when such use is obtained in the same way that nonpartisan student groups obtain such use.

V. Posting Policies

The posting of written materials is a valuable avenue for expression for students on SDBOR institution campuses. Unfortunately, this avenue is often closed off by restrictive policies, which may discourage students from posting potentially controversial messages or from posting on campus at all.[16]

For one such example, the "On Campus Advertising/Campus Posting" policy at South Dakota School of Mines and Technology provides in part:

> 2. Posting Authorization
> A. All recognized student organization postings must be approved by the Student Activities and Leadership Center.
> B. All SD Mines department postings must be approved by the Surbeck Scheduling Office
> C. All non-campus postings must be approved by the Surbeck Scheduling Office
> 3. Posting Requirements

[16] *See Guide to Residence Life: Window and Door Decorations*, NORTHERN STATE UNIVERSITY, http://www.northern.edu/sites/default/files/reslifeguide1718.pdf (last visited June 13, 2018); *On Campus Advertising/Campus Posting*, SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY, https://www.sdsmt.edu/About/Office-of-the-President/Docs/Policy-Manual/Student/On-Campus-Advertising-Campus-Posting_pdf/ (last visited June 13, 2018); *Student Handbook: Posting Policy*, NORTHERN STATE UNIVERSITY, https://www3.northern.edu/flippingbook/StudentHandbook2017/sh2017/files/assets/common/downloads/publication.pdf (last visited June 13, 2018); *Student Organization Manual: Campus Posting Policy*, BLACK HILLS STATE UNIVERSITY, http://www.bhsu.edu/Portals/0/student-life/studentOrganizations/StudentOrgManual17-18.pdf (last visited June 13, 2018).

> A. All postings for events and services must show obvious sponsorship by an SD Mines department or recognized student organization and must be open to the SD Mines community.
> B. All postings must be hung by university staff on the appropriate locations
> C. Postings cannot promote alcohol or drugs, contain sexually explicit material or profanity or compete with dining services or the university bookstore.

This policy presents three concerns. First, the policy requires students to get materials for posting or display approved in advance. As a result, students are prevented from posting materials on any and all locations on campus without first going through this approval process, a hurdle that may discourage students from posting on campus at all. Instead, FIRE recommends that universities open areas on campus for postings that are not subject to a pre-approval requirement, for example, a designated bulletin board in a student union facility.[17]

Second, the policy requires all postings for events and services to show "obvious sponsorship" by a university department or recognized student organization. This means that students who are holding events that have not been sponsored by a university department or recognized student organization will be unable to post about their events at all. Further, the requirement raises concerns about anonymity in posting. Policies that require sponsorship or identifying information on posters prevent students from posting anonymous materials or materials that use a pseudonym. Such policies could be used to punish protected speech, and could have a chilling effect on the speech of students who feel they can only express their thoughts anonymously, a form of speech protected by the First Amendment.[18]

Third, this policy includes impermissible content-based restrictions. The policy explains that postings cannot contain "sexually explicit material or profanity," yet both of these terms include constitutionally protected expression. Posting policies should instead only limit speech that is in violation of other applicable university policies, such as harassment policies, or state or federal law.[19]

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[17] For an example of a policy at another institution that uses this approach, *see Posting, Chalking, and Distribution of Information Materials Policy*, RADFORD UNIVERSITY, https://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPoliciesandProcedures/SA-PO-1302_Posting%20and%20Chalking_FINAL.pdf (last visited June 13, 2018).

[18] In *Talley v. California*, 362 U.S. 60, 64 (1960), the Supreme Court of the United States invalidated a Los Angeles municipal ordinance prohibiting the distribution of anonymous handbills. The Court wrote: "Anonymous pamphlets, leaflets, brochures and even books have played an important role in the progress of mankind. Persecuted groups and sects from time to time throughout history have been able to criticize oppressive practices and laws either anonymously or not at all."

[19] For further examples of posting policies that earn FIRE's highest, green light rating, *see Policy Manual: Facility Use*, APPALACHIAN STATE UNIVERSITY, https://policy.appstate.edu/Facility_Use (last visited June 13, 2018); *Student Organizations Handbook: Advertising and Posting Policy*, Arizona State University, https://eoss.asu.edu/sites/default/files/Student_Org_Handbook_2016-2017_FINAL_0.pdf (last visited June 13, 2018).

Generally, the SDBOR institutions' posting policies should allow for posting without prior approval in at least some locations on campus, and must provide content- and viewpoint-neutral criteria for circumstances where approval is required. With such a revision, administrators would not be not given unfettered discretion to approve or deny postings, and students may easily conform to the policy's requirements. Additionally, posting policies should allow for anonymous posting in at least some areas of the campus. Finally, posting policies should limit content-based restrictions to only those categories of speech not protected by the First Amendment.

VI. Electronic Communications Policies

As so much expression at universities now takes place online, maintaining electronic communications policies that do not infringe on protected speech is of utmost importance. However, several SDBOR institutions maintain electronic communications policies that could be applied to restrict protected expression.[20]

For example, the Student Code of Conduct from the SDBOR Policy Manual includes the following prohibition:

> 7. Unauthorized use or abuse of technology, including, but not limited to: . . .
> e. Use of technology to send harassing or abusive messages;

While banning the use of technology for harassment is reasonable, the ban on "abusive" messages is a broad prohibition that could be applied to punish constitutionally protected speech. Indeed, the Supreme Court long ago held that a Georgia statute prohibiting "opprobrious words or abusive language" was unconstitutional because those terms, as commonly understood, encompassed speech and expression protected by the First Amendment. *Gooding v. Wilson*, 405 U.S. 518 (1972). The policy should be revised to only ban conduct that is not protected by the First Amendment, such as harassment as legally defined.

In another example, Black Hills State University maintains an "Email/User Account Policy," which is excerpted below:

> The Black Hills State University email system prohibits disruptive or offensive messages as electronic communications in violation of civil or criminal law at the local, state, and federal levels.
>
> . . .

[20] *See Email / User Account Policy*, BLACK HILLS STATE UNIVERSITY, http://www.bhsu.edu/IITS/Services/Policies/Email-User-Account-Policy (last visited June 13, 2018); *Student Code of Conduct: Unauthorized use or abuse of technology*, SOUTH DAKOTA BOARD OF REGENTS, https://www.sdbor.edu/policy/documents/3-4.pdf (last visited June 13, 2018).

> Using Black Hills State University resources for personal emails is prohibited by the South Dakota Board of Regents. Sending chain letters or joke emails from a Black Hills State University email account is prohibited.

First, this policy reasonably explains that communications that are in violation of civil or criminal law are prohibited, yet implies more broadly that "offensive" messages will not be permitted. Further, the policy goes on to explain that using university resources for personal emails is prohibited, including "chain letters" or "joke emails." It is unreasonable to prohibit any use of technology for personal matters across the board; instead, the policy should more narrowly ban the use of university resources that disrupts the proper functioning of university resources or another individual's ability to use such resources. This way, the policy will be enforceable against uses that are legitimately disruptive, while allowing emails of a personal nature that do not disrupt the university's resources and do not violate other applicable university policies or state or federal law.[21]

In all electronic communications regulations at SDBOR institutions, policies must not restrict speech that is protected by the First Amendment simply because it takes place online, and must limit restrictions to conduct not protected by the First Amendment and to use that substantially disrupts the proper functioning of university resources or another individual's ability to use such resources.

VII. Bullying and Cyberbullying Policies

While behavior that is often classified as "bullying" or "cyberbullying" can indeed rise to the level of unprotected conduct like hostile environment harassment, university bullying policies often set forth standards that are far broader than the legal standard for peer harassment, or, conversely, fail to define bullying at all.

For example, Northern State University's "Title IX Policy & Procedure Guidelines"[22] ban, as an example of "sexual exploitation," "sexually based stalking, cyber-stalking, and/or bullying." As the term "bullying" goes undefined here, students are left to wonder what speech or conduct is proscribed and may self-censor in order to avoid punishment.

[21] For examples of electronic communications policies that earn FIRE's highest, green light rating, *see Acceptable Use*, CLEVELAND STATE UNIVERSITY, https://www.csuohio.edu/sites/default/files/3344-7-05%20-%20eff.%206-2-2014.pdf (last visited June 13, 2018); *Information Technology Resource*, BOISE STATE UNIVERSITY, https://policy.boisestate.edu/information-technology/information-technology-resource-use/ (last visited June 13, 2018); *Standard for Responsible Use*, UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, https://itservices.uncc.edu/iso/standard-responsible-use (last visited June 13, 2018).
[22] *Title IX Policy & Procedure Guidelines*, NORTHERN STATE UNIVERSITY, http://northern.edu/sites/default/files/titleixguidelines.pdf (last visited June 13, 2018).

Instead, any references to bullying in policies maintained by SDBOR institutions should include a definition that fully tracks the Supreme Court's standard for peer harassment from *Davis*.[23]

VIII. Other Policies

Finally, the SDBOR Student Code of Conduct provides a "catch-all" provision that would benefit from clarification:

> I. Other Conduct
> Conduct not expressly prohibited may also subject Students or Organizations to conduct sanctions where such conduct has the purpose and effect of infringing interests protected by this Student Code or other provisions of Board Policy or Institutional Policy.

It is unclear what speech or conduct this vague provision seeks to address, making it confusing for students and a potential threat to free expression. Instead, FIRE suggests the policy be revised to simply ban any other conduct that is in violation of state or federal law. This way, the university has the flexibility to address obviously prohibited conduct that is not specifically enumerated, while eliminating the threat to free speech that a broader catch-all provision represents.

Conclusion

Thank you for inviting FIRE to provide our input regarding how the SDBOR could revise policies to better promote free speech on campuses throughout the state of South Dakota. We would be pleased to work with the SDBOR and SDBOR institutions to revise their policies to achieve this shared goal. The addendum to this written testimony provides specific recommended revisions to the policies excerpted in this testimony. FIRE would also be pleased to provide specific suggested revisions to any of the other policies maintained by the SDBOR institutions upon request.

Furthermore, we hope the SDBOR will consider adopting a principled statement on free expression in order to foster a climate of debate and dialogue on campus. This commitment, along with implementation of the policy changes detailed in this memorandum, would position SDBOR institutions as leaders on campus free expression in South Dakota and beyond.

[23] For examples of bullying policies that earn FIRE's highest, green light rating, *see Bullying Policy*, OREGON STATE UNIVERSITY, http://eoa.oregonstate.edu/bullying-policy (last visited June 13, 2018); *Code of Student Conduct: Bullying*, WESTERN CAROLINA UNIVERSITY, https://www.wcu.edu/WebFiles/PDFs/Catamount_Code_Final_Document.pdf (last visited June 13, 2018); *Student Code of Conduct: Bullying and Harassment*, YOUNGSTOWN STATE UNIVERSITY https://cms.ysu.edu/administrative-offices/student-conduct/art-iii (last visited June 13, 2018).

Respectfully submitted,





Tyler Coward
Legislative Counsel

Azhar Majeed
Vice President of Policy Reform

cc:
John W. Bastian, Secretary, Board of Regents
Jim Thares, Member, Board of Regents
Jim Morgan, Member, Board of Regents
Randy Schaefer, Member, Board of Regents
Pam Roberts, Member, Board of Regents
Joan Wink, Member, Board of Regents
David Mickelson, Member, Board of Regents
Paul Turman, Vice President for Academic Affairs, Board of Regents

SELECTED POLICY REVISION RECOMMENDATIONS

I have provided below recommended versions of each of the policy examples discussed in the attached written testimony, which have been revised to meet First Amendment standards. In addition, FIRE would be pleased to provide specific recommendations, upon request, for any of the other policies maintained by the SDBOR institutions.

I. Harassment Policies

SDBOR Policy Manual: Student Code of Conduct- Harassment

> 5. Harassment~~, which includes, but is not limited to~~ **defined as**:
> a. Conduct towards another person that **is so severe, pervasive, and objectively offensive that it** ~~has the purpose or effect of creating~~ **creates** an objectively and subjectively intimidating, hostile, or demeaning environment that substantially interferes with the individual's ability to participate in or to realize the intended benefits of an Institutional activity or resource~~; and~~
> ~~b. Other conduct that is extreme and outrageous exceeding all bounds usually tolerated by polite society and that has the purpose or the substantial likelihood of interfering with another person's ability to participate in or to realize the intended benefits of an Institutional activity or resource~~.

South Dakota State University: Housing & Residential Life Residential Handbook- Harassment

> Harassment means behavior toward another person that ~~has the purpose or perception of creating an intimidating, hostile, or demeaning environment in order to interfere with another person's ability to participate in or to realize the intended benefits of a University activity, employment, or resource~~ **is so severe, pervasive, and objectively offensive that an individual is effectively denied equal access to institutional resources and opportunities**.
> . . .
> Sexual harassment may be established by showing that an individual has been subjected to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature **that is so severe, pervasive, and objectively offensive that an individual is effectively denied equal access to institutional resources and opportunities**.

II. Expressive Activity Policies

University of South Dakota: Sales and Solicitation Policy and Request Form

> 1. All sales and solicitations in the public areas of the campus of The University of South Dakota will be restricted to the appropriate areas inside or near the Theodore

R. and Karen K. Muenster University Center and must be approved by the Muenster University Center Administration.

. . .

III. Areas available for sales and solicitation

i. Muenster University Center
ii. Muenster University Center Courtyard
iii. I.D. Weeks Library Courtyard

. . .

Solicitation: as defined by USD, is asking for a donation or contribution of monies, goods or services ~~or making a request or plea. Soliciting includes, but is not limited to: distributing or promoting through advertising any material; passing out literature; affixing posters or literature on bulletin boards as well as directly requesting donations, contributions, support or membership from individuals or groups.~~

Non-commercial expressive activities not meeting the definition of sales or solicitation may generally be conducted at publicly available outdoor areas of the campus without prior approval from the university.

SDBOR Policy Manual: Facilities Use by Private Parties

A. "Affiliated entity," and its cognates, includes organizations, such as institutional foundations, whose legal purpose includes support of the institution and its activities, organizations that have been authorized by the institution to use its name and marks, **and students and faculty members,** and student and faculty organizations recognized by the institution, as well as the State of South Dakota and its political subdivisions, and their instrumentalities.

III. Bias Incident Reporting Policies

University of South Dakota: Bias, Discrimination or Harassment

A bias incident is an incident of verbal or nonverbal conduct or behavior that ~~is threatening, harassing, intimidating, discriminating, or hostile~~ **constitutes an unlawful threat, harassment, intimidation, or discrimination,** and is based on a category that is protected under the Institutional Nondiscriminatory Policy.

To learn about bias incidents and reporting bias incidents, call 605-677-3925 or email diversity@usd.edu to report a concern or seek guidance about whether or not something should be reported.

It is not the purpose of this policy to investigate, adjudicate, or take the place of other University of South Dakota processes or services; rather, the aim is to complement and work with campus entities to connect impacted parties and communities with appropriate support and resources.

IV. Restrictions on Political Speech

SDBOR Policy Manual: Recognition and Funding of Student Organizations

~~A. No student organization will be eligible for student fee subsidies of its operating expenses:~~

~~1. if its predominant activities involve sectarian ceremonies or exercises, promotion of candidates or ballot issues in general elections, or financing offcampus lobbying or political activities of non-students; . . .~~

~~B. The institution may distribute student activity fee proceeds to support on-campus cultural, social, recreational and informational activities and events that are open to all members of the campus community and that are sponsored by a recognized student organization, even if the organization would not be eligible for fees to support general operational expenses, but only if the activity or event does not have the primary effect of supporting sectarian ceremonies or exercises, promoting candidates or ballot issues in general elections, financing off-campus lobbying or political activities by non-students or generating income for the personal use and benefit of the sponsoring organization members or on behalf of for-profit entities.~~

Federal statutes stipulate that non-profit, tax exempt institutions of higher education are prohibited from participating in, or intervening in, any political campaign on behalf of or in opposition to any candidate for public office. Partisan activities by recognized student organizations in no way jeopardize the institution's tax-exempt status, as long as those activities are not construed to express the position of the institution, and do not appropriate institution resources or public facilities for either the purpose of partisan fundraising or as donations to partisan organizations or individual candidates for public office.[1]

SDBOR Policy Manual: Acceptable Use of Information Technology System

10. Using the information and communications system for partisan political

[1] Adapted from *Policy on Partisan Activity*, MUHLENBERG COLLEGE, https://www.muhlenberg.edu/media/contentassets/pdf/about/deanst/studentguide/partisanpolicy.pdf (last visited June 15 2018).

purposes, **where the message could be reasonably construed as expressing the position of the institution itself.** ~~other than the expression of private political views by participants in otherwise permitted communications, so long as the user specifically disclaims any support, endorsement, or opposition by the Board for the views so expressed;~~

V. Posting Policies

South Dakota School of Mines and Technology: On Campus Advertising/Campus Posting

2. Posting Authorization
A. ~~All recognized student organization postings must be~~ **Students may post materials on designated open use bulletin boards without prior approval. Students who wish to post materials elsewhere must have their postings** approved by the Student Activities and Leadership Center.
B. All SD Mines department postings must be approved by the Surbeck Scheduling Office
~~C. All non-campus postings must be approved by the Surbeck Scheduling Office~~
3. Posting Requirements
~~A. All postings for events and services must show obvious sponsorship by an SD Mines department or recognized student organization and must be open to the SD Mines community.~~
~~B. All postings must be hung by university staff on the appropriate locations~~
C. Postings cannot promote alcohol or drugs, ~~contain sexually explicit material or profanity~~ **include content that is in violation of state or federal law or of other applicable university policies,** or compete with dining services or the university bookstore

VI. Electronic Communications Policies

SDBOR Policy Manual: Student Code of Conduct- Unauthorized use or abuse of technology

7. Unauthorized use or abuse of technology, including, but not limited to: . . . e. Use of technology to send ~~harassing or abusive~~ messages **that constitute unlawful harassment**;

Black Hills State University: Email/User Account Policy

The Black Hills State University email system prohibits disruptive ~~or offensive~~ messages as electronic communications in violation of civil or criminal law at the local, state, and federal levels.

. . .

Using Black Hills State University resources ~~for personal emails~~ **to substantially disrupt the functioning of university email or individuals' ability to use university email** is prohibited by the South Dakota Board of Regents. ~~Sending chain letters or joke emails from a Black Hills State University email account is prohibited.~~

VII. Bullying and Cyberbullying Policies

Northern State University: Title IX Policy & Procedure Guidelines

Examples of sexual exploitation include, but are not limited to the following: . . .

Sexually based stalking, cyber-stalking and/or bullying**, defined as conduct so severe, pervasive, and objectively offensive that the individual is effectively denied equal access to university resources and opportunities.**

VIII. Other Policies

SDBOR Policy Manual: Student Code of Conduct- Other Conduct

I. Other Conduct
Conduct not expressly prohibited may also subject Students or Organizations to conduct sanctions where such conduct ~~has the purpose and effect of infringing interests protected by this Student Code or other provisions of Board Policy or Institutional Policy~~ **violates other applicable university policy or state or federal law.**

During the 2018 Legislative Session, the SD Mines Student Association held an open forum with students to discuss the topic of free speech on college campuses due to current legislation on the issue. On the SD Mines campus, there are currently "free speech zones" with the intent of providing a space for freedom of expression that will not inhibit a learning atmosphere. The discussion at the student forum did not yield a definitive stance on whether free speech zones should be eliminated or whether the current policies should stay in force, but some notable views were brought forth. Some students feared that opening the campus would allow for protesting or demonstrations in highly trafficked areas, and would prevent them from taking certain routes to class, or prevent them from wanting to pass through to attend class at all. Some students were of the opinion that opening up the campus to freedom of speech should be allowed because our First Amendment rights should hold true even on college campuses, especially public institutions. As students that will be directly affected by this policy, we ask the Board of Regents to carefully consider first the rights of students and community members to voice their opinions, but also the means by which each school is able to enforce safety (both physically and by means of protecting an educational environment).

Jacob Oberpriller
South Dakota School of Mines and Technology
Vice President, Student Association

To Whom It May Concern:

The Black Hills State University Student Association believes that our university has adequate and exemplary policies when it comes to Freedom of Speech. When discussing the subject with our Student Senators and the student body at large, we found little if any dissent to our current policies regarding Freedom of Speech.

In fact, during Students for Higher Education Days, Senators Jilek, Mott, and Neumiller (BH student senators) had a conversation with a representative who helped sponsor the Freedom of Speech bill(s). That legislator told them that he was fond of Black Hills State's student organization policy regarding Freedom of Speech. The way that this legislator saw it, BH's policies were more lenient than other policies throughout the state and encouraged students to exercise their rights to Free Speech.

We believe there has been no evidence at Black Hills State University which would lead us to believe that our Freedom of Speech has been limited or denied. The policies of BHSU, and each regental institutions, are policies made by educators and administrators that encourage Free Speech. For your reference, the following is what is included in our Student Organization Resource Handbook:

"The University acknowledges the right of students and others to assemble in groups for peaceful purpose. These methods of expressing individual or group opinion are an important part of our American heritage and a legitimate means of exchanging thought and opinion. It is the right of the University to expect that such assemblies will be conducted in an orderly manner, with due respect to the rights of others. It is the policy of the University to permit such expression of opinion for lawful purposes in a manner that prevents the disruption of regular University business, including classes, study, residential living, and the operation of the institution. The University does not have a policy on free speech. Therefore, the South Dakota Board of Regents Policy (3:3) governs speech on campus."

Sincerely,

The Black Hills State University Student Association

Kimberlee Wood Colby
Christian Legal Society

CHRISTIAN LEGAL SOCIETY

Seeking Justice with the Love of God

June 22, 2018

Mr. Kevin Schieffer, Vice President
Mr. John W. Bastian, Secretary
Mr. Jim Thares, Member
Mr. Jim Morgan, Member
Mr. Randy Schaefer, Member
Ms. Pam Roberts, Member
Ms. Joan Wink, Member
Mr. David Mickelson, Member
South Dakota Board of Regents
306 East Capitol Avenue, Suite 200
Pierre, South Dakota 57501-2545

By email to: molly.weisgram@sdbor.edu; katie.hubbart@sdbor.edu

Re: Written Statement for the Hearing Record for the Board's Hearing, June 28, 2018, on the Board's Free Speech Policies Affecting All South Dakota Public Institutions of Higher Education

Dear Regents:

Thank you for holding a hearing on the need to protect college students' First Amendment rights on campus. The Christian Legal Society ("CLS") submits this written statement for the hearing record to speak directly about the problems that religious students are experiencing on many university campuses. CLS has student chapters at law schools nationwide that have repeatedly experienced discriminatory exclusion from campuses because they require their leaders to agree with CLS's basic religious beliefs. Numerous other religious student groups have encountered the same problem.

I. A Recurrent Problem for Religious Student Groups on Campuses Nationwide

Unfortunately, exclusion of religious student groups has been a recurrent problem nationwide for over four decades. In recent years, censorship of religious students' speech increasingly has taken the form of university policies that prohibit religious student groups from stating in their governing documents, such as their constitutions, that they require their leaders to agree with the groups' basic religious beliefs. These universities have told religious groups that, if they want to remain on campus as a recognized student group, they may not require their leaders to share the groups' religious beliefs.

Basic religious freedom, however, requires that religious groups be free to choose leaders who agree with their religious beliefs and teachings. Indeed, it should be common ground--particularly for those who advocate a strict separation of church and state -- that government

officials, including public university administrators, should not interfere with religious groups' choice of their student leaders.

Of course, leaders matter to any association of people formed for a common purpose. The leadership of any organization determines whether it is able to carry out its mission. This is particularly true for religious groups whose leaders conduct their Bible studies, lead their prayers, and facilitate their worship observances. For a student group to expect the student who teaches its Bible studies to believe that the Bible reflects truth is eminently reasonable. To expect the student leading prayer to believe in the God to whom she is praying is completely logical. Yet too many university administrators woodenly characterize these common sense expectations and basic religious freedom principles as "religious discrimination."

When university administrators conflate religious organizations' self-governance with religious discrimination, they *misuse* university nondiscrimination policies to punish the very religious students that nondiscrimination policies are supposed to protect. The problem is not with the policies but with their misuse. In the name of "tolerance," college administrators institutionalize religious intolerance. In the name of "inclusion," college administrators exclude religious student groups from campus.

II. Several Examples Demonstrate the Problem

Two years ago, the United States House of Representatives' Judiciary Committee's Subcommittee on the Constitution and Civil Justice held a hearing on free speech problems on public college campuses, including the ongoing exclusion of religious student groups from campus. *First Amendment Protections on Public College and University Campuses: Hearing Before the Subcommittee on the Constitution and Civil Justice of the Committee on the Judiciary House of Representatives*, 114th Cong. 39-58 (June 2, 2015) (statement of Kimberlee Wood Colby, Director, Center for Law & Religious Freedom, Christian Legal Society). Accompanying that testimony were several letters from former students who documented their personal experiences when their religious organizations were excluded from campus.[1] In their letters, they recounted experiences representative of too many religious students' experiences. Their stories highlight events at several well-known colleges, including:

A. <u>California State University</u>: With over 430,000 students on 23 campuses, Cal State is the largest 4-year university system in the country. In 2015, Cal State administrators implemented a new policy under which it withdrew recognition for religious organizations that had religious leadership requirements on all its campuses. Numerous religious groups were derecognized, including groups that had been at Cal State since the 1950s. Applying a double

[1] The students' letters were included in the supplemental hearing record at http://docs.house.gov/meetings/JU/JU10/20150602/103548/HHRG-114-JU10-20150602-SD003.pdf (hereinafter "Supp. Hrg. Rec.").

standard that is fairly typical in these situations, Cal State allowed fraternities and sororities to discriminate on the basis of sex in selecting both their members and leaders but denied religious groups permission to select their leaders on the basis of religion.

In her letter to the Subcommittee, the student president of Rejoyce in Jesus Campus Fellowship ("RJCF") at the California State University Northridge campus, from 2013 to 2015, explained that when the university derecognized her group, it "reluctantly" left the campus because it "could not pay the weekly rental fee of $200 that CSU said we would have to pay to keep meeting in the room that we had held our weekly meetings in for free." She concluded that "[w]e feel that CSU is engaging in religious discrimination by excluding religious student groups from campus solely because they exercise their basic religious liberty to choose their leaders according to their religious beliefs." She objected that "[t]o call this discrimination is ridiculous." Supp. Hrg. Rec. at 48-49.

The student president of the Chi Alpha group at the California State University Stanislaus campus, from 2014 to 2015, noted that "for the first time in almost 40 years, our student group was kicked off campus by the university's administrators, all because of our religious identity." She concluded: "That continued discrimination makes the opportunity you are providing all the more important to us: it helps ensure we won't be forgotten." Supp. Hrg. Rec. at 50.

Eventually the university retreated from its position by providing a letter to the effect that, under certain circumstances, religious groups' leadership selection processes could include questions about a candidate's religious beliefs. But the policy prohibiting religious leadership requirements continues to be the official policy, and the religious groups remain on campus solely at the discretion of university administrators.

B. Texas A&M: A successful doctoral candidate credits a religious student group, RJCF, with "encourag[ing] me to pursue academic excellence and to develop character traits like integrity, wisdom, composure and faithfulness that have been essential for a successful professional career." She participated in RJCF during her undergraduate and graduate years at Texas A&M ("TAMU"). In 2011, university administrators pressured RJCF to remove its religious requirements for its leaders and voting members in order to remain a recognized student organization. The former student explained:

> Without student group recognition, we would not have been able to continue to meet freely on campus to encourage each other in our growth both spiritually and academically. According to TAMU policy, non-recognized student groups are required to pay $100 per instance for each room reservation. It would have cost our group up to $7,000 per academic year to continue to operate on campus.

> This is far too great a hardship for a small student group like RJCF to maintain.

Supp. Hrg. Rec. at 58-59. Only after legal counsel intervened on RJCF's behalf did the university allow it to remain recognized while maintaining its religious requirements.

C. The Ohio State University: In 2003-2004, a law student demanded that the OSU Moritz College of Law derecognize the CLS student chapter because it had religious requirements for its leaders and voting members. The student president of the CLS chapter at the time described the threatened harm to CLS:

> The consequences of such action would have been devastating. Without the ability to meet on campus, to receive financial assistance, or to even exist as a recognized organization, I am certain CLS would have ceased to continue its ministry at The Ohio State University. Those of us for whom CLS provided a meaningful and important vehicle through which we could use our legal education for the greater good would be relegated to second-class citizens simply because of our sincerely held beliefs.

Supp. Hrg. Rec. at 62-64.

The former student leader recounted the personal consequences that he experienced as a result of belonging to a religious organization that required its leaders to be religious. He found himself the subject of a hostile education environment in which he was "often the subject of name-calling, gossip, and rumor-mongering," was "verbally admonished" by classmates for his religious beliefs, and was "warned by upperclassmen not to take courses by certain professors who were not likely to give [him] fair evaluations."

Only after CLS sought court protection did the university revise its policy to state explicitly that religious student organizations could have religious leadership and membership requirements. As a result, CLS met without problems from 2004 to 2010. But in 2010, the university asked the student government whether the university should discard its policy and no longer allow religious student groups to have religious leadership and membership requirements. Sadly, the student government urged the university to drop its protection for religious student groups, urging "that every student, regardless of religious belief, should have the opportunity . . . to apply or run for a leadership position within those organizations." Ultimately, the Ohio Legislature stepped in to prohibit public universities from denying recognition to religious student organizations because of their religious leadership and membership requirements. Ohio Rev. Code § 3345.023.

D. Vanderbilt University: In 2012, Vanderbilt University denied recognition to fourteen religious groups because they required their leaders to agree with the groups' religious beliefs. The university told one religious student group that it must delete five words from its constitution's leadership requirements if it wanted to remain on campus: "personal commitment to Jesus Christ." That group left campus rather than recant their central religious belief.

The university told the CLS student chapter that it was "religious discrimination" to state in its constitution that it expected its leaders to lead its Bible study, prayer, and worship. Nor could CLS require that its leaders agree with CLS's basic religious beliefs.

The student president of the CLS chapter at the time described the university's treatment of the fourteen religious groups:

> In spring 2012, our chapter, along with thirteen other religious groups, were removed from Vanderbilt. Through this process, Vanderbilt once again redefined its policy as an "all-comers" policy – a policy purporting to require that any student group must allow anyone to be a leader regardless of whether they support (or are even hostile to) the group's basic beliefs. Despite this sweeping policy, Vanderbilt only removed Christian student groups. In fact, Vanderbilt specifically exempted groups that discriminate on the basis of sex from its policy.

As the former student president observed, Vanderbilt's policy "contradict[s] the American ideal of a pluralistic society – where individuals and associations may express their opinions and beliefs freely without being censored by a university administrator or government executive." Supp. Hrg. Rec. at 60-61.

Tish Harrison Warren, now a well-known author but then a staff member with InterVarsity Christian Fellowship at Vanderbilt, wrote a powerful essay to convey her disconcerting realization that "the student organization I worked for at Vanderbilt University got kicked off campus for being the wrong kind of Christians." She explained:

> In effect, the [university's] new policy privileged certain belief groups and forbade all others. Religious organizations were welcome as long as they were malleable: as long as their leaders didn't need to profess anything in particular; as long as they could be governed by sheer democracy and adjust to popular mores or trends; as long as they didn't prioritize theological stability. Creedal statements were allowed, but as an accessory, a historic document, or a suggested guideline. They could not have binding authority to shape or govern the teaching and practices of a campus religious community.

In an attempt to find a compromise, Ms. Warren met several times with university administrators but to no avail, as she records:

> The word *discrimination* began to be used—a lot—specifically in regard to creedal requirements. It was lobbed like a grenade to end all argument. Administrators compared Christian students to 1960s segregationists. I once mustered courage to ask them if they truly thought it was fair to equate racial prejudice with asking Bible study leaders to affirm the Resurrection. The vice chancellor replied, "Creedal discrimination is still discrimination."
>
> ****
>
> It didn't matter to them if we were politically or racially diverse, if we cared about the environment or built Habitat homes. It didn't matter if our students were top in their fields and some of the kindest, most thoughtful, most compassionate leaders on campus. There was a line in the sand, and we fell on the wrong side of it.

Tish Harrison Warren, *The Wrong Kind of Christian*, Christianity Today 54, Vol. 58, No. 7 (Sept. 2014), http://www.christianitytoday.com/ct/2014/september/wrong-kind-of-christian-vanderbilt-university.html?start=2.

E. <u>Boise State University</u>: In 2008, the Boise State University ("BSU") student government derecognized several religious groups because they had religious leadership requirements. For example, the student government informed one religious group that its requirement that its leaders "be in good moral standing, exhibiting a lifestyle that is worthy of a Christian as outlined in the Bible" violated student government policy. The group's constitution cited Matthew 18:15-17 (where Jesus instructs His disciples on internal dispute resolution), which the student government said also violated its policy.

The student president of Cornerstone Ministry at BSU at the time explained:

> Cornerstone Ministry could not withhold the statement of belief from our constitution since it is what determines our identity and the purpose of the club. Although, we were assured that it was unlikely that anyone who did not agree with our beliefs or the purposes of the club would attempt to run for an office in our club, it was a matter of honesty, integrity, and transparency to be upfront with the criteria by which officers would be considered. Since BSU would not accept our criteria for officers before the settlement agreement, we were forced to be de-recognized.

Supp. Hrg. Rec. 70-71.

Another student member of Cornerstone Ministry attempted to secure recognition for another religious student group, the Veritas Forum, which would invite speakers to "explore life's hardest questions . . . like what is morality, and why is there suffering and pain in our lives and in the world" from a Christian perspective at events open to the entire campus. Despite the fact that the Veritas Forum's first event drew 240 students and faculty, the university denied it recognition because it required its leaders to agree with its religious beliefs. He wrote:

> Religious student organizations have a vital role in university life. Not only do they support those students who are part of a particular religion, they increase the cross-section of ideas present on campus. Without the presence and articulate expression of these ideas on campus, the quality and success of a university education diminishes.

Supp. Hrg. Rec. 72-73. In order to settle a court challenge brought by several religious student groups, the university agreed to allow religious organizations to maintain religious criteria for leaders.

But in 2012, the university informed the religious organizations that it intended to adopt a new policy, which would have the effect of excluding religious organizations with religious leadership requirements from campus. In response, the Idaho Legislature enacted legislation to protect religious student groups at public universities. Idaho Code § 33-107D.

F. Indiana University: In August 2015, the university announced that it would change its policy so that religious student groups could no longer require their leaders to agree with the groups' religious beliefs. In an FAQ explaining its new policy, the university forthrightly admitted that "a chapter of a religious student alliance would not be permitted to forbid someone of a different religion, or someone non-religious, from running for a leadership position within the SGSO." ("SGSO," the acronym for "self-governed student organization," is the university's term for recognized student organizations.) The FAQ asked, "May SGSOs require students seeking to serve in leadership positions to be members of a particular religion?" The FAQ answered, "No." But, predictably, the university allowed fraternities and sororities to discriminate on the basis of gender in their selection of members and leaders. *See* "Frequently Asked Questions about SGSOs and Indiana University's Non-Discrimination Policy, http://policies.iu.edu/docs/academic-policy-docs/student-orgs-faqs.pdf.

Nineteen religious student groups, including Catholic, Muslim, Jewish, and Protestant student groups, sent a letter to the administration expressing their concerns about the new policy and its impact on religious groups' ability to choose their leaders according to their religious beliefs. After seven months of constant communication from students, alumni, donors, and

political leaders, the university announced that it would return to its original policy that allowed religious student groups to have religious leadership requirements.

G. Southeast Missouri State University: In the 2015-2016 academic year, the university denied a religious student group recognition because it required its leaders to agree with its religious beliefs. The group worked hard to persuade the administration and the student government to adopt a policy that would respect religious groups' ability to choose their leaders. But in April 2016, the student government voted *against* adopting such a policy. Several more religious groups then sent a letter to the university stating that they would not be able to remain on campus if they could not require their leaders to agree with their religious beliefs. In October 2016, the university and student government agreed that religious student groups could keep their religious requirements for leaders.

III. Simple Suggestions for Improving the Board's Free Speech Policies to Prevent Problems at South Dakota Colleges and Universities

A. Religious Groups' Ability to Require Their Leaders to Share the Groups' Religious Beliefs

Current Board policy addresses this problem in a commendable manner, although improvements are needed. Specifically, Board Policy No. 3:18 reinforces the right of a student organization to require that its leaders adhere to the tenets of the organization's faith. But the Board's policy needs to be reiterated in Board Policy No. 3.4 and any other relevant Board policies in order to ensure that university and college administrators, as well as student organizations and their leaders, are aware of the Board's policy. This awareness will prevent future problems from occurring in the first place, which will benefit administrators and students. In addition, the Board should require that each public South Dakota university and college include in its student organization policies a specific statement explaining that religious student organizations may require their leaders to agree with the organizations' religious beliefs.

Board Policy No. 3:18, "Recognition and Funding of Student Organizations," recognizes that "operating and participating in formally chartered student organizations develops skills in *organizational governance*, decision-making, management and accountability[.]" Policy 3.18, at 1 (emphasis added). The Board's Policy directs that "[a]ll student organizations will provide opportunities for the development of the skills in *organizational government* and operation." *Id.* (emphasis added).

Board Policy No. 3:18 then discusses the criteria for recognition of student organizations that each institution is to "develop and publish." *Id.* at 2. The Policy further states that "[s]uch criteria will require student organizations to operate in a nondiscriminatory manner as provided in Board Policy No. 1:18."

Board Policy No. 3:18 then explains that "[a] student organization dedicated to the practice of a particular religious faith may be allowed to limit membership on the basis of religion, but, absent any contrary doctrine of faith, not on the basis of gender." *Id.* at 3. The Policy also states that "[a] student organization dedicated to the practice of a particular religious faith . . . might be classified as an expressive association, at least insofar as relates to limiting membership on the basis of adherence to the tenants [sic] of that faith." *Id.* at 2.[2]

This protection for religious student groups needs to be expressly reiterated in the policies of all South Dakota public colleges and universities governing recognition of student organizations. Otherwise, school administrators may not remember that this is the Board's policy, and the students in a religious student organization may not know that they have a right to require that their leaders share the religious beliefs of their organization.

Moreover, there are at least two paragraphs in Board Policy No. 3:4, "Student Code of Conduct," where express language should be included. The first paragraph is at ¶ 3.E.1, "Discrimination and Retaliation," which expressly states that fraternities and sororities "may maintain single-sex membership practices without violating antidiscrimination policies, as recognized by 20 U.S.C. 1681(a)(6), and the enforcement of such single-sex membership practices by Students does not violate this provision." Board Policy No. 3:4, at 12. The second paragraph is at ¶ 3.J.4, "Conduct by Organizations," where the policy states that "[o]rganizations are also subject to the Board of Regents' antidiscrimination policies set forth in Board Policy 1:18. However, social fraternities and sororities that are exempt from taxation under federal law may maintain single-sex membership practices without violating antidiscrimination policies, as recognized by 20 U.S.C. 1681(a)(6)." *Id.* at 14.

In both places, the fact that religious student groups may require their leaders to agree with the groups' religious beliefs should be expressly stated. Otherwise, the policies at the university and college level will not accurately reflect the Board's policy on this issue, and both administrators and students may mistakenly believe that the Board has no policy or has a contrary policy.

The University of Minnesota's "Constitution and By-Laws Instructions" in *Student Groups Official Handbook* has language that we commend for the Board's adoption. It reads as follows: "Religious student groups may require their voting membership and officers to adhere to the group's statement of faith and its rules of conduct." "Constitution Writing Guide and Requirements/Constitution and Bylaws Instructions/ University of Minnesota Policy,"

[2] CLS does not support any student organization, religious or non-religious, being allowed to discriminate on the basis of race, which is always subject to strict scrutiny review. The eradication of racial discrimination in any context, but particularly in the context of education, is always a compelling governmental interest that outweighs other interests.

https://sua.umn.edu/groups/management/manage-your-group/constitution/ (last visited June 22, 2018).

Many other public universities have similar language in their policies. A sampling is attached to this letter. For example, the University of Texas has a policy stating that "an organization created primarily for religious purposes may restrict the right to vote or hold office to persons who subscribe to the organization's statement of faith." "Catalogue/General Information/Appendix C/Student Organizations/Registration/Eligibility," § 6-202, http://catalog.utexas.edu/general-information/appendices/appendix-c/student-organizations/ (last visited June 22, 2018).

The University of Florida's nondiscrimination policy states: "A student organization whose primary purpose is religious will not be denied registration as a Registered Student Organization on the ground that it limits membership or leadership positions to students who share the religious beliefs of the organization. The University has determined that this accommodation of religious belief does not violate its nondiscrimination policy." "Student Organizations/Organization Resources/Policies/Non-discrimination Policy," https://www.studentinvolvement.ufl.edu/ Student-Organizations/Organization-Resources/Policies/Non-Discrimination (last visited June 22, 2018).

CLS urges the Board to expressly include one of these specific statements in its various policies in order to protect religious student groups' right to require their leaders to agree with the groups' religious beliefs. The statement should be replicated in all appropriate Board policies, including in the two paragraphs identified above. CLS also urges the Board to require South Dakota public colleges and universities to include the same specific statement in their nondiscrimination policies, as well as in their policies regarding registration of student organizations, including sample constitutions and other registration guidelines made available to student organizations.

B. Funding Religious Student Organizations

CLS respectfully cautions that § 3.A.1 of Board Policy No. 3:18 is not constitutional because it makes a student organization ineligible for student activity fee funding for operating expenses "if its predominant activities involve sectarian ceremonies or exercises." Three United States Supreme Court decisions are to the contrary.

In *Rosenberger v. Rector & Visitors of the University of Virginia*, 515 U.S. 819 (1995), the Court required a public university to pay the printing costs of a religious student organization's publication that promoted religious viewpoints because the university was paying the printing costs of other student organizations' publications. First, the Court held that the university had engaged in viewpoint discrimination against the publication's religious viewpoint. Viewpoint discrimination is an egregious violation of the Free Speech Clause of the First Amendment.

The Court then determined that the Establishment Clause would not be violated by the university paying for the printing of a publication that espoused religious viewpoints. The Court declared that "[i]f the expenditure of governmental funds is prohibited whenever those funds pay for a service that is, pursuant to a religion-neutral program, used by a group for sectarian purposes, then *Widmar* [v. *Vincent*, 454 U.S. 263 (1981)], [*Board of Education* v.] *Mergens* [496 U.S. 226 (1990)], and *Lamb's Chapel* [v. *Center Moriches Union Free School District*, 508 U.S. 384 (1993)] would have to be overruled." 515 U.S. at 843.

In upholding the student group's free speech right to access the student activity fees, the Court explained:

> The viewpoint discrimination inherent in the University's regulation required public officials to scan and interpret student publications to discern their underlying philosophic assumptions respecting religious theory and belief. That course of action was a denial of the right of free speech and would risk fostering a pervasive bias or hostility to religion, which could undermine the very neutrality the Establishment Clause requires.

Id. at 845–46.

In *Board of Regents of University of Wisconsin System v. Southworth,* 529 U.S. 217, 233 (2000), the Court held that a public university must allocate student activity fees in a viewpoint neutral manner or be in violation of the Free Speech Clause of the First Amendment. A categorical refusal to allocate student activity fees to groups whose predominant activities are sectarian exercises is not viewpoint neutral.

Most recently, in *Trinity Lutheran Church v. Comer*, 137 S. Ct. 2012 (2017), the Court held that the Free Exercise Clause of the First Amendment was violated when the Missouri Department of Natural Resources "categorically disqualif[ied] churches and other religious organizations from receiving" otherwise available "state grants to help public and private schools, nonprofit daycare centers, and other nonprofit entities purchase rubber playground surfaces from recycled tires." *Id.* at 2017. The Court rejected the state government's "strict and express policy of denying grants to any applicant owned or controlled by a church, sect, or other religious entity." *Id.* Because "[t]he Department's policy expressly discriminates against otherwise eligible recipients by disqualifying them from a public benefit solely because of their religious character," the Court found that strict scrutiny was triggered, and that the Free Exercise Clause was violated. *Id.* at 2021.

These three Supreme Court decisions both independently and together indicate that § 3.A.1 of Board Policy No. 3:18 is not constitutional. The words "sectarian ceremonies or exercises" should be deleted.

Conclusion

American universities and colleges can increase campus diversity by respecting religious students' freedoms of speech and religious exercise. Or they can misuse policies to exclude religious student groups from campus. The road this Board chooses for South Dakota colleges and universities is important not only to protect religious students and to preserve a diversity of ideas on college campuses, but also to prevent religious intolerance from infecting our broader civil society.

The genius of the First Amendment is that it protects everyone's speech, no matter how unpopular, and everyone's religious beliefs, no matter how unfashionable. When universities misuse their policies to suppress traditional religious speech and belief, then the pluralism so vital to sustaining our political and religious freedoms will soon cease to exist.

CLS thanks the Board of Regents for holding this hearing and accepting this comment letter into the hearing record.

Respectfully submitted,

/s/ Kimberlee Wood Colby

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Model University Policies

(University of Texas, University of Houston,
University of Florida, and University of Minnesota)

Student Activities
WHAT STARTS HERE CHANGES THE WORLD

New Student Organization Registration Application

Submit completed forms to Student Activities, along with required $10 non-refundable fee.

A student organization that wishes to use university facilities must be registered with Student Activities. A group of three (3) or more enrolled students is eligible under the university's *Institutional Rules*, Section 6-202, if:

1) its membership is limited to enrolled students, staff and faculty of The University of Texas at Austin;

2) it does not deny membership on the basis of race, color, religion, national origin, gender, age, disability, citizenship, veteran status, sexual orientation, gender identity or gender expression, except that ***a)*** an organization created primarily for religious purposes may restrict the right to vote or hold office to persons who subscribe to the organization's statement of faith; and ***b)*** an organization may restrict membership based on the provisions of Title IX of the Education Amendments of 1972;

3) it is not under disciplinary penalty prohibiting registration; and

4) it conducts its affairs in accordance with the Regents' *Rules and Regulations,* university regulations and administrative rules.

Please Note: If the registered student organization is approved, the following information (1–6) will be posted on the Student Activities Web site.

1. Name of proposed registered student organization _____

2. Type of organization: *(Check **one** only)*

- ❑ Political
- ❑ Student Governanace
- ❑ Recreational
- ❑ International/Cultural
- ❑ Educational/Departmental
- ❑ Professional
- ❑ Religious
- ❑ Special Interest
- ❑ Honorary
- ❑ Social
- ❑ Service

3. State the registered student organization's official purpose _____

_____

_____

_____

4. Indicate any membership requirements* beyond those stated in the *Institutional Rules* above _____

_____

_____

_____

*** Does your registered student organization intend to limit membership to a single gender?** ❑ **Yes** ❑ **No**

For Office Use Only

Receipt Number _____

Staff Signature _____ **Date** _____

August 2011

ORGANIZATIONS POLICY

1. General Statement of Purpose

The University recognizes:

1. the importance of organized student activities as an integral part of the total educational program of the University;
2. that college learning experiences are enriched by student organizational activity; and
3. that organizations provide a framework for students within which they may develop their own special talents and interests.

Inherent in the relationship between the University and organized student groups is the understanding that the purposes and activities of such groups should be consistent with the main objectives of the University.

All student organizations must register annually with the Department of Campus Activities and must then comply with the procedures and policies regarding registration as set forth.

The Dean of Students Office recognizes the role of Greek Coordinating Councils in establishing and upholding policies for member groups. However, membership in said councils does not exempt fraternities and sororities from judicial referrals to the Dean of Students Office for violations of Student Life Policies, including Organizations Policies.

The University Hearing Board, with the approval of the Dean of Students, delegates to Greek coordinating councils general supervision over those chapters of social sororities and fraternities which choose to be members of these councils.

The term "general supervision" shall include all the duties, powers and responsibilities exercised by the Greek coordinating council prior to the adoption of this policy, with the provision that membership in the Greek coordinating councils is optional with the local chapter.

It is understood that the Greek coordinating councils and their member groups will operate under the provisions of the Student Life Policies, including the Organizations Policy.

2. Procedure for Registration of New Organizations

2.1 Permanent Organizations

a. The group will file its name, statement of purpose, constitution or statement regarding its method of operation, faculty/staff advisor (if applicable), and the names of its officers or contact persons with the Department of Campus Activities.

b. In cases where a potential faculty/staff advisor is unknown to the group, the Campus Activities staff will assist in identifying a university faculty or staff member who may wish to serve as an advisor. Organizations are encouraged to have a faculty/staff advisor.

c. Should the group not have elected its officers or completed other work connected with its formation at the time they initially see the Campus Activities staff, the Campus Activities staff shall make arrangements for them to use university facilities for organizational purposes on a meeting-to-meeting basis until the organizational process is completed and the required information can be filed.

d. At the time of filing, three officers or contact persons for the organization will sign a statement indicating that they are familiar with and will abide by the aforementioned responsibilities of student organizations. They will also sign the standard hazing and discrimination disclaimer required of all student organizations.

e. Having ascertained that the group's purpose is lawful and within university regulations and that the group has filed the required forms and disclaimers, the Director of Campus Activities, or designate, will sign the application. Appropriate university personnel are notified by Campus Activities that the group is then eligible for all of the rights of student organizations.

f. Should the staff feel that the organization does not meet the requirements for registration, a written copy of the decision and reasons will be furnished to the applying organization. The group may appeal the decision to the Dean of Students.

g. The Campus Activities staff shall make arrangements for the group to use university facilities on a meeting- to-meeting basis until the appeals process is completed.

h. Decisions of the University Hearing Board may be appealed to the Dean of Students.

2.2 Registration for a Limited Purpose: Temporary Status

In some cases, groups will organize with some short-term (one which can be accomplished in less than one academic year) goal in mind such as the passage of some particular piece of legislation or the holding of some particular event. The organization's structure will expire on the date indicated on the registration form. Requests for extension of Temporary Status may be made to the Director of Campus Activities.

2.3 Membership Regulations

a. Registered student organizations have freedom of choice in the selection of members, provided that there is no discrimination on the basis of race, color, religion, national origin, sex, age, disability, veteran status, or sexual orientation.

b. Membership in registered student organizations is restricted to currently enrolled University of Houston students, faculty, staff and alumni.

c. Hazing-type activities of any kind are prohibited.

2.4 Officers Regulations

a. Student organizations are free to set qualifications and procedures for election and holding office, with the following provisions:

1. All officers must be regular members of the organization.
2. There is no discrimination on the basis of race, color, religion, national origin, sex, age, disability, veteran status, or sexual orientation except where such discrimination is allowed by law.
3. Religious student organizations may limit officers to those members who subscribe to the religious tenets of the organization where the organization's activities center on a set of core beliefs.

b. Persons not currently enrolled at the University of Houston may not hold office or direct organizational activities.

2.5 Records

All registered student organizations must maintain the following records in the Campus Activities Office:

a. An organizational information form listing the current officers and faculty/staff advisor (if applicable) is due at the beginning of each school year. Any changes during the year, other than membership, are to be recorded within 10 days with the Department of Campus Activities.

University of Florida's Policy
(https://www.union.ufl.edu/involvement/index.asp)

Student Organization Registration Policy Update

The University of Florida has modified its policies relating to the registration of religious student groups as Registered Student Organizations (RSOs). The modification was made to accommodate any student group whose religious mission requires its membership to share the organization's religious beliefs, while at the same time continuing to protect the University's nondiscriminatory educational program.

More than 760 student organizations covering a wide variety of interests are registered at the University. UF has always welcomed registration of religious organizations. More than 60 religious student organizations, of which about 48 are Christian, are registered as RSOs at UF.

The University considers participation in registered student organizations to be an important educational opportunity for all of our students. The University applies its nondiscrimination in membership policy to registered student organizations to ensure that these important learning opportunities are not denied to any student due to discrimination based on race, sex, religion or certain other prohibited bases.

A small number of religious student groups have expressed a religious need to ensure that all of their members share the religious beliefs of the organization.

To the greatest extent possible-while fulfilling our nondiscriminatory educational mission and complying with the law-the University wants to be sure that a full range of religious student organizations feel just as free to register as any other type of student organization. This ensures that all of our students will find meaningful educational opportunities to participate in registered student organizations.

As we are committed to serving all of our students well, the University has carefully considered how to address the concerns expressed by some religious student groups and individuals without compromising our educational program. After doing so, the University has made the decision to modify its nondiscrimination policy as follows:

"Student organizations that wish to register with the Center for Student Activities and Involvement (CSAI) must agree that they will not discriminate on the basis of race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations, or veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.

A student organization whose primary purpose is religious will not be denied registration as a Registered Student Organization on the ground that it limits membership or

leadership positions to students who share the religious beliefs of the organization. The University has determined that this accommodation of religious belief does not violate its nondiscrimination policy."

This modification of the University's registration policy recognizes a meaningful distinction between sincerely held current religious beliefs (which may be considered in selecting members or leaders of religious RSOs)-and religious or other status (e.g., religion of birth or historical affiliation). The modification takes effect immediately and is now reflected in the CSAl's Handbook of Student Activities as well as its registration and constitution guidelines and Web site. A letter has been sent to each religious student group that has recently sought and not received registration to ensure that it is aware of the modification and to invite its registration.

University of Minnesota's "Constitution and By-Laws Instructions" in *Student Groups Official Handbook*, available at http://sua.umn.edu/groups/handbook/constitution.php (last visited December 7, 2012)

3. University of Minnesota Policy: Student groups must comply with all University policies and procedures, as well as local, state, and federal laws and regulations. This includes, but is not limited to, the Board of Regents Policy on Diversity, Equal Opportunity and Affirmative Action as they relate to group membership and access to programs. Religious student groups may require their voting membership and officers to adhere to the group's statement of faith and its rules of conduct. Your constitution needs to include a statement about your group's responsibility to operate in accordance with these policies.



COMMENT FOR SUBMISSION TO THE SOUTH DAKOTA BOARD OF REGENTS REGARDING THE JUNE 28, 2018 HEARING TO DISCUSS POLICIES IMPLICATING FREE EXPRESSION

Blake Meadows, Legal Counsel
Center for Academic Freedom

Alliance Defending Freedom

June 28, 2018

Dear President Sutton and Members of the Board of Regents:

Alliance Defending Freedom ("ADF") is a nonprofit legal organization that advocates for Americans' freedom to peacefully speak, live, and work consistent with their convictions without fear of government censorship. In the past seven years, ADF has won eight cases before the U.S. Supreme Court on free speech and free exercise issues.[1] And ADF's Center for Academic Freedom[2] is committed to protecting freedom of speech and association for students and faculty so that everyone can freely participate in the marketplace of ideas without fear of censorship, and has represented clients in nearly 400 victories for First Amendment matters on public university campuses.[3] On request, we regularly provide legal analysis of proposed legislation and policies implicating First Amendment freedoms.

The importance of a robust enforcement of First Amendment protections on our nation's campuses is difficult to overstate. The United States Supreme Court has called public universities "peculiarly the 'marketplace of ideas.'"[4] Without this marketplace of ideas, "our civilization will stagnate and die."[5] This is because tomorrow's teachers, lawmakers, judges, and leaders are today's college students. And public universities should be places where young adults learn to exercise the First Amendment freedoms necessary to participate in our system of government and to dialogue with and respect others' exercise of those same freedoms. Students should be learning how the Constitution works, what rights it protects, and why they are worth defending—even when one does not always agree with the views or the beliefs of those that it protects. But instead students are learning by example from public university administrators that the First Amendment means what government officials want it to mean—and that the full exercise of the First Amendment is too dangerous to permit.

Congress and the American people have every right to expect that our public universities will advance, not hinder, First Amendment freedoms. But on this score our public universities are simply failing. Fifty percent of all Americans and twenty-seven percent of college graduates cannot identify *any* of the protections of the First Amendment.[6] Only seventeen percent of

[1] Alliance Defending Freedom has achieved successful results for its clients before the United States Supreme Court, including eight victories before the highest court in the last six years. *See e.g. Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Com'n.*, No. 16-111, 2018 WL 2465172 (U.S. June 4, 2018) (striking down the government's application of general accommodations statute because the government targeted ADF's client's religious beliefs); *Trinity Lutheran Church of Columbia, Inc. v. Comer*, 137 S.Ct. 2012 (2017) (striking down state burden's on ADF's client's free-exercise rights); *Geneva College v. Burwell & Southern Nazarene University v. Burwell*, 136 S. Ct. 1557 (2016) (these two ADF cases were consolidated with *Zubik v. Burwell*, 136 S. Ct. 1557 (2016) (per curium) (successful result for religious colleges' free exercise rights); *Reed v. Town of Gilbert, Ariz.*, 135 S. Ct. 2218 (2015) (unanimously upholding ADF's client's free-speech rights); *Burwell v. Hobby Lobby Stores, Inc.*, 134 S. Ct. 2751, 2759 (2014) (striking down federal burden's on ADF's client's free-exercise rights); *Town of Greece, N.Y. v. Galloway*, 134 S. Ct. 1811 (2014) (upholding a legislative prayer policy promulgated by a town represented by ADF); *Ariz. Christian Sch. Tuition Org. v. Winn*, 131 S. Ct. 1436 (2011) (upholding a state's tuition tax credit program defended by a faith-based tuition organization represented by ADF).

[2] ADF Center for Academic Freedom, www.CenterforAcademicFreedom.org (last visited Jun. 22, 2018).

[3] ADF Center for Academic Freedom Cases, http://centerforacademicfreedom.org/cases/ (last visited Jun. 22, 2018).

[4] *Healy v. James*, 408 U.S. 169, 180 (1972).

[5] *Sweezy v. New Hampshire*, 354 U.S. 234, 250 (1957) (plurality opinion of C.J. Warren).

[6] The Newseum Institute, 2016 State of the First Amendment, *available at* http://www.newseuminstitute.org/wp-content/uploads/2016/06/FAC_SOFA16_report.pdf (last visited Oct. 24, 2017).

Americans can even identify the free exercise of religion as a right protected by the First Amendment.[7] Even more troubling, nearly one in five students agree that using violence to silence speech that a student deems "offensive and hurtful" is "acceptable."[8] Indeed, many student invited speakers on campuses in the last year have been met with violence and administrative roadblocks to prevent their viewpoints being heard in the University marketplace. A disproportionate number of the views silenced have been conservative.

Unfortunately, a significant majority of public universities, including those here in South Dakota, are restricting the First Amendment rights of speech and association of their students and faculty through a vast array of onerous policies and restrictions that not only violate students' rights now, but also teach them false lessons about how they should think about their own and others' constitutional rights once their college days are done. This comment addresses common pitfalls and points to some specific policies that need to be reformed here in South Dakota.

Five Common University Pitfalls that Restrict Free Expression or Association and Expose the University to Liability

1. Misunderstanding Who Counts as a State Actor

A common misconception is that only high level government officials can embroil a state in constitutional litigation. The truth is that any person acting under the color of state authority can trigger a constitutional lawsuit. Public colleges and universities are state institutions fully subject to the First Amendment.[9] Any and all employees, administrators, professors, or agents who have authority over students can violate their constitutional rights.[10] This includes the obvious college administrators such as presidents and deans. But it also can include the facilities manager who handles reservations. According to the Supreme Court, state actors also include student government if they control student organizations and student activity funding.[11] This Board of Regents, like many across the nation, may not have considered a student senate as a state actor. But the case law is clear on this point and ADF has litigated numerous cases where the culprit was a careless policy and bad enforcement by fellow students on the student government, or a low level administrator. Make no mistake, student government and low level employees can embroil your colleges in constitutional litigation.

A prime example that demonstrates this principle is an employee at Dakota State University. This employee's title is "Grounds Reservation Coordinator." According to the Student Organizations Manual, the ground reservations coordinator determines the best location for events and is vested with the discretion to "grant location exceptions where circumstances warrant."[12] This means that not only can the Grounds Reservation Coordinator create a constitutional problem

[7] *Id.*

[8] John Villasenor, *Views Among College Students Regarding the First Amendment*, Brookings Institution, Sept. 18, 2017, *available at* https://www.brookings.edu/blog/fixgov/2017/09/18/views-among-college-students-regarding-the-first-amendment-results-from-a-new-survey/.

[9] *Healy v. James*, 408 U.S. 169, 180 (1972); expanding *Tinker v. De Moines Ind. Comm. School Dist.*, 393 U.S. 503, 507 (1969).

[10] *Lugar v. Edmondson Oil Co., Inc.*, 457 U.S. 922, 937-38 (1982)

[11] *Board of Regents of University of Wisconsin System v. Southworth*, 529 U.S. 217, 235-36 (2000).

[12] Dakota State University, *Student Organizations Manual*, at 24.

for your state, the grant of discretion to give location exceptions is likely to result in a constitutional violation based on a Supreme Court doctrine called "unbridled discretion," which is explained in detail in the next point.

2. Granting unlimited power to administrators

One common manner universities engage in viewpoint discrimination is by granting unbridled discretion to an administrator to choose when a burden on speech applies or a permit will be approved. On June 14, 2018, the Supreme Court explained that even when officials strive to exercise policies in an evenhanded manner, any discretion not guided by "objective, workable standards" violates the Constitution.[13] These open doors to discrimination may be found in policies requiring advance review of literature before it may be distributed, imposing security fees on speech where an administrator deems the speaker "controversial," or authorizing funding for student organizations through a process that permits discrimination in favor of some views and against others. The Supreme Court held in *Forsyth County, Georgia v. Nationalist Movement* that "[t]he First Amendment prohibits the vesting of such unbridled discretion" to discriminate between viewpoints "in a government official."[14] According to the Court, "such discretion has the potential for becoming a means of suppressing a particular point of view."[15] Because the "decision [of] how much to charge for police protection . . . or even whether to charge at all" is "left to the whim of the administrator," without any consideration of "objective factors" or any requirement for "explanation," such policies are unconstitutional.[16]

Such policies, however, are commonplace on our nation's public university campuses. Recently the University of Southern Maine charged students approximately $450 (a substantial amount for a student group) in "security fees" when they invited a sitting state legislator to speak on immigration policy.[17] The University President called the state legislator, "offensive and repulsive" and "distasteful and nasty" and encouraged the student body to protest him. He then told the press that he would charge the student group for security because their speaker's viewpoints were controversial and could lead to "a highly charged situation."[18] But the Supreme Court held that "[s]peech cannot be financially burdened, any more than it can be punished or banned, simply because it might offend a hostile mob"[19]—much less one stirred up by the university president. Such fees literally transform "free speech" into "expensive speech."

Granting administrators unbridled discretion to restrict viewpoints at-will not only violates constitutional principles, it educates the next generation that government officials are a law unto

[13] *Minnesota Voters All. v . Mansky*, No. 16-1435, 2018 WL 2973746 at *12 (U.S. June 14,2018).
[14] *Forsyth Cty., Ga. v. Nationalist Movement*, 505 U.S. 123, 133 (1992).

[15] *Id*. (quotation marks and citation omitted); *see also Long Beach Area Peace Network v. City of Long Beach*, 574 F.3d 1011, 1042 (9th Cir. 2009) (noting that unbridled discretion to impose security fees indicated possible content-based discrimination).

[16] *Forsyth Cnty.*, 505 U.S. at 133.

[17] Press Release, U. of Southern Main Agrees Not to Charge Conservative Group $450 for 'Free' Speech, ADFMedia, Feb. 20, 2017, http://www.adfmedia.org/News/PRDetail/92875?search=1.

[18] *Id.*

[19] *Forsyth Cnty.*, 505 U.S. at 134-35.

themselves, making the rules as they go along and favoring those they wish to favor. Unfortunately, many of the universities in this great state maintain policies with unbridled discretion.

Black Hills State University has a "Sales & Solicitation Policy"[20] that requires the exercise of administrative discretion on at least five fronts. First, the policy prohibits granting the permit for the sale of products that compete with the University Bookstore, University Dining Service, and other previously approved sales of identical items. However, exceptions can be made in the case of competition with the University for periodic sales or in the case of another approved sale, for similar but not identical items. These exceptions inherently involves discretion and there are no criteria to govern when an exception should or should not be granted. Second, the Vice President's approval is required but no standards are set for their approval and denial of requests. Third, each permit will have a specified space that the organization is restricted to. There is no standards or limits on the discretion of administrators as to which spaces to give to which student organizations. Fourth, the policy explicitly states that "[t]he University may, if it chooses, impose an additional charge to cover additional operation expenses to institution." The problem with this provision is that the school must either charge all organizations these additional charges or not charge them at all. As it stands, Black Hills State University can levy additional charges against organizations it does not like while waiving them for organizations they prefer. There are no governing standards. Fifth, "if applicable" a request for security request may be needed. There is no standard for when it is applicable and when it is not. All of these situations highlight grants of discretion that are incompatible with the First Amendment.

South Dakota School of Mines and Technology has a similar "Solicitation Policy"[21] to Black Hills State University. The South Dakota School of Mines and Technology solicitation policy involves numerous exercises of discretion about when to grant an exemption.

Dakota State University has a policy entitled "Sponsorship of Non-University Speakers by Student Organizations."[22] One stated purpose of the policy is to avoid substantial disruption of the educational process by blocking proposed guest speakers who may create a substantial disruption. The first problem with the policy is that it attempts to achieve its goal by preventing speakers from coming to campus rather than restricting unlawful action. The second problem is that there is no exhaustive list of viewpoint neutral criteria to decide who will cause substantial disruption. The policy states that if "there exists a doubt as measured by the University administration by generally accepted standards as to whether the proposed action would be in the best interests of the University, the student organization shall do all necessary to remove doubt before extending the invitation[.]" This is a clear case of unbridled discretion. There is no legal definition of "generally accepted standard" of doubt. The process of "removing doubt" has no stated criteria and is rife with opportunity to exercise viewpoint discrimination. Further, often

[20] Black Hills State University, *Student Organization Handbook 2017-18*, at 27-28.
[21] South Dakota School of Mines and Technology, *Policy Manual* (III)(7-1).
[22] Dakota State University, *Student Organization Manual 2017-2018*, at 28.

substantial disruption is caused, not by the speaker but by protestors. Discretion under these current rules can result in a state enforced heckler's veto which clearly violates constitutional principles.

Northern State University has a "Budget Request Rubric."[23] While the concept of a rubric is a commendable tool to avoid a system of unbridled discretion the unfortunate reality with this rubric is that it provides wide latitude to administrators to discriminate based on the content or viewpoint of the proposed event. For instance, the rubric asks if "Objectives will help the NSU community grow." Subjecting student speech to this evaluation invites discrimination against minority viewpoints. Similarly, evaluating the "commitment to the NSU community" and expected "impact" give administrators too much discretion to decide which messages should and should not be funded.

3. Vague harassment and other speech policies

Many schools have adopted vague and ambiguous harassment and speech policies that chill student expression. When a policy defines harassment as words which "offend" or warn students that "intolerance will not be tolerated," many students are reasonably concerned about expressing unpopular opinions for fear of being accused of "harassment." Iowa State University even stated in its policies that "engaging in First Amendment protected speech activities" may be punished as "harassment."[24] The perception that administrators' views of offensive speech can override the First Amendment not only chills students' speech on campuses, but it also teaches the nation's future leaders that the government is the ultimate arbiter of what opinions are acceptable to hold. Thus, the marketplace of ideas turns into the intellectual vacuum of intolerance—breeding fear instead of freedom.

In South Dakota there are several policies that are concerning because of their vagueness. These policies include, the Board of Regents "Harassment Including Sexual Harassment Policy"[25] which is vague because it is unclear what as action may be considered impeding the "ability to participate in or to realize the intended benefits of an institutional activity or resource." University of South Dakota's "Bias, Discrimination, or Harassment Policy" is unconstitutionally vague because it does not define "hostile" behavior.[26] Similar vague concepts can be found in many harassment policies on South Dakota Campuses.

Black Hills State has a concerning "Sales & Solicitation Policy" for student organizationswhich was discussed above, prohibits the solicitation or sales of any product or ideology by Student organizations without a permit requiring 48 hours advance approval and said permit can only be obtained twice per semester. This policy raises numerous constitutional concerns, not the least of which is its vagueness. "Solicitation" is undefined and "ideology" is

[23] Northern State University, *Budget Request Rubric*.
[24] Press Release, Iowa State Requiring Students to Give up Free Speech to Graduate, ADFMedia, Oct. 17, 2016, http://www.adfmedia.org/News/PRDetail/10096.s.
[25] BOR 1:17.
[26] South Dakota State University, *Bias, Discrimination, or Harassment*, https://www.usd.edu/diversity-and-inclusiveness/office-for-diversity/safe-zone-training/bias-discrimination-or-harassment (last accessed June 22, 2018).

incredibly broad.[27] As written, this policy could easily be applied to a political organization seeking to recruit supporters, an environmental organization seeking signatures for a petition, and a religious organization attempting to share their faith. It should go without saying that all three of those activities are constitutionally protected, do not require prior approval from the University, and cannot be restricted to two days per semester.

Another problematic policy at Black Hills State is their "Email/User Account Policy."[28] The policy "prohibits disruptive or offensive messages as electronic communications in violation of civil or criminal law at the local, state, and federal levels." There are two major problems with this policy. First, this provision is unconstitutionally vague. It is unclear what is and is not prohibited. Second, to the degree that it prohibits simply "offensive" content, it serves as a license to engage in content and/or viewpoint discrimination. The policy also prohibits "chain letters" and "joke emails." Despite the definition in the policy, it is still unclear what counts as a "chain email." "Joke email" is undefined. Is the college banning humor in emails and forwarding class assignments to a chain of people who missed class? As the policy is currently written, no student could be certain. There is no clarity on these points and they require a great deal of administrative discretion to implement.

Northern State University has a "Posting Policy"[29] which can be found in the Student Handbook. This policy has 17 requirements for any posting, including chalking. There are numerous constitutionally problematic measures in these 17 requirements, including a requirement that the posting be approved at least three days in advance, contain proper grammar, and be "expressed clearly." Many of the requirements give administrators authority to evaluate the content of messages and to approve or deny the posting accordingly. Such authority is inconsistent with the First Amendment.

South Dakota School of Mines and Technology has a similar "On Campus Advertising/Campus Posting Policy."[30] The policy requires advance approval of any posted message, including, flyers and chalk messages, without which the posting will be removed and a $5.00 fine will be assessed per posting. There is a general prohibition on commercial postings, but this can be waived in some cases, which opens up the possibility of discrimination in the application of the waiver. Again, the discretion regarding the waiver is constitutionally problematic.

South Dakota School of Mines and Technology has a policy entitled "Assessing User Fee: Scheduling, Events, and Conferences."[31] As part of the policy, there are "Discretionary matters" which gives administrators authority to reassign or substitute space or facilities if administrators deem it to be in the best interest of the university. The problem with this policy is

[27] Black Hills State University, *Student Organization Handbook 2017-18*, at 28.
[28] Black Hills State University, *Email/User Account Policy.*
[29] Northern State University, *Student Handbook 2017-18*, at 26-27.
[30] South Dakota School of Mines and Technology, *Policy Manual* (III)(10-1)
[31] South Dakota School of Mines and Technology, *Policy Manual* (VI)(11)

that it provides administrators latitude to reassign space for a minority viewpoint event from a preferred to a less desirable location based on the viewpoint of the speaker.

4. "Speech Zones"

Many universities restrict "free speech" activities (including simply talking with fellow students, gathering signatures, holding signs, or handing out free copies of the Constitution) to small designated areas of campus, and often even then universities require prior approval for students to engage in speech in the designated area. The area often is termed the "Speech Zone." As an initial matter, speech zones violate the Constitution by restricting students from exercising their First Amendment freedoms on portions of campus in which they have the constitutional freedom to express themselves. Additionally, many universities enforce the speech zones in a discriminatory manner.

Often speech zones are coupled with an additional component of discrimination when the speech police do not enforce these restrictions equally against all expression. For example, ADF's clients at Grand Valley State University in Michigan attempted to hold an informal event celebrating free speech by having students write on a "free speech ball" in a large open area on campus.[32] School administrators threatened the students with arrest if they did not move to a speech zone comprising 0.03% of campus. But, the school allowed a large crowd of students protesting the election of Donald Trump to hold signs and march around campus outside of the designated tiny speech zones. The school even allowed the protesters to march through buildings. The University agreed to change its policies after ADF filed a federal lawsuit on behalf of the students challenging the speech zones.[33] Unfortunately, such inequitable application of policies to prohibit some viewpoints and permit others is commonplace on campuses—especially those with restrictive "speech zones."

South Dakota School of Mines and Technology in its "Free Speech and Assembly on Campus Grounds for non-SDSM&T Personnel,"[34] has an explicit set of speech zones. Even when seeking to use the Free Speech area individuals must "complete a non-commercial free speech request form." One of the stated purposes of the speech zones are to "expose students to high and popular cultural activities." This explicit preference for "high and popular cultural activities" inherently involves discrimination against unpopular perspectives or perspectives that administrators deem to be of lesser quality.

5. Limiting equal access and free association

Universities often seek to eliminate invidious discrimination, enacting non-discrimination policies that forbid discrimination based on characteristics like race, sex, religion, or other classifications. But some schools turn these policies on their head, using rules meant to protect religious students, for example, to actually forbid religious or political student groups from being

[32] Press Release, Take Your 'Free Speech' Beach Ball and Go Home, Michigan University Tells Students, ADFMedia, Dec. 8, 2016, http://www.adfmedia.org/News/PRDetail/10124.

[33] Press Release, Grand Valley State University Revises Expressive Activity Policy, ADFMedia, March 1, 2017, http://www.adfmedia.org/News/PRDetail/10181.

[34] South Dakota School of Mines and Technology, *Policy Manual* (I)(05).

officially recognized groups precisely because of their religious or ideological beliefs. These policies can result in absurd consequences for student groups that have unique and defining viewpoints such as the College Democrats, Christian Legal Society, or the Black Law Students Association. These policies are often misused to prohibit student clubs from choosing their leaders based on shared agreement with the very religious or political beliefs the group is formed to foster.

If applied uniformly, these policies do not just ostracize faith-based student organizations but rather infiltrate nearly all ideologically motivated organizations. For example, the dean of Hastings Law School agreed that his school's policy would force an organization like the Black Law Students Association to admit white supremacists as official voting members and leaders. Similar examples abound: a Muslim group must admit an atheist to its leadership ranks, a Democrat organization must allow a Republican to speak for it,nd Christian student groups would have to allow an atheist Bible study leader under the threat of sanction from their school if they do not relent.

The right to speak means little if a group cannot control who speaks for it. The First Amendment protects everyone's right to associate around and advocate for shared political, social, or religious views, and religious students should have that same right.

Thankfully, the Board of Regents grasps the importance of protecting expressive associations. The Board's "Recognition and Funding Student Organization Policy"[35] is to be commended for its respect for First Amendment associational rights on this front as it carves out a carefully tailored exemption for intimate and expressive associations.

Unfortunately, this same policy discriminates in the funding of student organizations. The funding policy sanctions outright discrimination against religious and political speech by denying its eligibility for student activity fee funding.[36] This flies in the face of long established Supreme Court precedent which holds that religious organizations cannot be excluded from student activity funding.[37] The Supreme Court has made clear that religious and political speech are not second class speech and are entitled to the same protection as all other viewpoints.

Conclusion

In the last decade, ADF has assisted hundreds of students and student groups of varying religious and political beliefs facing violations of their First Amendment rights on campus. While the Center for Academic Freedom has achieved a 100% success rate in challenging the all-too-common "speech zones." Universities nevertheless persist in applying such unconstitutional policies to our nation's students every day. The following select incidents encountered by ADF illustrate the breadth of the constitutional crisis that students face on campus.

[35] BOR 3:18(2)(A)
[36] BOR 3:18(3)(A)(1)
[37] *Rosenberber v. Rector and Visitors of Univ. of VA*,, 515 U.S. 819 (1995).

A Young Americans for Liberty member at Michigan's Kellogg Community College was arrested for distributing copies of the Constitution on her campus.[38] Administrators explained that students could only speak freely by reserving a table in the student union and applying for a permit. The rest of the school's campus was off-limits for student speech. Video of the arrest is publicly available online.[39]

At Georgia Gwinnett College in suburban Atlanta, Chike Uzuegbunam sought to peacefully discuss his faith with other students on his campus. The school ordered him not to speak outside of a tiny speech zone, representing .0015% of the campus, and even then only after he applied for permission. But after he had satisfied all of the school's demands and secured the permit to speak in this ludicrously small speech zone, an officer told him that he could no longer speak even there. Because others objected, his discussion of the Gospel was deemed "disorderly conduct" and a "disturb[ance] [of] the peace and/or comfort of persons."[40]

These cases represent only a fraction of speech-restriction incidents on public university campuses. ADF has recently represented students in federal lawsuits against universities restricting their rights across the nation, including, Michigan, [41] Wisconsin,[42] and Iowa.[43] These violations of the First Amendment are not limited to red or blue states, or to any region of the country, nor are these isolated events. ADF attorneys regularly advise students who experience similar discrimination but are afraid to publicly challenge the colleges that are supposed to be the protectors of freedom in the marketplace.

These examples underscore the significance of this growing cultural and constitutional crisis facing our university students. This crisis will impact the future of our nation's commitment to the First Amendment freedoms that ensure the American experiment will continue. These campuses are heavily funded by taxpayer dollars. This Board has the unique responsibility to make sure that the South Dakota public university system encourages not discourages, respect for the First Amendment rights of all Americans.

The state of the First Amendment on public universities and colleges is not well. The status quo at most institutions substantially restricts free speech and association, and teaches students that government censorship is the norm, not the exception. But, identifying and acknowledging the problems are the first steps in remedying them so that the future of freedom is secured through

[38] Press Release, Student Club Supporters Arrested for Handing out US Constitution at Michigan College, ADFMedia, Jan. 18, 2017, http://www.adfmedia.org/News/PRDetail/10155.

[39] Video: Students Arrested for Passing Out US Constitutions on Kellogg Community College Campus, Jan. 18, 2017, https://www.youtube.com/watch?v=5OnIuRetVb4.

[40] Press Release, "Georgia college sued for censoring student speech, restricting it to .0015% of campus," ADFMedia, Dec. 20, 2016, http://www.adfmedia.org/News/PRDetail/?CID=92219.

[41] Press Release, Student Club Supporters Arrested for Handing out US Constitution at Michigan College, ADFMedia, Jan. 18, 2017, http://www.adfmedia.org/News/PRDetail/10155.

[42] Press Release, UW-Eau Claire to Religious Students: 'Your Service Doesn't Count', ADFMedia, Nov. 10, 2016, http://www.adfmedia.org/News/PRDetail/?CID=92002.

[43] Press Release, Iowa State Requiring Students to Give up Free Speech to Graduate, ADFMedia, Oct. 17, 2016, http://www.adfmedia.org/News/PRDetail/10096.

a well-educated citizenry that appreciates the value of the First Amendment. We commend the Board of Regents for its attention to this vital matter.

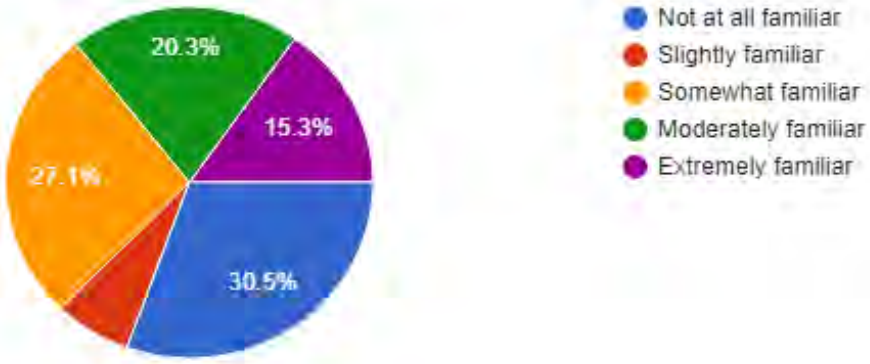
Best regards,

Blake Meadows

Blake W. Meadows, Legal Counsel
Center for Academic Freedom
Alliance Defending Freedom

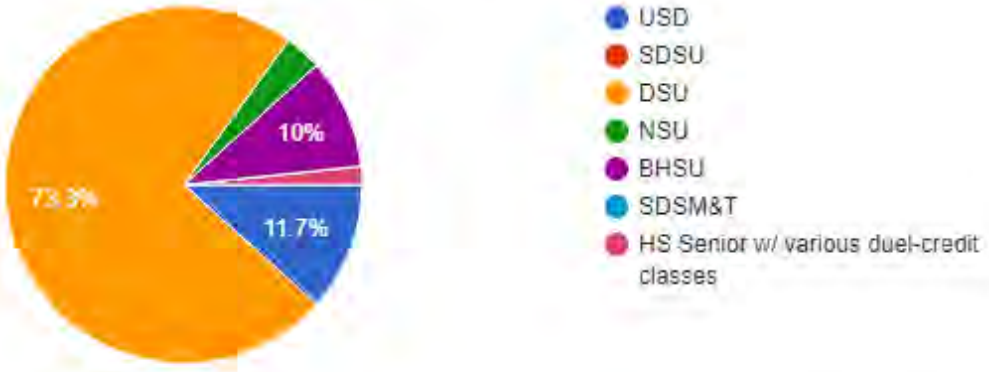
How familiar are you with your university's current free speech policy?

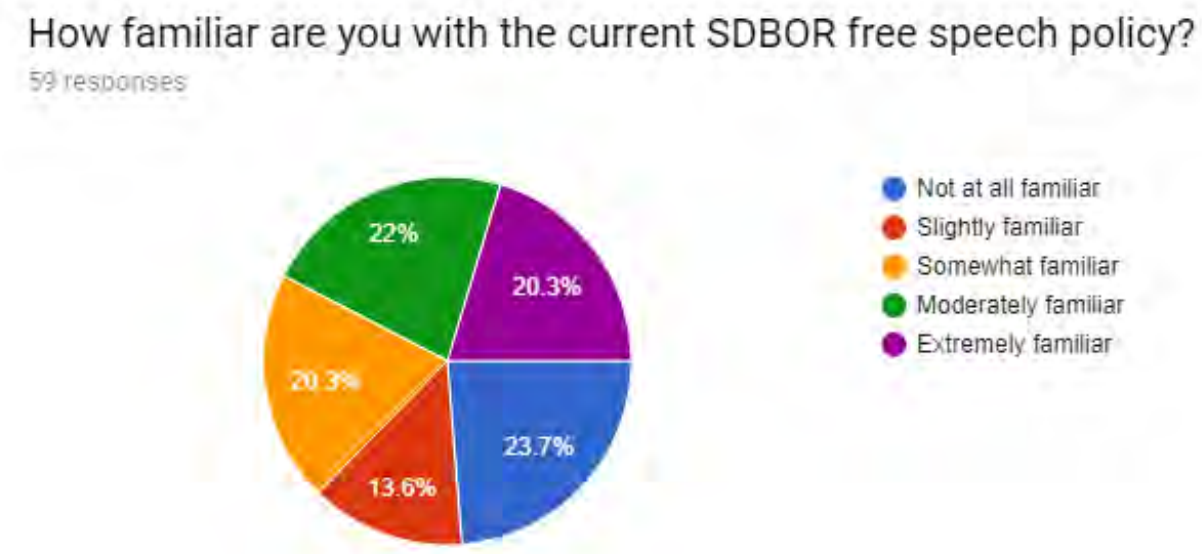
59 responses

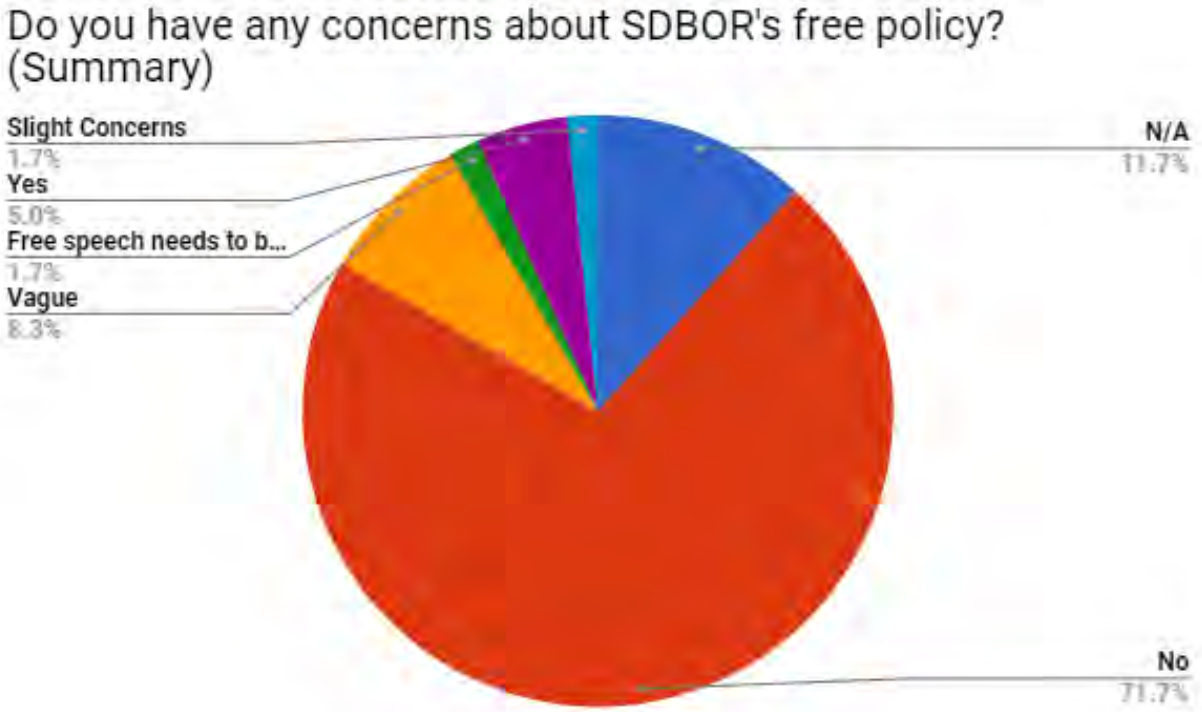


Where do you go to school? If you take classes from more then one university (i.e online classes) please s... consider to be your primary university.

60 responses







For full responses see page 3-4

Do you have any concerns about SDBOR's free policy? (Full responses)

59 total responses

- No (17)
- Nope (3)
- NO (2)
- It's vauge in a way that causes more confusion than enlightenment. It's crafted more along the lines of a mission statement than a viable policy. What types of speech are protected? What conditions would constitute a violation and or suppression of the policy? If there's a violation/suppression how can it be redressed? Also, it may be beneficial to define where and when speech is protected. Is 24/7 or just during the working hours? Does it apply to campus or to off campus sites such as sororities and fraternities?
- Nothing about the written text. But I worry that's it's just lip service and not properly enforced.
- Vague? Covers what generally needs to be done - university policy covers more in-depth.
- If I'm not familiar, what would I be concerned with?
- Maybe put in a clause prohibiting explicit hate speech?
- Free speech needs to be protected
- It needs to remain a place of free speech.
- Nah its all good
- Why is it being changed? What are they changing it to?
- Not at the moment
- I don't want it to be retricted. Thats my only concern
- Free speech is free speech, you cannot change that, no matter how hard you try
- I fully support the free speech policy in its ability to allow an educational environment where free discourse is protected. The First Amendment is guaranteed at public colleges, which serves the purpose of valuing all forms of expression, including those that may be deemed unpopular or offensive to some. It is important that we fight bad speech with better speech, and not censorship. It is crucial that we continue to do this by supporting and potentially expanding our current free speech policy to whatever means necessary.
- None its short sweet and all thats needed. Just needs to be enforced.
- The policy itself is very, very broad and vague. I agree the right to free speech needs to be protected. However, I am afraid some demonstrations may impact my learning in classes. I do not wish demonstrations to be obnoxious, disruptive, or otherwise unproductive in nature.
- The fact that there is a "free speech" policy is THE problem. Other than standard classroom behavior rules and the applicable state/local laws why would a university need a free speech policy. Seems lately that so called "free speech" policies are in fact only used to limit speech. That being said, the SDBOR policy appears to be acceptable save

for a few "opinion" based words that may be abused. "Rational" discussion, "Ethical"? Who decides what speech meets those definitions? What happens when one person complains that another persons speech is "hate" speech? Best policy is to have no policy other than to follow the law.

- No they seem like they are fine as it is.
- Not at the moment.
- Yes.
- I do not have any concerns about the current policy. My only fear is that the university might try to change the policy to limit the speech of students.
- N/A
- I support completely free speech.
- I would like to keep it as it is. The student body should be allowed to state their opinions.
- No because I have never heard of it.
- I have no concerns about the current policy.
- Yes, I believe that there should no restrictions on the freedom of speech.
- Slight Concerns
- I see no issues with it as of now.
- no
- The current policy is simple and perfect.
- Not as it is written
- The terms "timely, rational, intellectual development and general welfare" are are subjective and could allow for misinterpretation.
- No
- as long as nothing gets taken away, no
- It seems very vague. Who are the people that decide what does, or doesn't, promote the general welfare of the student body?
- I believe that the SDBOR's policies regarding free speech could be better outlined and defined.

What feedback do you have for the SDBOR regarding free speech?

58 responses

- None (5)
- It's pretty good, I can say what I want within reason without repercussions.
- Nothing
- This is vauge and offers very limited guidance with regard to free speech which could cause future tension and problems. There needs to be actual guidance and what specifically is protected needs to be addressed. Once again, what constitutes a violation or suppression must also be addressed, and what are the steps for redress.
- Nothing for next.
- Let people say what they want to say regardless of polical views
- N/A
- I think the policy is fine. If more freedom is given, it will disrupt the learning environment. I would rather give up some of my free speech rights to have a mostly undisturbed learning environment. Hearing new ideas is important, but not when it can disrupt my daily life on campus. I am here to get my degree and wish I wasn't bombarded by people trying to push beliefs onto me while I'm walking to class. Even with the current policy, I am sometimes still bothered by people utilizing free speech and during those days, that's the part that I dread about days I know people are on campus.
- I'm still not familiar
- Encourage free speech, but don't let people use that to promote hate speech
- That we should be able to speak freely about anything with out fear of offending someone.
- Leave it alone
- Why are we even thinking about changing it? Our current one says free speech is welcome.
- Please let me do it
- Free speech is important, don't adjust policy to be biased.
- Free speech is vital for allowing open minded discussion on many topics, especially sensitive and sometimes triggering content. Free speech should not only be allowed but protected at all costs to allow debate on important social, political, and economic concerns.
- It is not okay to limit any person's free speech
- Only that I want people to be free to express their views however they see fit, and others to have rights to speak in support or opposition to those views as much as they like.
- It is fine the way it is
- I see no issues with the current policy and have no scenarios where I feel my free speech rights were violated. The only feedback I can give is to continue to defend the First

Amendment as it is your obligation as a public institution. Free speech has been an issue at many college campuses but at the one I attend, people are fortunate enough to be able to safely debate and exchange ideas.

- The fact is its not the students you need to enforce policy of free speech on, doing so defeats the point. Its the schools themselves that any free speech policy is actually for.
- Ensure demonstrations are not disruptive to the classroom or campuses.
- The only policy that does not end in a mine field of oppression and favoritism is to recognize that no one has a right to be protected from having their feelings hurt, but every student has a constitutionally protected right of free speech. Of course the university has a court approved ability to limit the speech on campus but we have seen through out the nation that limiting speech and protecting one from "hurt" feelings only leads to favoring one opinion over the other, and oppression of one group over the other. If we all lived by the simple kindergarten adage of "sticks and stones can break your bones but words will never hurt me" we would all be better off.
- They seem fine
- Learning is best achieved when our speech is unfettered. Dissenting opinions, however abhorrent to the individual, must be able to be aired. If an idea is bad it should be examined in the light of day so that the rational individual can reject it. No progress can be made when thought is monolithic, a university education should challenge our beliefs, encourage us to evaluate our perspectives, and yes, at times, make us uncomfortable. No great cause was ever advanced without discomfort, things that we hold as unassailable tenants of our democracy were once societal taboos. Universal suffrage, civil rights, and labor laws were all, at one point, considered inflammatory or dangerous speech. It is only that we hold free speech dear—that we are able to have any democracy at all.
- No
- I believe free speech is a cornerstone of American ideals. While respectful discourse ought to be promoted, censorship of civil discussion will not lead to personal development.
- none
- Regardless of your political, religious, or whatever beliefs, the 1st Amendment guarantees the right of every individual to express their ideas openly. I am a "slightly older" DSU student, who served in the military for a very long time. (Longer than most of my classmates have been alive) So I have a very different view on the Constitution, and what it means. In today's overly sensitive "words offend me" society, the foundation of this principal is being eroded. The issue has become that rather than simply ignore an opinion you disagree with, the call goes out for banning that idea, or the expression of that idea. This is censorship of speech and free thought. There are many topics I do not agree with, but I don't call for those ideas to be silenced! And I know there are many who would disagree with the ideas and beliefs I hold. But I should not be silenced because of

it. Labeling an idea as "Hate speech" to get it banned isn't free speech... It's censorship. Free Speech = Free thought. Subverting one... Ends the other.

- Keep it as is
- I feel it is important to establish an environment where speech is protected; in order to better educate everyone on multiple perspectives. However, I also feel it's important for everyone to understand that true freedom of speech requires that there will be speech we do not agree with. As long as this speech does not incite unlawful acts, it should be protected. It is important to remember that speech is just that...speech. Actions are different.
- No, I believe that the free expression of any idea that does not directly call for violence against a specific group or individual must be allowed. College is a place for ideas to be discussed and debated, even if unpleasant so that the best ideas might rise to the top to be adopted by others.
- I'm not sure what exactly they plan on "reevaluating" in regards to the free speech policy on campus; James Madison was pretty clear, and as a government entity the Board of Regents has no authority to contradict the first amendment. The current policy is straightforward and adequate; expanding on it to clarify how students are protected would be a redundant (if noble) waste of time and tax dollars when all of those rights are already highlighted in our country's constitution. If you plan on attempting to restrict those rights, I'll be happy to write a few letters to organizations like ACLU and the Student Press Law Center, who won't be happy to hear about your decision.
- I support completely free speech.
- Free speech shall always be preserved, as any public university is an extension of government and should respect such rights given by the Constitution. It doesn't matter if one deems it offensive, it is within compliance of our constitution and is based upon the great respect for the foundation on which America is found upon to uphold and respect these rights. Free speech is the border between tyranny and open discussion of opinion. Public universities should not be a safe space. People deserve to be "offended". Everyone has the right to their own views, but does not reserve the right to enforce these views by law. As we condition society to be numb to what's uncomfortable, we remove diversity and thus enter tunnel vision in our perspectives. If we hide from the hard questions, the hard thoughts, we will become an easy and weak society.
- NONE
- None because I have never heard of it.
- I think the policy should stay as is. As to promote our ability to stand up and speak for ourselves. Plenty of people already have issues doing that. This also doesn't allow students to overstep certain boundaries.
- There should be no restrictions on what an individual can say because they should have the ability to say what they want. The only exception to this rule is if someone is bullying

another individual. I am not talking about if someone says something about someone else's ethnicity that is not bullying and if the person is offended they should grow a pair.

- The policy itself is clearly designed to promote student's right to free speech, but the issue lies with: "the timely and rational discussion of topics." From what I can tell, if someone disagrees with someone's speech topic on campus, I am unaware of a clear route for the former to discuss the topic. Thus, the promotion of discussion isn't being promoted very well.
- I would be fine with the policy staying as it is now.
- It should be more defined
- glad that all free speech is protected.
- Free speech policy is very easy to implement. It already exists. It is our Amendment 1 of our Bill of Rights.
- Free speech goes both way. As a society we have begun to shift toward allowing only free speech of the politically correct agenda. Free speech must be applied to all sides, but must be done in a non-slandering manner.
- It seems fine to me, I don't see a problem with it.
- It's fine, It doesn't need to be changed
- I want there to be no restrictions, unless it would violate law.
- Nothing really
- keep free speech
- It needs to be more concrete. It is too open to interpretation. Too open to someone shutting down free speech because THEY do not believe it promotes the welfare of the student body.
- I don't want to be reported for speaking on my beliefs or for me saying someones way of life is "odd" or "weird" to me
- It is important that we address the topic of free speech while it is still a small topic of discussion, rather than wait for it to potentially boil over at some point in time.

Do you have any examples or personal experiences with free speech that should be noted to help improve SDBOR's free speech policy?

59 responses

- No (18)
- NO (2)
- no (2)
- Nope
- As the Activity Grants Director for the BHSU campus, I work directly with clubs and organizations to fund different programs on campus. Some of these programs bring in speakers, talking about a range of topics from math careers, the education field, and sexual assault. By doing this, we ensure that the guest speakers are an appropriate use of our funds, don't appeal to just one political party, and provide an educational opportunity for students.
- A university is a wide and diverse community. Clearly, aspects of this culture may clash or directly contradict each other. At what point does criticism or abstract discussion on sensitive topics (religion, politics, race, sex, ect) cross a line and turn into abuse or hate speech? Ideally, students such as myself can appropriately define that line, but for an effective and clear policy, clarity is advisable and doesn't equal redundancy.
- None for me, but I've heard from friends.
- I have never personally experiences, or know of anyone who have experienced flaws in the policy that negatively impact other students.
- During the state legislative session, the proponents for the bill regarding the free speech policy for SDBOR were acting like students were being forced to be quiet, which isn’t the case. We speak our minds in perfectly appropriate ways. The groups that come to campus do follow the policy, but they are still annoying and I wish they weren’t as prevalent as they are.
- People can get into speech competitions or practices for free, sometimes.
- Look at other Universities successful in this arena and try what they did
- Silencing people do to there beliefs ends badly every time. Look throughout history.
- There is no such thing as hate speech.
- I yelled in a hallway once and some guy yelled back it was real cool
- I am a member of several diversity clubs ad free speech is crucial to our ability to exist as clubs, discuss relevant issues, and pursue solutions.
- None personally.
- Just because you do not value the opinions of someone does not give you the right to infringe on their free speech. However, is the line is crossed, i.e. hate speech, all bets are off.
- None that I can note. I attend a campus where I feel my voice is heard and respected.

- Free Speech is a must for any institution that claims to be for learning, in the past there have been colleges that stifle speech with things like "free speech zones" or some other bull shit. Anywhere, everyone should be able to have any conversation about anything. Anything less is cheating people the education we came here to seek. We should be free to criticize anyone and everyone including staff, and business choices made by this administration. We should be free to say the burgers are burnt every damn day. The only line ever to be drawn is if some idiot makes a terrorist threat. Then that should be handled by authorities and the school should cooperate. Don't let disagreements, politics or money destroy an american right. Don't let different opinions destroy the right to have those opinions.
- I have none.
- None.
- I am the child of a Vietnamese refugee who fled during the Fall of Saigon—I had relatives who died during the conflict and others who were sent to and tortured at "re-education" camps. I have met several individuals who argued for the communist ideology in my time at school—praising communist Vietnam, Cuba, and Venezuela. Despite my deep personal feelings on the subject and outcomes of a communist state—I would have it no other way. Classmates, guest speakers, and professors must be able to share their views, even if they give me great discomfort—because free speech provides the surest test of democracy and the greatest environment for learning.
- Regardless of whether a student or speaker is conservative, liberal, or a holder of any other ideology, I think their right to free speech ought to be protected. I would like to use this incident as an example: https://www.usatoday.com/story/news/nation/2017/09/15/ben-shapiro-berkeley-protest-arrests/669071001/ This particular incident is one example of protesters using threats of violence as a response to mere speech. This is part of an alarming trend where people appear to believe that those with opposing viewpoints speak words equivalent to violence, therefore they must be silenced. Censorship of civil discussion will not lead to personal development.
- While not a personal experience, I do feel that opposing views should be equally expressed regarding all topics. There is not one topic that only has one viewpoint so to become more rounded humans, we need to hear all sides of issues.
- I have not had a problem with the SDBOR's free speech policy. I believe it should be left as is, or expanded to protect controversial ideas.
- There have been one or two instances in my years at this school where a faculty member has scolded KDSU Student Radio for playing "inappropriate" music. These particular isolated situations weren't worth fighting, but as the president of one of this school's biggest outlets for student expression and creativity, I believe that in general this is a hill worth dying on. If any of our members ever feel that the SDBOR policy or DSU faculty

are constraining their ability to freely communicate, be it through vulgar screamo death metal or a controversial political talk show, we will not back down in the future.

- Don't suppress free speech
- The very fact that free speech is being questioned within this university if concerning. Why should a public university question constitutional rights?
- N/A
- Other then a meeting with an RA no. The meeting followed the rules and we both got our points across. I think the policy is great as it. Although I would like to see the issues others are having.
- Took speech class, was great. Very political and could talk about anything.
- A fellow student in my dorm floor wrote " 'F*ck the Police' is a good song." in the lounge white board. An R.A. erased the entire board, along with other students' drawings on the board which were unrelated to the song, and used the entire board to write a message: "Do not write rude comments about anyone - especially the police." While I would normally agree that rude comments are useless, The song itself is more than just a rude comment, its a criticism of police brutality during the decade it was written, and still rings fairly true for countless, present-day, families that have been ruined by a cops itchy trigger finger. The N.W.A song "F*ck the Police" represents the struggle of African American families from the late 80's, and is still relevant today. Even just at surface level, clearing the white board of the uncensored song title "F*ck the Police" serves as clear censorship, and a violation of free speech.
- I have no experiences where I felt like my speech was restricted.
- It must be truly equal. For example- When I was in the military free speech was not equal- a coworker was not allowed to play country music on the radio because a black woman complained but hardcore rap music was allowed. This is a type of problem that must be avoided. Allow it all or allow zero free speech.
- None from campus.
- Nope not really.
- I gave a speech on why free speech is important in the United States, especially on college campuses. Our right to free speech must be retained
- Free speech should never be hate speech. There is a difference between passionately disagreeing and swearing and calling names. If a person becomes out of control, mean, derogatory or violent, they are no longer speaking, but being a threat. Disagreeing with a policy is not the same thing. I can protest a policy, passionately, without being threatening. Make sure the people in charge know the difference.
- It should be clear that the right to free speech doesn't mean that you don't have to deal with consequences of what you say. Threats, slander, libel, etc. should be cracked down on while comments on a way of life being "odd" "weird" or "different" should be protected as long as the person is being respectful.

The South Dakota Board of Regents adjourned its regular business meeting on June 28, 2018 and will meet again for its annual planning session and regular session on August 7-9, 2018 in Pierre, South Dakota.

I, Paul Turman, System Vice President of Academic Affairs for 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 26-28, 2018.



Paul Turman
Vice President of Academic Affairs
South Dakota Board of Regents